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ENGLISH

Assessment Tasks

Listening
Reading Grammar
Vocabulary Writing
Speaking


PROSVESHCHENIYE
PUBLISHERS



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ENGLISH

АНГЛИЙСКИЙ ЯЗЫК Контрольные задания

X класс

**Учебное пособие
для общеобразовательных организаций**

Углублённый уровень

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Сборник контрольных заданий является составной частью учебно-методического комплекта по английскому языку для X класса общеобразовательных организаций (углублённый уровень).

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

Unit One

Man the Creator

I. Listening Comprehension Tests

NEF **Test One.** You will hear six people speaking about the Russian Museum. 1. Listen and match the speakers (A—F) with the statements (1—7). There is one statement you don't have to use.

1. Overseas art has found its place in the museum.
2. It's important to have strong contacts with other museums.
3. The collection is housed on several sites.
4. New trends in art are represented in the old picture gallery.
5. Part of the collection is open to the sky.
6. The collection has great national value.
7. The first works came from different sources.

Speakers	A	B	C	D	E	F
Statements						

NEF **Test Two.** You will hear a dialogue. 2. Listen to it and decide which facts below are true (T), false (F) or not stated (NS) in the dialogue.

1. Jane doesn't live in London.
2. Jane's visit to the National Gallery wasn't the first one.
3. Jane prefers the French Impressionists to other artists.
4. Nora knows at least one painting by Van Gogh.
5. Van Gogh painted sunflowers more than once.
6. Jane was taken about the gallery by a guide.
7. Visitors pay a small sum of money to go to the gallery.

Statements	1	2	3	4	5	6	7
Variants							

NEF **Test Three.** You will hear an interview. 3. Listen to it and complete the statements below appropriately.

- The Mount Rushmore Memorial depicts ____ American presidents.
a) three b) four c) five
- The Mount Rushmore Memorial has become ____ .
a) the pride of the country
b) an emblem of the country
c) the tallest monument in the country
- The Mount Rushmore Memorial was cut ____ .
a) in the rock
b) on top of a high rock
c) by a high rock
- Doane Robinson ____ .
a) was an artist
b) was a tourist agent
c) studied the events of the past
- The work of carving took ____ .
a) ten years
b) less than ten years
c) more than ten years
- The monument was finished by ____ .
a) Borglum himself
b) Borglum and his son
c) Borglum's son
- There were about 500 ____ .
a) steps to the top of the mountain
b) metres to the top of the mountain
c) people working on the monument

Statements	1	2	3	4	5	6	7
Variants							

II. Reading Tests



Test One. Read the descriptions of paintings (A—F) and match them with the statements (1—7). There is one statement you don't have to use.

- This portrait was painted very much against the sitter's will.
- The artist seems to have foreseen his sitter's fate.

3. The artist worked on this portrait after the painting had been finished.

4. This portrait is supposed to show the artist's relative.

5. You can see more than one portrait of this person in one and the same place.

6. The sitter in this famous portrait doesn't belong to the nobility.

7. This portrait is supposed to have been inspired by the artist's relatives.

A. The picture may be a portrait of Hendrikje Stoffels with whom Rembrandt lived after the death of his first wife Saskia and who bore him a daughter in 1654. In Rembrandt's little picture she appears to have lost something in a dark and shallow pool and is cautiously looking for it. Her face and pose seem to express quiet amusement.

B. She, who was born Margaretha de Geer, was the wife of Jacob Trip, a merchant from Dordrecht. They had been married in 1630 and had at least twelve children. Another head and shoulders portrait of Mrs Trip by Rembrandt is in the National Gallery and is dated 1661. The two larger portraits were probably painted in the same year.

C. Charles I became King of Great Britain and Ireland in 1625. He ruled without Parliament from 1629 to 1640, and his rule led to civil war and his own subsequent execution. He made an important collection of paintings, patronized Rubens and appointed Van Dyck as his court painter. Van Dyck's portrait of *Charles I on Horseback* is believed to show a sense of sadness and melancholy in the King's facial expression. How could the King be aware of his gloomy future? And how could a court painter take the liberty of portraying his Sovereign as doomed?

D. Murillo's self-portrait was probably painted when the artist was in his fifties. The painting was probably produced, according to the inscription, "to fulfill the wishes and prayers of his children" (of which he had nine). Murillo worked most of his life in Seville. His religious pictures were much copied and reproduced in the 19th century.

E. This brilliant portrait was painted by Lawrence in 1789 when the artist was just twenty, Queen Charlotte forty-five. She was the wife of George III and when the artist was first introduced to her, her Majesty didn't like the idea of sitting to him, saying that "she had not recovered sufficiently from all the trouble and anxiety she had gone through". In the previous year the King had become ill for the first time; he was later declared insane. The Queen refused a final sitting for the portrait

and the positions of the bracelets and scarf were modelled by another woman. The picture was painted at Windsor, in the background is Eton College Chapel.

F. This portrait depicts the first Duke of Wellington who defeated Joseph Bonaparte at the Battle of Vittoria in 1813. Goya painted the portrait in August 1812 when Wellington entered Madrid after winning the battle of Salamanca; but two years later the Duke returned the portrait to the artist to have his most recently awarded decorations included. Goya made the required alterations, so the new decorations – military orders and crosses – can be seen on the Duke's costume.

Paintings	A	B	C	D	E	F
Statements						

NEF **Test Two.** Complete the text. Use the appropriate phrases from the list below.

1. for the right phrase-book
2. since this was Switzerland
3. to see her family
4. across the aisle from me
5. hearing my story
6. where we would part
7. to give it up

Brief Encounter on a Train

When I first saw her in the station, she was boarding the train, showing an enormous brown leather suitcase up the high step with her knee. She wore trousers of brown corduroy and a bright green shirt with rolled-up sleeves. Dark eyes, dark hair, dark complexion, young, mysterious.

She collapsed into a seat **A** _____. Then the train continued its five-hour run westward across Switzerland. I moved across the aisle and sat down facing her.

"Wie heißen Sie?" I asked. Her only answer to my question was a smile. Oh, I thought, not German. Italian, of course.

I leant forward and crafted a more careful question. She still didn't answer. **B** _____, I had a final choice: French. The reply, as before, was a Mona Lisa smile.

I leaned back, returned the smile, and tried to look mysterious — a vain attempt, considering my fisherman's hat, red T-shirt, mustard trousers and running shoes. Just as I was about **C** _____, Mona Lisa spoke, "¿Habla Usted español?" she asked. Why hadn't I thought of it! She was Spanish.

I rummaged frantically through my bag **D** _____. She turned out to be single, employed in a home for the elderly, and on her way to Spain **E** _____.

What we spoke of, exactly, I can't remember, but the day flew past. I dreaded our arrival in Geneva, **F** _____, but by day's end we were there. We exchanged addresses and said goodbye with great reluctance.

I sometimes think of those days. Occasionally, I describe the details of that spring day to others, taking some liberty with the fact.

My wife especially enjoys **G** _____. However she insists that she left Switzerland for Great Britain the following year to marry me despite the way I was dressed that day.

Blanks	A	B	C	D	E	F	G
Phrases							



Test Three. Read the text and complete the statements after it.

Paintings in the Cave

In the late 1800s there lived a Spanish nobleman called Don Marcelino de Sautuola. His hobby was searching for information about the lives of people who lived thousands of years ago. Don Marcelino knew that prehistoric homes had been found in caves. He also knew of a cave called Altamira close to his farm. He wondered whether prehistoric people might have once lived in this cave. To find out he began to visit the cave and dig through the deep soil on the cave floor. As he dug, Don Marcelino carefully examined each shovelful of dirt. Finally he succeeded in finding some ancient spearheads. He excitedly brought them home to show his family and friends. That was when his young daughter Maria asked him to take her with him the next time he visited the cave. Don Marcelino agreed to take her into the cave if she promised not to disturb him at his work.

In the cave Maria soon got bored as she couldn't find anything that was fun to do. After some time, with a candle in her hand, she crept into the low passage. Soon the little corridor grew wider. Suddenly, looking at the ceiling, Maria stopped still. All around her, in the flickering yellow light, there seemed to be animals. Maria called her father and showed him the pictures. At first Don Marcelino could see only some black lines and some splodges of red and yellow. Then slowly, one after the other, the splodges and lines took on the shapes of animals. The more he looked, the more real the animals seemed. Don Marcelino realized that he was looking at paintings so skilfully done that the red, black and yellow creatures seemed to be alive.

As he studied the animals more carefully, he began to see that they were actually the pictures of bison, horned and humped creatures that had disappeared from Europe thousands of years before. The other figures on the ceiling were prehistoric animals too. There were wild horses, long-antlered reindeer and wild boars of a kind no living person had ever seen. Don Marcelino then understood the importance of little Maria's discovery. That very evening he wrote a long letter about the cave paintings to scientists in Madrid.

Today the Altamira cave is one of the most famous places in the world. People go there to study and admire the pictures little Maria first saw by the light of her candle.

1. Don Marcelino began his excavation because _____.
 - a) Altamira was close to his farm
 - b) he was interested in the past
 - c) his daughter had asked him to do it
 - d) he had little information about the lives of prehistoric people
2. Don Marcelino _____ on the cave's floor.
 - a) didn't manage to find anything
 - b) found some old pictures
 - c) couldn't find anything important because there was too much dirt
 - d) found some old artefacts/objects
3. In the cave Maria _____.
 - a) knew what she was looking for
 - b) looked for something to play with
 - c) was just roaming aimlessly
 - d) helped her father with his excavations

2. Jack considers himself to be a _____ of unsurpassable circumstances.

- a) sacrifice b) victim

3. Everyone knows about Anthony's _____ for Anna. He's been in love with her for years.

- a) affection b) affectation

4. When I saw the touching scene, I felt a _____ coming up in my throat.

- a) lump b) piece

5. The _____ of the broken news was such that it left all of us speechless.

- a) affect b) effect

6. The _____ in the young people's relations was obvious: they seemed to be on the threshold of breaking up.

- a) disagreement b) discord

7. I could see that the poor man's suffering was genuine, not _____.

- a) affected b) discordant

8. I have just _____ for my brother to come and collect you from the fitness center.

- a) arranged b) affected

Test Three. Use the words from the box to complete the sentences.

○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○
crumbs	slice	lump	drop	wisp	speck	chunk													
		pinch	flakes	bar															

1. I wondered where the light _____ of smoke was coming from.

2. The _____ of chocolate I chose was my mother's favourite dark bitter.

3. The large _____ of snow were melting on the children's cheeks.

4. We watched the _____ of clay turning slowly into a lovely vase.

5. The house was so clean there wasn't a _____ of dust in any of the four rooms.

6. Suddenly he felt a _____ of rain on his face.

7. These are _____ of bread for the birds. Look, they are

already coming for them. 8. This _____ of wood isn't useless: I'm going to make a toy horse from it. 9. The salad needs some olive oil and a _____ of salt. 10. May I have a _____ of bread with my soup, please?

Test Four. Complete the phrasal verbs in the sentences. Use the appropriate function words from the box.

○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○
away					down					for					out					

1. The teacher had to wait for the excitement to die _____. 2. The sounds of their voices gradually died _____ in the distance. 3. Please join us. You must be dying _____ a cup of tea. 4. Unfortunately, some beautiful old traditions are dying _____ all over the world. 5. The echo of the children's laughter died _____ and silence fell. 6. It's common knowledge that the dinosaurs died _____ long ago. 7. We don't want wildflowers to die _____ as a result of pollution. 8. The travelers had to wait for the strong wind to die _____. 9. I was so hungry, I was simply dying _____ something to eat. 10. Finally the storm died _____ and they saw the terrible damage it had caused.

Test Five. Give the English equivalents for the following word combinations.

- пейзажи и натюрморты _____
- палитра художника _____
- пройти испытание временем _____
- настоящий шедевр _____
- сюжет картины _____
- историческое полотно _____
- на переднем плане _____
- преобладающие цвета _____
- чувство пространства _____
- настроение момента _____

11. общее впечатление _____
12. яркие светящиеся краски _____

Test Six. Use the function words from the box to complete the sentences.

○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○
about	as	by	for	in	of	to	with												

1. Shelly arranged everything _____ the publication of her thesis.
2. They couldn't come _____ an agreement and decided to hold another meeting.
3. "Ouch," she gasped _____ pain.
4. We are trying to come to an arrangement _____ who should pay the money.
5. Ron stood _____ the shadow so no one could see him.
6. What is depicted _____ the foreground _____ the painting?
7. Thomas Gainsborough had a real talent _____ a colourist.
8. The landscape is dominated _____ a group of tall trees.
9. I'm sure all his portraits will stand the test _____ time.
10. He heard a gasp _____ fear in the darkness.

Test Seven. Form compound adjectives from the words in the two columns. Use the adjectives to complete the sentences below.

fast-	minded
close-	going
narrow-	handed
poverty-	kept
easy	acting
single-	faced
red-	stricken
well-	set

1. Alan rushed into the room _____ shouting something out angrily.
2. How can you be so _____ ? Why don't you want to see other people's points of view?
3. This is a _____

medicine, it'll soon ease your headache. 4. People living in this area are not just poor, they are _____. 5. Don't worry. Your secret is _____. No one will find it out. 6. With his _____ eyes and a big nose he didn't look particularly attractive but he had a heart of gold. 7. _____ people are calm and relaxed, they don't get easily upset about things. 8. He didn't get any help from his colleagues and did the whole job _____.

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

Thomas Gainsborough was a prominent English
1. _____. His father first recognized
Gainsborough's talent in an early landscape al-
though the boy was to become 2. _____
as a portrait 3. _____. Another curious
fact is that his 4. _____ portrait
nicknamed "Blue Boy" was not mentioned in print
during Gainsborough's lifetime.

Gainsborough was born in Suffolk, England, in
1727 and began to study 5. _____
when he was thirteen. In 1759 he established a
studio at Bath, the most 6. _____ resort
of 18th-century England. Handsome and a man of
great charm he was a 7. _____ with
society. Although he painted the 8. _____
men and women of his day Gainsborough's most
charming 9. _____ are of children.

ART

FAME

PAINT

SURPASSED

PAINT

FASHION

FAVOUR

LEAD

PORTRAY

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

Future at Stake

We don't know whether this story is true or myth but it is characteristic 1. _____ Thomas Edison, the great 2. _____. It happened when Edison was working on improving his first light bulb. He handed a finished bulb to a young helper, who nervously carried it upstairs 3. _____. At the 4. _____ moment the boy dropped it. The whole 5. _____ had to work 6. _____ 24 hours to make a second bulb. Edison looked round, then handed it 7. _____ the same boy. The gesture probably changed the boy's life. Edison knew that more than a bulb was at stake.

- | | | | |
|--------------------|---------------|--------------|---------------|
| 1. a) for | b) of | c) to | d) about |
| 2. a) discoverer | b) technician | c) mechanic | d) inventor |
| 3. a) step by step | b) on and off | c) by and by | d) to and fro |
| 4. a) latest | b) least | c) last | d) later |
| 5. a) crowd | b) bunch | c) team | d) crew |
| 6. a) another | b) more | c) different | d) other |
| 7. a) — | b) to | c) out to | d) in to |

1	2	3	4	5	6	7

IV. Grammar Tests

Test One. Use the appropriate forms of the personal and possessive pronouns to complete the sentences.

- Jack has changed out of all recognition. If you meet *(he)* _____, you'll never recognize *(he)* _____.
- This house isn't *(they)* _____, *(they)* _____ is just round the corner.
- Could you tell *(we)* _____ more about Natalya Goncharova and *(she)* _____ paintings?
- Is it *(you)* _____ textbook? I thought it was *(I)* _____.

5. Here are some photos, I'd like you to look at (*they*) _____ .
6. What a beautiful flower! What is (*it*) _____ name?
7. This classroom is (*we*) _____ , (*you*) _____ is a bit further along the corridor. Are you a new pupil here?
8. These people are too young, we want somebody more experienced than (*they*) _____ .

Test Two. Use the appropriate reflexive pronouns where necessary.

1. Now you, children, can see for _____ what great progress you've made.
2. She is still weak after the illness and should take good care of _____ .
3. May I ask you to wash and dress _____ quickly? Your breakfast is already waiting.
4. That day I felt _____ very happy, like a man without a care in the world.
5. Watch out, the knife is very sharp, don't cut _____ .
6. She looked at _____ again. The new clothes were just what she wanted.
7. Some children don't know how to behave _____ in the theatre properly. Talk to them before their first visit.
8. Has he done all the work _____ ? Do you mean no one helped him at all?
9. There was a lot of nice food and all the guests helped _____ to cakes and chocolates.

Test Three. Choose the appropriate forms of the verbs to complete the sentences.

1. Whose advice (*is/are*) usually most helpful to you?
2. This wallpaper (*have/has*) been on the walls of the room for years and years.
3. The news of his arrival (*have/has*) left nobody cold.
4. The new watch (*was/were*) the best I ever had.
5. The pair of jeans (*was/were*) worn out and dirty.

6. The stairs (*is/are*) very steep. Walk carefully!
7. Mathematics (*have/has*) always been one of the main school subjects.
8. The money (*was/were*) just enough to pay the house rent.
9. The clothes (*was/were*) bought in a good shop.
10. The information you've found (*is/are*) extremely valuable.

Test Four. Give the Russian equivalents for the underlined words in these sentences.

1. At this point we aren't able to understand the scale of the tragedy.
2. Children learn manners by following the example of their parents.
3. Mary's got both — great looks and intelligence.
4. This film's content is not suitable for young children.
5. Gloria was very famous but in spite of that she never put on airs and made everyone feel comfortable.
6. The great man's ashes were scattered at sea.
7. I couldn't find the name of my essay in the contents.
8. She weighed herself on her bathroom scales.
9. It's important to know if earnings are rising faster than prices.
10. On Sunday morning it was his custom to get up late.
11. Things had been done in this manner for centuries.
12. Now go through the customs and the passport control.

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

Test Five. Some of the sentences below have mistakes. Write down the numbers of these sentences. Correct the mistakes.

1. I'm not using this telephone number anymore; I have a new one.
2. — Which story do you remember best? — The first one.
3. — Which bread do you usually buy? — Rye one.
4. Some people believe that freedom is when one does what one wants.
5. Cottage cheese is the one I

use to make this cake. 6. — Let's play some indoor game. — Yes, let's. But which one? 7. Tomato juice is the one I prefer to have for lunch. 8. One cannot learn a foreign language properly within a month, it's just not possible.

The grammatically wrong sentences are: _____

The correct variants are: _____

Test Six. Use the verbs in brackets in the appropriate forms to complete the sentences. Give two forms where possible.

1. A small minority of electors (*to have*) _____ voted for this candidate. 2. The best brains in the country (*to have*) _____ failed to solve this problem. 3. Statistics (*to be*) _____ the science of using numbers to represent facts and describe situations. 4. The outskirts of our town (*to be*) _____ becoming more attractive with time. 5. Over one hundred species of birds (*to have*) _____ been reported to live in this National Park. 6. His lodgings (*to be*) _____ small but fairly comfortable. 7. As far as I know, the staff (*to be*) _____ not happy about the new office rules. 8. Mathematics (*to include*) _____ arithmetic, algebra and geometry. 9. The customs (*to be*) _____ situated further to the left, over there. 10. The crowd in front of the palace (*to be*) _____ getting more and more excited. 11. The police (*to be*) _____ called to deal with the problem. 12. The document should be written in plain English so that the public (*to understand*) _____ .

if you help me to make my choice. Do you think I should concentrate on some period in the history of art? What period then? Or should I choose a particular artist? What name or names would you recommend? There is one more option — a Russian picture gallery. I need your advice ...

Write a letter to Jenny. In your letter:

- answer her questions;
- ask 3 questions about the kind of school projects they do and how they present them.

Test Two. Write a descriptive essay. Follow the outline below:

- the name of a painting that once made a great impression on you;
- the place where you first saw it and under what circumstances;
- the painting's description;
- the reasons to call the picture special.



Test Three. Comment on one of the statements below. Write if you agree or disagree with it in 200—250 words.

1. One doesn't have to know anything about art to properly understand it.
2. With time art becomes different but doesn't become better or worse.


Use the following plan:

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

Unit Two


Man the Believer

I. Listening Comprehension Tests

NEF Test One. You will hear six people speaking about beliefs and superstitions  4. Listen and match the speakers (A—F) with the statements (1—7). There is one statement you don't have to use.

1. This speaker mentions some queer beliefs.
2. This speaker talks about superstitions linked to lexicon.
3. This speaker mentions an informative publication.
4. This speaker talks about superstitions linked to particular occupations.
5. This speaker mentions the oldest superstition known.
6. This speaker talks about where a superstitious belief came from.
7. This speaker says that nations don't always share their beliefs.

Speakers	A	B	C	D	E	F
Statements						

NEF Test Two. You will hear an interview  5. Listen to it and decide which facts below are true (T), false (F) or not stated (NS) in it.

1. The Amish tend to have traditional families.
2. Amish people refuse to use gadgets at home.
3. It is only the religion that makes Amish people live in a world of their own.
4. Amish people are supposed to be altruistic.
5. Amish children have Amish schools and Amish teachers.
6. Amish children don't get a higher education.
7. It's easy to tell married women from unmarried ones by the way they dress.
8. Amish girls never have short hair.
9. You cannot tell Amish married men from those unmarried by the way they look.

Statements	1	2	3	4	5	6	7	8	9
Variants									

Test Three. You will hear a dialogue 6. Listen to it and complete the statements below appropriately.

1. Leo _____.
 - a) is sure he wants to watch the new film
 - b) really wants to watch the new film
 - c) is likely to watch the new film
2. Leo wants to find out _____.
 - a) why vampire films are so popular
 - b) when vampire theme first appeared
 - c) why people invented vampires
3. A character in Bram Stoker's story got the name Dracula because _____.
 - a) he behaved like the real Count Dracula
 - b) he looked like the real Count Dracula
 - c) the author described the life of the real Count Dracula from Transylvania
4. Modern film directors _____.
 - a) borrow some features of Dracula mentioned in Stoker's book
 - b) don't borrow any features of Stoker's Dracula
 - c) make their vampire characters much more scary than Stoker did
5. Chris _____.
 - a) has no fear of vampires
 - b) has never believed in vampires
 - c) is slightly scared of vampires
6. Leo thinks that vampire films _____.
 - a) are bad for teenagers
 - b) are good enough for witless people only
 - c) enrich their creators

Statements	1	2	3	4	5	6
Variants						

II. Reading Tests

Test One. Read the text and match its paragraphs (A—F) with the titles (1—7). There is one title you don't have to use.

Titles:

1. A unique construction
2. Religious education for the young
3. A place of interest for the young
4. Their ceremonies and rites
5. Faiths and religions
6. Financial support of the temple construction
7. A religion born abroad

A Country of Different Religions

A. The main religion in the United Kingdom is Christianity. The monarch is both head of state and head of Church. There are two main churches in the country: the Church of England and the Church of Scotland. However, there are various non-Christian religious institutions, such as Muslim and Hindu.

B. British schoolchildren normally start their day with morning Christian prayer. But almost every school has children from non-Christian backgrounds, so taking part in Christian prayers is not compulsory. All British children receive some religious education to learn about different religions and religious beliefs. Most schools are mixed schools, which means children from any ethnic or cultural backgrounds can join them. However, there are also some specialized schools in London, for example all-Muslim schools.

C. There are about half a million Hindus in the UK. London has the largest Hindu community in Britain. Hinduism is a very old religion which started in India. The word *Hindu* comes from the name of the River Indus. It just means "the people who lives near the Indus River". Hindus believe in reincarnation. They think that when you die, you would be reborn into another body. If you had been bad, you would come back as an insect or a rat.

D. There are over 150 Hindu temples in the UK but the most magnificent one is situated in London. In fact, it is the largest Indian temple outside India. It is called Mandir. Mandir is simply a Hindu name for a temple. The Mandir in London is well worth a visit. It is made of carved marble and is a true architectural wonder. The material for the temple was first shipped from Bulgaria and Italy to India where it was beautifully carved by 1,500 Indian craftsmen and then shipped to London to

be assembled. Mandir is designed and constructed entirely according to ancient Vedic texts — using no steel whatsoever.

E. The temple was finished in 1995 and took five years to build. The money came from generous donations and various fund raising projects. For example, the Aluminium Recycling Project raised 150,000 pounds by collecting and recycling 7 million aluminium cans and 22 tons of aluminium foil.

F. A school visit to Mandir is an ideal way to learn about Hinduism in the Religious Education curriculum and get a firsthand experience of the Hindu faith in practice. School groups choosing to visit Mandir are numerous, around 800 throughout the academic calendar. Such groups cover the entire spectrum of students from junior, primary and secondary schools to sixth form colleges and sometimes even universities.

Paragraphs	A	B	C	D	E	F
Titles						

NEF **Test Two.** Read the text and complete it with the appropriate phrases (1—7) from the list below.

1. had biscuits and milk
2. watch for traffic
3. and the plant goes up
4. and play and work
5. where we found them
6. in the plastic cup
7. at nursery school

Wisdom Gained in the Sandpit

Most of what I really need to know about how to live, and what to do and how to be I heard A _____. Wisdom was not at the top of the university mountain, but there in the sandpit.

These are the things I learnt.

Share everything. Play fair. Don't hit people. Put things back B _____. Clean up your own mess. Don't take things that aren't yours. Say you are sorry when you hurt somebody. Wash your hands before you eat. Live a balanced life: learn a bit and think a bit, and draw and sing and dance C _____ every day.

Take a nap in the afternoon. When you go out into the world, **D** _____, hold hands and stick together. Be aware of wonder. Remember the little seed in the plastic cup. The roots go down **E** _____, and nobody really knows why, but we are all like that.

Goldfish and hamsters and white mice and even the little seed **F** _____ — they all die. So do we. And then one of the first words you learnt to read, the biggest word of all: look.

Think what a better world it would be if we all **G** _____ about three o'clock every afternoon and then lay down with our blankets for a nap or if we had a basic policy always to put things back where we found them and cleaned up our own messes. And it is still true, no matter how old you are, when you go out into the world, it is best to hold hands and stick together.

Blanks	A	B	C	D	E	F	G
Phrases							



Test Three. Read the text and choose the appropriate answers to the questions after it.

The Day of the Dead

Mexico celebrates the Day of the Dead on the 1st and 2nd of November. In cities all over the country for several weeks before the festival begins street markets and shops are filled with symbols of death.

It is a very important event for all Mexicans. They believe that on the Day of the Dead the spirits of the dead return to the land of the living. But there is nothing sad about this festival. It simply reflects the Indian belief that death is a natural part of life. The Indian festival became a Catholic one when the Spanish brought their religion to Mexico.

A feast is prepared for the dead with their favourite food and drink, sweets and fruit. A special kind of bread, *bread of the dead*, is baked, made from flour, butter, sugar, eggs and orange peel. A bowl of water is put on the table so that the spirits can wash their hands. The tables are decorated with sugar skulls, candles, and paper skeletons.

Markets are filled with marigolds known in Mexico as *the flower of the dead*. Their scent is believed to "attract the souls". The orange marigold was the flower that the Aztecs used to remember their dead by.

The island of Janitzio is famous for its Day of the Dead celebrations. Just before midnight on the 1st of November, the lake which surrounds Janitzio is lit up by hundreds of torches. They show the route to the small boats which carry the families to the island. They go to the cemetery where they will spend the night. The church bell rings all night, calling the souls to return and enjoy the ceremony.

The cemetery is crowded not only with family and friends, but with tourists and photographers. But later in the night the tourists leave and the families remain until morning.

The meaning of this festival is to remember lovingly and happily the dead relatives. For Mexicans the Day of the Dead is a great celebration of life itself, and they do it joyfully because they believe that no soul wants to be remembered with sadness.

1. Where is the Day of the Dead celebrated?
 - a) In all Mexican cities.
 - b) In Mexican countryside.
 - c) Worldwide.
 - d) Everywhere in the country.
2. Why did the festival change its original pagan meaning?
 - a) Because very few people believe in spirits nowadays.
 - b) Because old Indian beliefs are forgotten now.
 - c) Because at some point in its history the country was christened.
 - d) Because the Spanish brought their own festivals to the country.
3. What can be said about the festive meal prepared for the day?
 - a) It's the best meal people cook during the year.
 - b) Most of the dishes are sweet, sugary things.
 - c) Some things are especially cooked for the occasion.
 - d) *Bread of the dead* is the only festive dish.
4. Why do people go to Janitzio?
 - a) To visit the cemetery.
 - b) To listen to the church bell ringing.
 - c) To take photographs.
 - d) To stay there until morning.

Questions	1	2	3	4
Variants				

III. Vocabulary Tests

Test One. Use the words from the box to complete the sentences.



deserved awesome executed sentences betrayed
menace confirmed trial demanding
denied innocent seek claim

1. Being a nurse in a busy hospital is a very _____ job.
2. Police officers are demanding tougher _____ for people who carry knives. 3. The president will not be able to _____ victory until all the votes are counted. 4. She finally got the success that she truly _____. 5. He made his way to London to _____ his fortune. 6. George _____ that he had ever been to this house. 7. The new group were just _____, all the teenagers were crazy about them. 8. The great painting was _____ at the turn of the 19th century. 9. The jury declared him _____ and he was allowed to go free. 10. Human rights groups claim that the _____ was unfair. 11. The date of the meeting will soon be _____. 12. The humanity is facing the growing _____ of global pollution. 13. A secretary _____ his trust and made the private information public.

Test Two. Match the words in the two columns and complete the sentences with the word combinations.

to demand
betrayed
confirmed
stood
deserves
innocent
sentenced
claims
went
menace

your time
on the roads
to represent
on trial
him in his determination
absolute obedience
in awe
as a baby unborn
to five years
his own principles

1. Our grandparents thought that it was necessary _____ from children. 2. I have very strong doubts that this new film _____. 3. He had _____ and felt awful about it. 4. I'm as _____. Take my word for it. 5. Peter knew it wasn't easy to enter the best university in the country, but it was a real challenge. The fact only _____. 6. Careless drivers often become a real _____. 7. He _____ charged with murder. 8. We all _____ in front of the painting. 9. The organization _____ more than 10,000 people. 10. They will be _____ for that bank robbery.

Test Three. Complete the sentences by choosing the appropriate variants.

- This court mainly deals with criminal _____.
a) sentences b) trials
- To achieve success one _____ confidence.
a) demands b) requires
- Jesus Christ is believed to have had twelve _____.
a) disciples b) pupils
- That day we had a _____ of strawberries and cream.
a) feast b) meal
- He still _____ committing the terrible crime.
a) denies b) deserves
- My client is _____ compensation for wrongful imprisonment.
a) looking for b) seeking
- The hotel is a perfect place for a relaxing beach _____.
a) feast b) holiday
- Two more nuclear power stations were built _____ widespread opposition.
a) in spite b) despite

Test Four. Use suitable prefixes to form new words from the words in brackets and complete the sentences.

1. How much did you pay for painting the room? So much? I think you (-paid) _____ the workers.
2. There are not so many people coming to the public sports center. It is definitely being (-used) _____.
3. We were told our documents had been lost or (-placed) _____.
4. The programme is not broadcast live, it's (-recorded) _____.
5. Do you know the game in which two people look straight into each other's eyes for a long time to see who can (-stare) _____ the other.
6. Don't accuse me of (-honesty) _____: I've told you the truth.
7. The saddest thing was that some children felt (-wanted) _____.
8. Doctors often give people a course of (-biotics) _____.

Test Five. Complete the phrasal verbs with the appropriate function words.

1. The monarch's orders were immediately carried _____.
2. You are the only person who can carry _____ this unusually hard job.
3. When he died, his son carried _____ his work and soon published the book.
4. It was just his courage that carried him _____ in that difficult situation.
5. Turn right at the corner and carry _____ across the square.
6. The results of the investigation will be made public as soon as we carry it _____.
7. Don't mind us. Just carry _____ with what you're doing.
8. If we can't carry _____ everything we are supposed to do, we'll have to ask for help.

Test Six. Use the function words from the box to complete the sentences.



in

to

of

by

on

1. We know that a group of people are _____ trial for bank robbery. 2. This volcano has always been a menace _____ the population of the village. 3. I'm sure that Jack is innocent _____ the crime. 4. A lamb was offered in sacrifice _____ God. 5. The latest events have confirmed me _____ my position. 6. Do you really believe _____ ghosts? 7. He went out in spite _____ his father's orders that he must stay at home. 8. Is the government aware _____ the problem? 9. The child is a real trial _____ his parents. 10. Today's church service will be led _____ a visiting priest.

Test Seven. Give the English equivalents for the following words and word combinations.

1. Римско-католическая церковь _____
2. паломничество _____
3. окна с витражами _____
4. соборы и часовни _____
5. женские и мужские монастыри _____
6. религиозная община _____
7. традиции, ритуалы и обряды _____
8. Православная церковь _____
9. распятие _____
10. мечеть _____
11. искать спасения _____
12. возносить молитвы _____

NEF Test Eight. Complete the text with the derivatives of the words on the right.

On February 2 some people celebrate Candlemas, an old 1. _____ church festival. In the US this day has a very special 2. _____. On this day, it is said, the groundhog, who is curled up 3. _____ in his burrow all winter, comes out for a look at the weather. If

EUROPE
IMPORTANT

SNUG

the sun is shining and the sky is 4. _____ ,
 he will see his shadow and retire for six weeks
 more of 5. _____ sleep. But if the day
 is 6. _____ , he is supposed to remain
 outside in hopes of an early spring. If you think
 that this weather forecast is 7. _____ ,
 wait for Candlemas and see.

CLOUD

DISTURBED
CLOUD

ACCURATE

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

NEF **Test Nine.** Choose the appropriate words to complete the text.

Invasion of the New Barbarians

At the Forum in Rome, where Cicero orated and Caesar was murdered, they chip away pieces of marble to take home as 1. _____. At the *Piazza della Signoria* in Florence, where 15th-century religious reformer Savonarola was burnt, they have painted the toe-nails of a 2. _____ of Michelangelo's David. At the Parthenon in Athens, where Athena was 3. _____ , they slip 4. _____ of rock into their bags to smuggle home and use as paperweights.

In the Eastern Pyrenees they crawl along the walls of Cathar castles 5. _____ dislodging stones and throwing them down the mountainside. And then, to ensure that their 6. _____ is preserved, they carve their 7. _____ into ancient walls.

They are the New Barbarians.

- | | | | |
|-----------------|------------|------------|-----------------|
| 1. a) presents | b) gifts | c) mascots | d) souvenirs |
| 2. a) replica | b) copy | c) clone | d) reproduction |
| 3. a) worshiped | b) admired | c) adored | d) prayed |
| 4. a) grains | b) blocks | c) pieces | d) chunks |

5. a) willingly b) deliberately c) surprisingly d) fortunately
 6. a) deed b) feat c) crime d) activity
 7. a) letters b) initials c) signatures d) marks

1	2	3	4	5	6	7

IV. Grammar Tests

Test One. Choose the appropriate variants to complete the sentences.

1. The cake I made for the festive dinner tasted absolutely (*great/greatly*). 2. Rose spoke (*cold/coldly*) to me and I understood that something was (*wrong/wrongly*). 3. Some of the information in newspapers is (*hard/hardly*) to believe. 4. Don't forget to tell them how (*high/highly*) we appreciate their efforts. 5. The weather that summer was hotter than (*usual/usually*). 6. The performance begins too (*late/lately*) for children to attend it. 7. The music sounded too (*loud/loudly*) and got on everyone's nerves. 8. Jack was (*wrong/wrongly*) believed to be a greedy man. 9. Bravo! You've done the whole test (*right/rightly*).

Test Two. Put the adverbs in the appropriate places to complete the sentences.

1. This is the place connected with the saddest moments in my life. I don't come here (*often*). 2. John is the most notorious pupil in this group. He is late for his classes (*always*). 3. I'm afraid he has been an orderly person (*never*). 4. I join my younger friends to take part in their discussion (*sometimes*). 5. I remember having put the keys into my purse (*definitely*). 6. Mr Tyson is doubtful about the expensive purchase he is going to make (*still*). 7. We were invited to their splendid mansion surrounded by old elm trees (*seldom*). 8. Mrs Thompson is at home after 7 p.m. (*usually*). 9. My Aunt Emma speaks quietly and slowly (*rarely*). 10. Don't you think he is wrong (*probably*).

Test Three. Choose the appropriate forms to complete the sentences.

1. Some people are (*observanter/more observant*) than others. 2. This sport is the (*more/most*) dangerous I know. 3. Nowadays there are (*many/much*) more people coming to these festivals. 4. He doesn't find

this job offer attractive and hopes to get (*a better/best*) chance in the near future. 5. I think Jason could be the potential winner of the race. He runs (*fastest/faster*) of all. 6. The two sisters are very much alike but the (*younger/youngest*) one is a bit taller. 7. Who is the (*eldest/oldest*) member of our sports society? 8. He is a (*slower/more slowly*) thinker than his younger sister. 9. Let's take the (*shorter/shortest*) way possible. We are pressed for time. 10. There are (*much/many*) more potatoes than other vegetable in the pot.

Test Four. Some of the sentences have mistakes. Write down the numbers of these sentences. Correct the mistakes.

1. It was a lonely road and we didn't see anyone on the way to Bradford. 2. The afraid children kept silent about the accident. 3. I have never met an alive poet in my whole life. 4. At 5 a.m. Al was awake and ready to go fishing. 5. She didn't want to fall sleepy before midnight and miss Santa bringing presents. 6. Jim was really afraid of losing his job. 7. Time to set our new boat afloat seems to have come. 8. What are you doing with the matches? Are you trying to set the house alight? 9. They have a pianist playing alive music in this restaurant. 10. It was a great shock to see the alight cars under our windows.

The grammatically wrong sentences are: _____

The correct sentences are: _____

Test Five. Match the words in the two columns and complete the sentences with the word combinations.

all
fast
wide
very

ashamed
alive
afloat
alone

safely
all
very much

alight
awake
asleep

1. At last our ship was _____ and we set off on a most wonderful voyage across the ocean. 2. On the threshold of a new adventure I felt thrilled and _____. 3. Did he really live _____ in the wood with just wild animals to keep him company? 4. It was deep night and everyone in the house was _____. 5. I have no doubt that Joe is _____ of his behaviour yesterday night. 6. I wasn't sleeping, I was _____ and heard everything they were saying. 7. A crowd had already gathered around the old garage that was _____.

Test Six. Translate the sentences below into Russian.

1. I suggest that you talk with the person *concerned*.

2. The *present* situation cannot be allowed to continue.

3. The *concerned* parents decided to find out what was happening.

4. Gradually, they themselves became *involved* in the dispute.

5. Those *present* at the concert were delighted to see their favourite singer again.

6. She has a very *responsible* position in her company.

7. What's the *proper* way to solve the problem?

8. They were having a long and *involved* discussion about modern politics.

9. Those *responsible* for the terrible crime must be punished.

10. Do you live in the city *proper* or in the suburbs?

Test Seven. Put the adjectives in the following word combinations in the appropriate order.

1. a (French, fantastic, new) _____ film
2. a (woollen, purple, long) _____ skirt
3. a/an (original, plastic, round) _____ coffee table
4. a (chocolate, tasty, large) _____ cake
5. a/an (stone, ancient, gray) _____ castle
6. a/an (green, picturesque, Italian) _____ island
7. a/an (triangular, impressive, multi-coloured) _____ kite
8. a (white, cute, small) _____ lamb

Test Eight. Use the adverbs from the box to complete the following sentences.

○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○
briefly		honestly		normally		hopefully		evidently											
		generally		clearly		frankly													

1. _____ it takes about two hours to get to London.
(*as it usually happens*)
2. _____, we'll get more news next week. (*we want it to happen so*)
3. _____, there are two major problems to solve.
(*without giving many details*)
4. _____, I can't remember any of the visitors' names.
(*I want you to believe me.*)

5. _____ , the dinner she cooked for us was terrible.
(*It's my opinion and I don't care whether you agree with it or not.*)

6. Lidia was _____ a hard worker. (*it was typical of her*)

7. The game was _____ lost because the team was badly prepared for it. (*it was obvious*)

8. _____ , the examination was too difficult for this age group. (*people can easily see it*)

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

There was a party where the guests began talking about travelling. "I'm in love with Asia. For me it's the 1. _____ part of the world", one of the 2. _____ bragged, though she never 3. _____ there. "It's enigmatic and magical, beautiful beyond belief. And China, of course, comes 4. _____ among the countries. China is the pearl of the Asian oyster."

"What about the pagodas?" a man 5. _____ beside 6. _____ asked. "You 7. _____ them?"

"See them? My dear, what you 8. _____ about? I had dinner with them."

GOOD
WOMAN
BE

ONE

SIT
SHE, SEE
TALK

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

NEF

O O O O O O O O O O O O O O O O O O

Write a letter to Roy. In your letter:

- Test Two.** Write a descriptive essay. Follow the outline below:

- NEF

1. Modern people do not believe in superstitions like black cats or unlucky numbers.

2. Nowadays it's becoming clear that the supernatural exists.

Use the following plan:

- 36

Unit Three

Man — the Child of Nature

I. Listening Comprehension Tests

NEF **Test One.** You will hear six people speaking about environmental problems. 7. Listen and match the speakers (A—F) with the statements (1—7). There is one statement you don't have to use.

1. This speaker describes different jobs for environmentalists.
2. This speaker talks about water pollution.
3. This speaker gives his/her opinion about the ecological situation in a capital city.
4. This speaker talks about environmental awareness.
5. This speaker mentions the speed at which living things are disappearing from our planet.
6. This speaker describes some seismic event that occurred deep in the ocean.
7. This speaker mentions possible threats to the Earth's environment that may occur in the future.


Speakers	A	B	C	D	E	F
Statements						

NEF **Test Two.** You will hear a dialogue. 8. Listen to it and decide which facts below are true (T), false (F) or not stated (NS) in the dialogue.

1. Roy has been a member of the World Wildlife Fund (WWF) for seven years.
2. It is common knowledge that a panda represents WWF on the badge because it is an endangered animal.
3. Pandas' lives much depend on bamboo forests.
4. The Chinese government tries their best to protect the giant panda from extinction.
5. Bamboo is a tall plant that is used for making things such as furniture and fences.
6. Bamboo forests having grown for many years vanish unexpectedly.

7. Pandas live only on bamboo.

Statements	1	2	3	4	5	6	7
Variants							

NEET **Test Three.** You will hear an interview  9. Listen to it and complete the statements below appropriately.

- In Patrick Warren's opinion the situation with the endangered animals _____.
 - is getting worse with every passing year
 - has been altered for the better recently
 - is not changing at all
- Patrick Warren blames _____ for the situation with the Indian tiger.
 - governments of different countries
 - hunters and farmers
 - the human being
- Patrick Warren has been interested in the problem of endangered animals _____.
 - since the last quarter of the previous century
 - for twenty-five years
 - for a great number of years
- Patrick Warren _____.
 - mentions only two species of endangered animals in his interview
 - thinks that the African elephant is more vulnerable than the Indian tiger
 - is sure the situation with the Indian tiger is the worst nowadays
- The Indian tiger _____.
 - is a man-eating species of wild animals
 - kills about 1,000 people every year
 - has absolutely stopped hunting people
- The Indian tiger has become an endangered species due to _____.
 - the fact that man has ruined their natural habitats
 - various reasons
 - the human inability to foresee their future

7. Patrick Warren _____ .

- a) is absolutely sure that future generations of people will be able to see the Indian tiger
- b) thinks that the Indian tiger will become extinct
- c) is uncertain about the future of the Indian tiger

Statements	1	2	3	4	5	6	7
Variants							

II. Reading Tests

NEF **Test One.** Read the text and match its paragraphs (A—G) with the titles (1—8). There is one title you don't have to use.

Titles:

1. Different requirements for sleep
2. Why sleep is so important
3. Their inner systems do not work like those of adults'
4. If you don't have enough sleep
5. It may be better to begin school later
6. Why teenagers feel tired in the morning
7. Too much sleep could be dangerous
8. The world record set by a teenager

Why Sleep?

A. Can you stay up all night? Ants do not need to sleep at all, and cows and horses can fall asleep standing up. But if you are an average teenager, you need to sleep a lot. It's a necessary and natural state in which you are unconscious for a time and your body rests, especially for several hours at night.

B. Randy Gardner, a seventeen-year-old American schoolboy, managed to stay without sleep for eleven days. No other person is known to have been able to stay awake so long. As the days passed, Randy couldn't see or talk properly. He returned to normal when he finally fell into a deep sleep.

C. Scientists say a teenager should get between eight and ten hours of sleep a night. In the USA scientists have found out that 55% of young people wake up feeling tired because they don't get enough sleep.

D. Sleep repairs disease-fighting cells in your body. These smallest parts of our bodies help us to resist outer bad influences. When you sleep, your dreams help your brain to sort out all the information that it has learnt previously. During sleep, hormones that are important for growth are active, so young people grow in their sleep.

E. If teenagers don't get enough sleep, they are not active, they feel sleepy. A sleepy student is not likely to concentrate and do well at school. Driving a car or playing sports are also more dangerous if you have not slept well. If you don't get enough sleep, you can feel angry and depressed.

F. If a teenager wants to sleep in the morning, it doesn't mean they are lazy. Melatonin, a hormone that helps you to fall asleep, works at a different time of day for teenagers. This means that young people typically prefer to go to bed and to get up later. Unfortunately, school timetables make students get up rather early not to be late for their first class.

G. Some schools in America are experimenting with a new system that is better for teenagers. Some high schools change their start time from 7.25 to 8.30 a.m. The results so far are good. School grades and students' attendance have both improved.

Paragraphs	A	B	C	D	E	F	G
Titles							



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

1. living in these areas
2. were declared too radioactive for human habitation
3. it quickly contaminates water, soil, plants and animals
4. had lost their homes and virtually all their possessions
5. are also required to avoid potentially catastrophic consequences
6. continues to be banned off the coast of Fukushima
7. an earthquake and subsequent tsunami
8. Fukushima officials stated
9. replacing the human inhabitants

Costs and Consequences of the Fukushima Disaster

The destruction of the Fukushima nuclear power plant in March 2011, caused by **A** _____, resulted in massive radioactive contamination of the Japanese mainland. In November 2011, the Japanese Science Ministry reported that long-lived radioactive cesium had contaminated 30,000 square kilometres of the land surface of Japan. All of the land within 20 km of the destroyed nuclear power plant, and an additional 200 sq km located north-west of the plant, **B** _____. All persons **C** _____ were evacuated and the regions were declared to be permanent "exclusion" zones.

D _____ that 159,128 people from the exclusion zones **E** _____. Most have received only a small compensation to cover their costs of living as evacuees. They have not been told that their homes will never again be habitable. Radioactive cesium has taken up residence in the exclusion zone, **F** _____.

Once a large amount of radioactive cesium enters an ecosystem, **G** _____. It has been detected in a large range of Japanese foodstuffs, including spinach, tea leaves, milk, beef, and freshwater fish up to 200 miles from Fukushima.

In addition to its effects on land, the Fukushima disaster produced the largest discharge of radioactive material into the ocean in history. Fishing **H** _____.

Blanks	A	B	C	D	E	F	G	H
Phrases								

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

The African Elephant

Has the African elephant got a future? Will our grandchildren see this wonderful animal? In the 19th century Africa was full of elephants. At the end of the 20th century specialists counted a little bit more than a million on the whole of the black continent. Thousands of elephants were disappearing every year and in many game parks there are more dead elephants than live ones.

These large areas of land which are set aside for wild animals to live in have a rather small population of elephants.

This is the sad story of Kabalega Falls National Park in Uganda. In the 1960s the human population grew very fast and farmers started to take land from the park. They pushed 8,000 elephants into the southern part of Kabalega. Soon the elephant population grew too large for that area, and began to destroy the bush. Elephants tear the branches of young trees and eat the leaves. An adult elephant needs one third of a tonne of food a day, and 180 litres of water. If elephants kill too many trees, the bush starts to die, and there is no food or water for any of the wild animals. Parts of Kabalega became deserts, full of dead trees and bones.

The government had to kill some of the elephants to save the park and the elephants themselves. It was important to get the right balance between land and animals. Then the bush can grow again and feed the elephants and other wild animals. The scheme began well, but then there was a terrible war in Uganda and most people forgot about the game park. In those days the world price for ivory became very high and poachers¹ killed thousands of Uganda elephants. The situation was getting worse and worse. After the war a team of wild life experts flew over the game park and they saw a terrible sight. They found only a small herd of live elephants and lots of dead ones, the latter without their tusks. People used to kill wild animals from fear, for food or for clothes. Now they are killing the elephant for money. Ivory is not a kind of essential necessity for man yet many people want it and are ready to pay high prices. Thus poachers can easily find a market. Is there still time to save the elephant?

1. The African elephant _____.
 - a) has become an extinct animal
 - b) has no future
 - c) has become an endangered species of African animals
 - d) will never be able to regain its population
2. Game parks are _____.
 - a) large parks for games
 - b) large parks with zoos
 - c) large fenced bits of land for tourists to watch wild animals

¹ a poacher ['pəʊtʃə(r)] — браконьер

1. It was early December morning when Jane went out of the house. She _____ her hands together muttering, "Brrrr, it's cold."
2. The death of a close relative can be a deeply _____ time.
3. The late Mr Phillips was a brave soldier and a _____ tactician.
4. It was already 9 p.m. when they reached their destination. The light _____ and they had no time to explore the locality.
5. In most cases, surgical _____ permanently corrects the disease.
6. They must act immediately, their _____ could be fatal.
7. Christianity, Islam and Judaism all call on their followers to resist _____.
8. — How are you, dear? — I _____ uncontrollably and feel a little chilly.
9. The _____ of directors is responsible for setting the company's strategic aims.
10. It was several weeks before I got a _____ night's rest.
11. I _____ the side of the car as I was driving through the gate.
12. It's a _____ fact that the country is top of the list for cocaine use.
13. The teacher _____ round to see who had spoken.
14. She stood on the pavement _____ not knowing which way to go.

Test Two. Match the types of boards with their definitions.

- | | |
|---------------------|---|
| 1. a chopping board | a) a small flat stick used as a manicuring instrument |
| 2. a chessboard | b) a board that you cut meat and vegetables on |
| 3. a noticeboard | c) a board high above the swimming pool |
| 4. an ironing board | d) a square board divided into 64 squares usually of black and white colours |
| 5. a dartboard | e) a board usually on a wall to display some information |
| 6. a diving board | f) a long narrow board covered with some cloth and used to press linen and other things |
| 7. an emery board | g) a circular board with numbers on it which is used as a target in a game |

1	2	3	4	5	6	7

Test Three. Match the words with their definitions.

- | | |
|----------------------|---|
| 1. to ape | a) to move in a twisting way |
| 2. to dog | b) to talk continuously in a boring way |
| 3. to duck | c) to lower the head or bend down quickly |
| 4. to ferret | d) to copy a person or a person's behaviour in a stupid way |
| 5. to monkey (about) | e) to eat quickly and hungrily |
| 6. to rabbit (on) | f) to handle something carelessly |
| 7. to rat | g) to break promises or act in a disloyal way |
| 8. to snake | h) to follow somebody very closely never leaving them |
| 9. to wolf | i) to look for something, to search |

1	2	3	4	5	6	7	8	9

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

- The whole house was filled with the (*aroma/scent*) of coffee and garlic.
- Put even numbers on one side and (*strange/odd*) numbers on the other side.
- How much money did you manage to scratch (*around/together*) yesterday? Do you think it will be enough?
- Why aren't you wearing that (*eighty-dollar/eighty dollars*) dress of yours?
- I couldn't find the necessary file in the office and decided to (*rat/ferret*) around for it in my study at home.
- That was a (*three-kilometre/three kilometres*) route.
- Her last report was really (*disturbing/distressing*) — it made me feel worried and alarmed.
- I tried every (*treat/treatment*) the vet suggested.

9. The sickening (*reek/scent*) of rotten food filled the small room.
10. The (*distressing/oppressive*) heat of the previous week badly influenced the patient's health.

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



down

along

out

in

1. If two people rub _____ together, they are able to live or work together in a reasonably friendly way.
2. We washed Rex and then rubbed him _____.
3. He told us what had happened without rubbing _____ how wrong we had been.
4. Rub _____ what you have written in pencil and rewrite the sentences in ink.
5. I know that I have made a mistake, no need to rub it _____.
6. Could you rub the child _____ with this cloth?
7. Grace and Sue rubbed _____ pretty well most of the time but sometimes they had quarrels.
8. Sarah rubbed her horse _____ after her ride.
9. Fred pencilled his name, then changed his mind and rubbed it _____.
10. My boss and I seem to rub _____ all right.

Test Six. Use the words from the box to complete the sentences.



develop

dumping

environmental

excessive

pollution

protect

raise

recycling

reduce

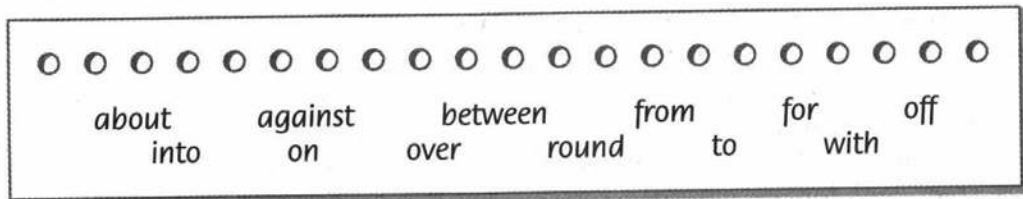
waste

What should humans do to improve the ecological situation on the planet?

1. People should _____ burning of oil, coal and gas.
2. It's necessary to _____ alternative sources of energy.

3. Governments must make laws to _____ the environment.
4. Man must ban ocean _____.
5. People should be encouraged to use waste _____.
6. Teachers should _____ ecological awareness of their students.
7. Humans should work together to stop _____ exploitation of _____ resources.
8. Something must be done about radioactive _____, burying nuclear _____ is dangerous.

Test Seven. Complete the sentences with the appropriate function words from the box.



1. Let me treat you _____ my favourite plum pie.
2. Mr Forester is being treated _____ this medicine
_____ some serious lung disease.
3. It is a shame John treats his relatives _____ contempt.
4. He was not hungry and hesitated _____ a salad and
some fruit.
5. I found Rebecca at the bus stop shivering _____ cold.
6. My son's little puppy ran to me and rubbed _____ my leg.
7. Yesterday I scratched my hand _____ the rose bush. It's
still painful.
8. Mrs Clark was appointed _____ the board of directors.
9. We hesitated _____ whether to join them or to stay at
home.
10. He spun the chair _____ to face the desk.
11. We hesitated _____ what answer to give.
12. Now we have to start the firm again _____ scratch.
13. The shapes have faded away _____ the night.
14. Susan rubbed the dirt _____ the porch.

Test Eight. Complete the text with the derivatives of the words on the right.

Oliver Smith is a 1. _____ and a journalist. For ten years he has been travelling in 2. _____ countries of the world, especially in Africa. His articles that appear in 3. _____ journals are devoted to 4. _____ problems that are 5. _____ essential nowadays. Some of the facts that have been published give rather gloomy and 6. _____ 7. _____ of what is happening to our world. One of the grave problems is the fact that trees are being constantly cut down in all parts of the globe and areas of forests the size of Scotland 8. _____ every year. Fewer plants mean less 9. _____ to living beings. Oliver believes people are short-sighted as trees and forests can 10. _____ be easily replaced.

NATURE

DIFFER

VARY

ECOLOGY

EXTREME

DISTURB,
DESCRIBE

APPEAR

PROTECT

HARD

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

Test Nine. Choose the appropriate items to complete the sentences.

1. The farmer somehow managed to _____ from the arid¹ land.

- a) scratch b) scratch c) scratch d) scratch
a living a surface together around

2. Clara has always been _____ to take any decisions.

- a) hesitating b) hesitant c) hesitation d) hesitated

¹ arid ['ærid] — сухой, пересохший, бесплодный

3. There were serious _____ in the city last summer.
a) disturbs b) distresses c) disturbances d) distributions
4. These drugs are for the _____ of tropical diseases.
a) treaty b) treats c) treating d) treatment
5. The child rubbed _____ what he had written on the blackboard.
a) along b) down c) in d) out
6. Environmental _____ should be increased everywhere.
a) explanation b) awareness c) contribution d) conservation
7. New _____ should not be used unless they are proved to be ecologically safe.
a) technicians b) technicals c) technologies d) technicalities
8. The kids went to the park while _____ sat in the garden.
a) grows b) growers c) grown-ups d) grows-up
9. That's a family rule and you have to accept it — children _____ to return home later than 11 p.m.
a) were not permitted b) are not allowed c) were not forbidden d) are not let
10. Leaves and twigs _____ on the water.
a) flew b) flowed c) floated d) fly

IV. Grammar Tests

Test One. Choose the appropriate verb forms to complete the sentences.

1. It (*is raining/has been raining*) since morning. 2. They didn't tell me when they (*will/would*) come back. 3. John said he (*has/had*) returned from China three days before. 4. It rarely (*snows/is snowing*) in this part of the country. 5. If Matilda (*comes/will come*) early, we'll be able to catch the seven o'clock train. 6. Nowadays winters in Moscow (*became/have become*) much warmer. 7. — John, why (*is/are*) your clothes so dirty? — I (*played/have been playing*) football. 8. When I came into the room, they (*have already finished/were already finishing*) supper. 9. While I was vacuuming the carpet, my sister (*was cleaning/cleaned*) the windows. 10. She says she (*will finish/will have finished*) the report by the end of the week. 11. At twelve o'clock tomorrow we (*will be flying/will fly*) over the Mediterranean Sea. 12. I will make Sarah (*consult/to consult*) the dentist.

Test Two. Use the verbs in brackets in the appropriate forms to complete the text.

Halley's Comet

Halley's comet is a comet that (1. *return*) _____ to the solar system every 76 years. You ever (2. *hear*) _____ anything about it? It (3. *name*) _____ after the English astronomer Edmond Halley who (4. *see*) _____ it in 1682. Halley (5. *know*) _____ that people (6. *see*) _____ bright lights in the sky before. It (7. *happen*) _____ in 1531 and in 1607, so he (8. *do*) _____ a little mathematics and (9. *say*) _____ that the space visitor (10. *come*) _____ back again in 1758. What Halley (11. *predict*) _____ became a scientific fact. Halley was also sure that in the future, men (12. *travel*) _____ to the comet and ride it around space. In 1986 the comet (13. *appear*) _____ near the Earth again. Astronomers from 51 countries looked through their telescopes. They (14. *watch*) _____ for the old visitor from very far away. And sure enough, there it was, right on time.

Test Three. Use the verbs in brackets in the appropriate passive forms and complete the sentences.

1. Computers (*to invent*) _____ in the 20th century.
2. A new stadium (*to build*) _____ in this settlement next summer.
3. At the moment your papers (*to sign*) _____.
4. It (*to mention*) _____ at the conference yesterday that our offer (*not to accept*) _____ because another variant (*approve*) _____.
5. Reference books must not (*to take*) _____ out of the reading hall.
6. The rate of taxation (*to increase*) _____ to 35%. Don't you think it's very high now?
7. Generally letters (*to deliver*) _____ early in the morning.
8. Penicillin (*to discover*) _____ in 1928, nearly a hundred years ago.
9. The papers (*to look*) _____ through when the door opened and the inspector came in.

10. The policeman said the suspect's luggage (to examine) _____ but no drugs (to find) _____.

Test Four. Complete the word combinations with the prepositions *to* or *for*.

1. to save some cake _____ the children
2. to book a room in a four-star hotel _____ Susie
3. to prepare lunch _____ the guests
4. to promise _____ mother to buy bread
5. to buy a gift _____ granny
6. to offer a cup of coffee _____ a friend
7. to lend a pen _____ a classmate
8. to read a bedtime tale _____ one's grandchildren
9. to give some change _____ a customer
10. to win a match _____ the club
11. to pass the money _____ the driver
12. to show a new dictionary _____ the students

Test Five. Use the verbs from the box in the appropriate active voice forms to complete the sentences and then translate them into Russian.

○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○
catch		crack		crash		cook		fly		grow		ring								
		sell		show		tear		wash												

1. This paper is very thin, it easily _____.
2. Believe me, I've never _____ a kite in my life.
3. She can deceive nobody, everything easily _____ on her face.
4. Generally, such videogames _____ well.
5. The bell _____, we must be off.
6. We were informed that the plane _____ within seconds of taking off.
7. My brother was climbing over the fence and his trousers _____ on a nail.
8. Let the stew _____ for an hour.

9. — Look, your jeans are dirty again. — Don't worry, they _____ easily.

10. The vase _____, you can't pour water for the flowers in it.



Test Six. Choose the appropriate verb forms to complete the text.

A Visit to a Friend

Catherine Lambert lived in Orchard Road. Orchard Road was a terrace that 1. _____ by a developer into a row of modern townhouses. At the end of the street a row of garages 2. _____ to accommodate the needs of the townhouse owners and, though it wasn't as convenient as 3. _____ a garage next to the house, it was better than nothing. Catherine's small Peugeot 4. _____ there, at the end of the street. Slowly she 5. _____ up to it and 6. _____ in. Kay Sawyers 7. _____ her to the party, but Catherine was reluctant to go. She 8. _____ whether she should go or not.

Kay herself answered the door, and her attractive features 9. _____ into a relieved smile at the sight of her friend. "We 10. _____ to think you must 11. _____ an accident", she exclaimed 12. _____ Catherine into the discreetly lit hallway of the house.

- | | | |
|------------------|-------------------|--------------------|
| 1. a) turned | b) was turned | c) had been turned |
| 2. a) were built | b) had been built | c) were building |
| 3. a) having | b) have | c) have had |
| 4. a) was housed | b) housed | c) houses |

- | | | |
|---------------------------|------------------------|-------------------------|
| 5. a) was coming | b) came | c) had come |
| 6. a) got | b) was getting | c) has got |
| 7. a) had invited | b) invited | c) has invited |
| 8. a) was still hesitated | b) had still hesitated | c) was still hesitating |
| 9. a) broke | b) were breaking | c) had broken |
| 10. a) were beginning | b) are beginning | c) begin |
| 11. a) have | b) have had | c) to have |
| 12. a) inviting | b) invited | c) had invited |

NEF Test Seven. Use the appropriate forms of the words on the right to complete the text.

What is Ecology?

Ecology is a science. It 1. _____ how plants, animals and other living beings exist in relation to each other and to 2. _____ environment. People always 3. _____ living things in the natural environment. They always 4. _____ interested in the things 5. _____ human beings, animals or plants. Ecologists also study what 6. _____ to different 7. _____ now. Ecology is one of the 8. _____ sciences nowadays. It 9. _____ 10. _____ how 11. _____

STUDY

THEY
STUDY

BE
SURROUND
HAPPEN
SPECIES
IMPORTANT
TEACH, WE
SURVIVE

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

V. Writing

Test One. You've received a letter from your English-speaking friend Julia who writes:



... People here are very much concerned about the ecological situation in our locality. We feel that because of the plant nearby it's becoming more difficult to breathe, and the road with a lot of cars makes the situation even worse. What is the environmental situation in the place where you live? Is there any kind of a group or society to help nature in your school? What do you think about cycling as a means of transport?

Take care,
Julia

Write a letter to Julia. In your letter:

- answer her questions;
- ask three questions about her attitude to visual arts.

Test Two. Write a narrative essay. Use the ideas below.

Main idea: How we planted trees and bushes along the road to our school.

Characters: My friends and me.

Setting: Our school and the road to it.

NEF Test Three. Comment on one of the statements below. Write if you agree or disagree with it in 200—250 words.

1. The harm that has been done to nature can hardly be undone.
2. New technological achievements only make the ecological situation worse, but never help to improve it.

Use the following plan:

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

Unit Four

Man — the Seeker of Happiness

I. Listening Comprehension Tests

NEF **Test One.** You will hear six people speaking about happy moments of their lives. 10. Listen and match the speakers (A—F) with the statements (1—7). There is one statement you don't have to use.

1. The speaker says these days his/her preferences are different.
2. The speaker stresses that personal space is most important.
3. The speaker talks about the importance of having one's own point of view.
4. The speaker describes one's dream that can hardly come true.
5. The speaker talks about the happiness of solitude.
6. The speaker talks about his/her wish to have a different place to live in.
7. The speaker describes his/her relative's hobby.

Speakers	A	B	C	D	E	F
Statements						

NEF **Test Two.** You will hear a dialogue. 11. Listen to it and decide which facts below are true (T), false (F) or not stated (NS) in the dialogue.

1. All Betty's friends think she is crazy about buying things.
2. Betty likes to do her shopping mainly in winter and summer.
3. July is Betty's favourite month to buy things.
4. Julia doesn't understand why Betty prefers to make purchases in January and July.
5. Betty explains to Julia why shops need to have sales.
6. Julia's sales experience is negative.
7. Julia explains to Betty why she doesn't like to go to sales.
8. Betty has her own rules of doing the shopping in a sale.

Statements	1	2	3	4	5	6	7	8
Variants								

Test Three. You will hear an interview 12. Listen to it and complete the statements below appropriately.

1. Edward says he has become an artist because _____.
 - a) his brothers always wanted him to become one
 - b) his parents have made him do it
 - c) his cousin helped him to make up his mind
2. Edward thinks that _____ helped him to become what he is nowadays.
 - a) his brothers
 - b) his cousin George
 - c) some of the members of his family who are more experienced
- in life
3. In his interview Edward mentions that he _____.
 - a) is not aware of his weaknesses
 - b) has several weaknesses
 - c) is often defeated
4. Edward _____ that his strength is his high morals and caring for others.
 - a) tends to think
 - b) is sure
 - c) is doubtful
5. For Edward painting is a way _____.
 - a) to run away from life and problems
 - b) to relax and get some peace
 - c) to penetrate his own inner world
6. Edward's pieces of art have been given to _____.
 - a) his friends and relatives
 - b) the people he appreciates
 - c) his relatives
7. Edward _____.
 - a) doesn't answer the interviewer's final question
 - b) doesn't know what is in store for him in the future
 - c) doesn't want to answer the interviewer's final question

Statements	1	2	3	4	5	6	7
Variants							

II. Reading Tests

NEF **Test One.** Read the texts (A—F) and match them with the titles (1—7). There is one title you don't have to use.

Titles:

1. A worked-out pattern of a happy life
2. They are missing a lot
3. Advice and explanation for younger people
4. My speedy way with words
5. What people require to achieve is the state of contentment
6. A number of words a person can learn
7. Words to get each other's thoughts and ideas

A. Some forty years ago I became a local reporter and was sent to learn criminal journalism and, not least shorthand.¹ For any reporter it was essential. For one who, like me, wanted to do court work it was the essence of life. Our tutor in shorthand was Police Sergeant Woodhead who had considerable court experience. He passed on to us the need for total accuracy,² neatness and care. I loved the lessons, got huge pleasure from them. My shorthand abilities became much better during the first month.

B. You know, in my later years, I have looked in the mirror each day and found a happy person staring back. Occasionally I wonder why I can be so happy. The answer is that every day of my life I've worked only for myself and for the joy that comes from writing and creating. The image in my mirror is not optimistic, I'm really getting older but I can see the result of optimal behaviour.

C. That's the trouble with your generation. All the things in life that were put here to savour,³ you eliminate. Save time, save work, you say. When you're my age, and I'm nearly 70, you'll find out it's the little savours and little things that count more than big ones. A walk on a spring morning is better than an eighty-mile ride in a car, you know why? Because it's full of flavours, full of a lot of things growing. You've time to seek and find. I know — you're after the broad effect now. I suppose that's fit and proper and yet, see the world. It's more fantastic than any dream made or paid for.

¹ shorthand ['ʃɔ:(r)t,hænd] — стенография

² accuracy ['ækjʊrəsi] — точность

³ to savour ['seivə(r)] — получать удовольствие

D. Have you ever watched the jet cars race on the boulevard? I sometimes think drivers don't know what grass is, or flowers because they never see them slowly. If you showed a driver a green blur, "Oh yes!" he'd say, "that's grass! A pink blur! That's a rose garden!" White blurs are houses. Brown blurs are cows. Do you think all of them understand how far this is from real life?

E. We have everything we need to be happy but we aren't happy. Something is missing. We try to find answers in the books we read but they are not there. It is not books you need, it's some of the things that are in books. The magic is only in *what* books say, how they stitched the patches of the universe together into one garment for us. And don't forget about love. The key word is love. Fall in love and stay in love. Write only what you love and love what you write. You have to get up in the morning and write something you love, something to live for.

F. When a lot of people live in the same place and talk the same way, the words they use are called a language. We use words all the time to tell other people what we are thinking, and we want to be sure that they can understand us. That is why we have languages. If each person had his own special words and his own way of talking, no one would be able to understand what anybody else was saying. We have to agree on what a word means and how to use it so that we can understand each other.

Texts	A	B	C	D	E	F
Titles						



Test Two. Read the text and complete it with the phrases (1—8).

There is one phrase you don't have to use.

1. in a less formal way
2. Britain's best loved photographer
3. her four children
4. a very strong woman
5. her priorities are
6. is in great shape
7. captures her obvious happiness
8. a huge fan of the Queen

A New Official Portrait of the Queen

In a new official portrait by David Bailey the Queen looks happy and glorious as she marks her 88th birthday. David Bailey has become **A** _____ by capturing iconic images of many famous people. In April 2014 for the first time he turned his lens on the Queen. His beautiful black-and-white portrait, taken inside Buckingham Palace, **B** _____. In the portrait the Queen seems to be reflecting on the wonderful year looking forward to the future. "I have always been **C** _____", says David. The new photograph shows the Queen **D** _____ than we are used to seeing in official portraits and captures her warm personality, good humour and contentment.

With her loving marriage to the Duke of Edinburgh, **E** _____, eight grandchildren and four great-grandchildren all happy and secure, with three living direct heirs to her throne, the Queen has never been happier. David said that it was a joy to have worked with the Queen. "I have always liked strong women", he said, "and she is **F** _____."

Practical, loyal and with an extraordinary ability of never putting a foot wrong, the Queen engenders the admiration and respect of everyone over whom she has reigned for more than six decades. **G** _____ simple: the welfare of her people, her unwavering faith and her beloved family.

Blanks	A	B	C	D	E	F	G
Phrases							



Test Three. Read the text and choose the appropriate answers to the questions after it.

Learn to Listen

Schools are set up to teach many subjects and many skills. A serious student soon discovers that he needs to master a few basic skills in order to take advantage of time spent at school. They are the skills of planning, listening, reading and test taking.

Of all the skills important to students listening may be the most valuable. It is surprising that schools themselves spend much time and money on teaching reading but scarcely anything on teaching listening.

Of course everyone has ears. But just because we all have ears does not mean that we are all good listeners. In school and in everyday situations all of us miss words spoken to us because we are not paying attention, or we hear the words but immediately forget them. Even when we hear and remember, we can often get the information confused. Fortunately however, with a little work, anyone can make their listening that is not proper much better. For a student this can mean improving performance in school not by spending hours doing extra work but simply by making better use of class time.

The first important fact about listening is that it is not all done with the ears. Understanding spoken language can be greatly improved by watching as well. A teacher may tell a great deal about their subject by posture, facial expression, gestures and eye contact.

A second fact about listening is that it is not all a matter of understanding words. Teachers and others communicate a great deal by loudness, pace and tone of their voices. For example, one teacher may stress an important point by speaking more loudly and more slowly than normal. Another may stress a point by speaking very quietly, requiring the class to listen intently. If you listen to the words, you may mistake the meaning altogether. Many speakers use irony or sarcasm, employing a tone of voice that tells the listeners that they mean exactly the opposite of what they are saying.

A third fact about listening is that a good listener must be almost as alert¹ and active as the person being listened to. The listener must note words, tone of voice, and visual clues and make sense of them as a whole. By asking questions many teachers encourage their students to be alert. This requires the listener to keep track of more than one speaker and sometimes to speak themselves to give answers and opinions. Good listening takes energy and attention but it gives much more — self-confidence, a sense of belonging and often a feeling of self-satisfaction.

1. Which of the skills acquired at school is in the author's view the most useful for students?

¹ alert [ə'leɪt] — чуткий, внимательный

- a) The skill of reading.
 - b) The skill of listening.
 - c) The skill of planning.
 - d) The skill of test taking.
2. How much time and money do schools usually spend on teaching the skill of listening?
- a) Quite a lot.
 - b) Much more than on reading.
 - c) Enough to develop this skill properly in students.
 - d) Very little.
3. Why are many people bad listeners?
- a) Because their listening skills are not well developed.
 - b) Because they are not attentive enough.
 - c) Because they forget what they hear.
 - d) Because they mix up the things they hear.
4. In what way can a student improve his/her listening skills?
- a) By doing a lot of individual work at home.
 - b) By asking his/her teachers or parents for help.
 - c) By merely concentrating on listening in the classroom.
 - d) By doing a lot of additional tasks at home.
5. What is it important to consider when you want to improve your listening skills?
- a) Appropriate understanding of what you hear does not depend only on the meaning of uttered¹ words.
 - b) Intent listening always leads to appropriate understanding.
 - c) Speakers' voices are not often loud enough to hear them.
 - d) Speakers do not often mean what they say.
6. What do many teachers do to make their students alert listeners?
- a) They ask their students to listen to more texts.
 - b) They often involve their students into discussions.
 - c) They ask their students to make notes of new words.
 - d) They make their students prepare questions for the speaker.

Statements	1	2	3	4	5	6
Variants						

¹ to utter [ʈə(r)] – произносить

III. Vocabulary Tests

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



accident
fee

beg
precise

cursory
remain

embarrass
soul

fancy
twinkle

1. She _____ the doctor not to tell her husband how ill he was.
2. The entrance _____ wasn't very high and we decided to get in.
3. I don't _____ going to that dreary house alone.
4. I have been really _____ by this confession.
5. At that _____ moment we were interrupted by the telephone.
6. They signed the papers with only a _____ glance at what I had written.
7. I only came to Liverpool by _____.
8. The money she had just gave her a chance to keep body and _____ together.
9. Jane noticed a definite _____ in his eyes at the suggestion.
10. It only _____ for me to say that all our efforts have been in vain.

Test Two. Match the words in the two columns and complete the sentences with these word combinations.

reflecting
shabby
earn
take
risky
embarrassment

moment
clothes
of speaking
on the facts
swimming
her living

precise
fancy
beg
charge

a fee
you to return
the risk
occupation

1. After _____ of the report for some time he has absolutely changed his point of view.
2. I was struck by _____ the old man was wearing.
3. — How does she _____ ? — I haven't got the slightest idea.
4. I think we'll _____ of going there though it is rather dangerous.
5. Andrew has a _____ and his family wished he would change it.
6. Spare me the _____ to my ex-husband.
7. At that _____ we heard the sound of explosion.
8. I don't _____ in such cold water.
9. I _____ not later than 11 p.m.
10. Agencies _____ to fill in the questioners.

Test Three. Complete the sentences using the appropriate words.

1. I saw street lamps dimly _____ in black water.
a) brooded b) reflected
2. A _____ black pig was kept on the farm for its meat.
a) fat b) stout
3. "I'm _____ certain he'd agree to join us", Fred said.
a) pretty b) very
4. He stayed in bed for two days _____ over his failure.
a) brooding b) reflecting
5. A _____ is the money that someone is paid for their job each month.
a) fee b) salary

6. It is reported that Mr Loveday has become a true leader of the conference. He is really _____ well spoken of.

- a) pretty b) very

7. _____ are usually paid directly into bank accounts.

- a) Fees b) Salaries

8. My music teacher was a _____ elderly lady.

- a) fat b) stout

9. She was _____ at the same hotel as I was and we often met at the restaurant.

- a) remaining b) staying

10. Mrs Oliver _____ silent for a few minutes, then she sat down on the sofa and began speaking.

- a) remained b) reminded

NEF **Test Four.** Choose the appropriate items to complete the sentences.

1. Who is _____ out the investigation?

- a) rubbing b) sticking c) dying d) carrying

2. The clowns were very funny and _____. And their outfits were enormous.

- a) thick b) thin c) fat d) obese

3. She _____ any involvement in the robbery.

- a) gives up b) denies c) refuses d) objects

4. Linda Grey is a _____ liar, nobody in our class believes her tall tales.

- a) notorious b) famous c) celebrated d) well-known

5. It was time for supper. Alice _____ the table and went to the kitchen to warm the meat and vegetables.

- a) lay b) arranged c) settled d) laid

6. Andrew Wilson was a real war hero who made the final _____ to save his fellow soldiers.

- a) victim b) rebel c) sacrifice d) slaughter

7. _____ of us likes to be right and doesn't like to make mistakes.

- a) Each b) Everybody c) Every d) Everyone

3. biscies _____
4. tatties _____
5. veggies _____
6. lippy _____
7. vac _____
8. cardie _____
9. PC _____
10. the BBC _____

Test Seven. Complete the sentences with the appropriate function words from the box.

○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○							
at					by					for					of					on/over					to				

1. _____ heaven, he is doing pretty well in this little settlement.
2. I beg you _____ forgiveness. I wish I hadn't done it.
3. We decided to insist on a small fee _____ 5 pounds per hour.
4. It only remains _____ me to say how sorry I am for what has happened _____ all of us.
5. We'll never take the risk _____ going there without warning them beforehand.
6. — Did you go there on purpose? — Oh no. I met them at the market purely _____ accident.
7. — How long are you going to remain in the team? — I haven't decided yet. Maybe _____ a month or two.
8. _____ that precise moment I understood how happy they both were.
9. You should reflect _____ their arguments.
10. They caught sight _____ the boat disappearing in the mist.

1. — I bought a new dress the other day. Have a look.
— _____. What a fantastic dress!
2. — Robert has failed his last exam!
— _____ I was sure he would pass it.
3. — _____
— What's the matter?
— I've cut my finger.
4. — Colin, what would you answer?
— _____ I didn't hear what you asked.
5. — My grandmother is ill again.
— _____
6. — Will you begin your talk, Lucy?
— _____ I would like to start with a well-known proverb.
7. — _____ if they find out our secret.
— I agree. If they learn about it, we'll be punished severely.
8. — We have been waiting for Sue for half an hour already! When will she come?
— _____ She may appear any minute now.
9. — We could send him an e-mail.
— _____ Nobody knows his address.

Test Ten. Use the phrases from the box to complete the sentences.



- a) cheerful, optimistic and positive
- b) there are other alternatives and possibilities
- c) he is always self-confident
- d) are in high spirits
- e) felt blue and depressed
- f) the future looks bright
- g) her face lit up
- h) made her feel heartbroken and disillusioned

1. We can't help admiring Tom. _____ and seems to be able to cope with any problem.
2. Don't take their refusal too much to heart. Remember that life is full of compensations, _____.

3. After the divorce Henry _____ .
4. The news about Jane's friends' betrayal _____ .
5. Sue was delighted to hear her parents' words of approval, _____ and she smiled happily.
6. Harry and his sister are such sunny children, they _____ most of the time, always ready to create happiness for others.
7. Why should you worry, dear? _____. I'm sure everything will be all right with your new job.
8. In my view it's preferable to be _____ under any circumstances than to feel moody and resentful.

IV. Grammar Tests

Test One. Choose the appropriate verb forms to complete the sentences.

1. Facebook is one of the most popular websites in Britain. I (*have become/had become*) its registered member.
2. When I (*got/had got*) to the Browns' cottage, the party (*started/had started*).
3. Hardly had I mentioned Jessica's name when Mrs Bailey (*began/was beginning*) to smile.
4. Angela promised she (*won't/wouldn't*) spend so much time watching television programmes.
5. David (*wrote/had written*) the essay and was doing the sums.
6. This watch generally (*keeps/is keeping*) perfect time, but these days it (*doesn't work/is not working*) properly.
7. I don't know when he (*returns/will return*), and what's more important I'm not sure that he (*returns/will return*) at all.
8. — What (*was happening/happened*) in the kitchen when you got home? Why were you so much surprised? — I saw Chris making an apple pie, it was incredible!
9. When the Robinsons returned home after three years spent abroad, they saw that a new concert hall (*was built/was being built*) in the centre of their city.
10. — Where are my papers, please? — They (*are signed/are being signed*) in Mr Kelly's office.

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

1. I didn't expect John (*to take/taking*) the risk of going there alone.

2. I suggest (*to join/joining*) our school drama society.
3. Is your granny fond of (*to read/reading*) historical novels?
4. I don't think he deserves to (*be allowed/allow*) to go to the show as he hasn't finished his job yet.
5. When did Alice start (*learning/to be learning*) French?
6. I saw Andrew (*to turn/turning*) the corner.
7. I stopped (*to explain/explaining*) to Wendy how to get to the nearest supermarket.
8. What would you like (*having/to have*) for dessert?
9. Would you mind Calvin (*to join/joining*) us?
10. Albert offered (*to make/making*) a cup of coffee for me.
11. Mother will make you (*do/to do*) it.
12. Our cousins were made (*do/to do*) it.

Test Three. Use the verbs in brackets in the appropriate forms to complete the text.

Happy and Unhappy Moments of My Life

I was born in Zimbabwe when it still (1. *call*) _____ Rhodesia. I (2. *enjoy*) _____ a completely happy and carefree childhood then, (3. *surround*) _____ by the wilderness of Africa, by its scenery, its people, its wildlife. But when I (4. *be*) _____ twelve, we had (5. *leave*) _____ everything we (6. *earn*) _____ our house and our land because of the civil war that (7. *take*) _____ place in the country. We (8. *make*) _____ to move to South Africa. I remember that I (9. *find*) _____ it very odd not to be able to mix with children of colour: there were separate schools and even beaches where people of colour (10. *not allow*) _____ to go. Also due to the apartheid [ə'pɑ:(r)t'hɑ:t] regime South Africa (11. *isolate*) _____ internationally and couldn't take part in many events.

Test Four. Use *to* where it is obligatory to complete the sentences.

1. I can help you not _____ get lost in this big city.
2. I am sure we must do all we can to help them _____ earn their living.
3. The children were helped _____ cross the river.
4. Will you help Justin _____ write the story in precise detail.

5. Patricia was helped _____ prepare her presentation because she understood she couldn't do it herself.

6. Could you help me _____ translate the article?

7. The local people helped the tourists not _____ get lost in the mountains.

8. I will try to help you not _____ have any more problems with these people.

Test Five. Use the appropriate phrases from the box to make the situations logical.



to be honest to begin with to tell you the truth
to cut a long story short to get back to the point
to put it another way

1. You are not right. I am not happy at all. On the contrary, I am all to pieces. If I haven't made myself clear, _____, I am absolutely heartbroken.

2. We have so much to tell you about the recent changes here. _____ Mr Forester has retired, then young Mr Evans has returned home...

3. I am not going to tell you all the details of our journey to London, _____, we arrived at the hotel at midnight.

4. I don't think the decision they have made is the best, more than that, _____, I am sure they have made a mistake.

5. Mr Clark, your qualification may not be enough to occupy the position. _____ with you, I don't think you will pass.

6. I decided to make a pause for you to be able to think over the situation we are in. But now _____ I would like you all to give your opinions.

7. Give me your honest opinion, I would like you _____ with me.

8. Gerald said he had made up his mind not to take part in the competition, _____ he decided to give up his career.

9. Tell me everything about your future plans: _____

_____ what would you like to do and where are you going.

10. She said she didn't like the play, the money she had been promised was not enough, she was not free in April and May. _____ she refused to be in the project.

Test Six. Choose participle I or participle II of the verbs in brackets to complete the sentences.

1. The information we have received is (*depressed/depressing*).
2. I was (*touched/touching*) when my little sister gave me her drawing.
3. After the trip the tourists felt (*exhausted/exhausting*).
4. Our meeting was (*excited/exciting*) but very long.
5. We all got (*interested/interesting*) in the facts that were published in our local newspaper.
6. With every minute the situation grew more and more (*embarrassed/embarrassing*).
7. I was really (*astonished/astonishing*) when I realized how well our opponents had been informed about our plans.
8. Such people are not easily (*entertained/entertaining*).
9. Houses (*ruined/ruining*) in the storm could be seen everywhere.
10. We are never (*bored/boring*) at his lectures because they are never (*bored/boring*).



Test Seven. Use the appropriate forms of the words on the right to complete the text.

There is Always Hope and Memories

I am absolutely sure that Jane Tomlinson's courage 1. _____ the nation. In the year 2000 she 2. _____ bone cancer. Jane 3. _____ just few months 4. _____. But the brave woman 5. _____ aside the doctors' predictions and 6. _____ on five marathons and 7. _____ 2,500 miles from Rome to 8. _____ home city of Leeds raising 1.2 million pounds for charity in the process. In April 2006, Jane 9. _____ she

INSPIRE
DIAGNOSE
GIVE, LIVE
PUT
GO
CYCLE
SHE
FEEL

2. No one can be happy without an interesting occupation.

Use the following plan:

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

Unit One

No. 1. Test One

You will hear six people speaking about the Russian Museum. Listen and match what they say with the statements in your testbook. There is one statement you don't have to use.

The Russian Museum

- A. The Russian Museum in Saint Petersburg contains the world's largest collection of Russian fine art — altogether over 400,000 exhibits. Some of them are samples of Ancient Russian painting. Some icons belonging to the brush of Andrei Rublev and Dionisy are among them. The collection also includes such gems as 18th-century portraits by Rokotov, Levitsky and Borovikovsky and brilliant 19th-century genre canvases. The museum's collection of sculptures is vast and interesting.
- B. The 20th-century art in the Russian Museum is represented by the so-called Soviet school. At the end of the 1980s the museum opened the department of modern art. Now visitors to the museum can see such new kinds of art as installations, video art, modern photography and others. This collection has been constantly growing. Besides, the museum houses about 30 temporary exhibitions annually.
- C. The Russian Museum occupies not one but four beautiful buildings in the centre of Saint Petersburg. The main one is the Mikhailovsky Palace. It bears the name of its first owner, Great Prince Mikhail Pavlovich, the younger brother of Emperor Alexander I. The palace was designed by the outstanding architect Carlo Rossi and built between 1819 and 1825.
- D. The museum was opened by decree of Tsar Nikolai II and became the country's first state museum of Russian art. The first paintings and sculptures came from the collection of the Hermitage, the Museum of the Academy of Arts and from Royal palaces. Some private sources also helped to enlarge the collection. For instance, Nikolai Likhachev donated his vast collection of Greek and Old-Russian icons to the Russian Museum.

- E. The Marble Palace was built by order of Catherine the Great to the design of the architect Antonio Rinaldi. Nowadays the palace houses the permanent exhibition called the *Foreign Artists in Russia*. It shows works by German, Italian, French and other European artists who influenced the development of Russian art.
- F. Not many people realize that the famous Summer Garden is also a part of the Russian Museum. Its exhibits are a collection of sculptures and the Summer Palace built for Peter the Great. The garden was laid out in 1704. Time has changed it but the original planning remains the same as centuries ago. Peter the Great wanted his garden to be decorated with the best works of art that money could buy. So marble busts and statues were brought from Italy. They laid the foundation of the collection.

No. 2. Test Two

You will hear a dialogue. Listen to it and decide which of the facts in your testbook are true, false or not stated in the dialogue.

A Visit to the National Gallery

Nora: So, you've just been to London, haven't you, Jane?

Jane: Oh yes, Nora. I came back two days ago.

Nora: Did you go to museums and picture galleries as usual?

Jane: Only one gallery, but it's so big and has such a great collection of paintings that one was quite enough.

Nora: Let me guess ... The National Gallery in Trafalgar Square?

Jane: Of course. You know that it's my favourite. It has got nearly everything — from medieval artists to the French Impressionists. So this time I spent the whole day there.

Nora: But Jane, how can you spend so much time in a picture gallery? Don't you get bored?

Jane: No, never. Every time I go there I make some personal discoveries. During my recent visit, for example, I spent a lot of time looking at Van Gogh's masterpieces.

Nora: The Sunflowers, I bet. Everyone knows it as it's so often reproduced on cards, posters, mugs and tea-towels.

Jane: It's true, but no reproduction can give you the same impression as the original. By the way, did you know that Van Gogh was most

proud of this work? He painted the Sunflowers in the South of France during a rare period of excited optimism. For him the yellow colour was an emblem of happiness.

Nora: It's very interesting. Did you have a guided tour of the gallery?

Jane: I used an audioguide. I always do because it helps me to learn more about art. I certainly advise you to spend a day in the National Gallery too. It has something for everyone.

Nora: I may ... When is the gallery open? How much will I have to pay for the entrance?

Jane: The gallery is free. It's open daily from 10 a.m. to 6 p.m. On Fridays they close even later, at 9 p.m. On Friday nights they give concerts of live music!

Nora: It sounds interesting. I think I'll go there next time I'm in London.

Jane: I'm sure you won't be sorry about it. By the way, you can easily get ready for your visit as you can explore the collection of paintings online.

No. 3. Test Three

You will hear an interview. Listen to it and complete the statements in your testbook appropriately.

The Mount Rushmore National Memorial

Interviewer: Mr Crawley, you're a well-known photographer. Your job makes you travel all over the country. Could you speak about some of the places that are well-worth visiting?

Mr Crawley: There're thousands of them in the US. It's not easy to single out just one. Perhaps, today I'd like to draw attention to the Mount Rushmore National Memorial.

Interviewer: Do you mean the monument to four American presidents in South Dakota?

Mr Crawley: Yes, that's exactly the monument I mean. Because of its size and the skill with which it's made, it really makes a great impression.

Interviewer: It's also become one of the popular American symbols.

Mr Crawley: It's very famous indeed. Anyhow, I'd still like to remind our listeners that the monument depicts George Washington, Abraham Lincoln, Theodore Roosevelt and Thomas Jefferson. Their faces are cut

in the rock. Each president's head is over 18 metres tall, each nose is 6 metres long and each mouth is 5.5 metres wide.

Interviewer: When was it made?

Mr Crawley: As you can guess, carving portraits in rock is extremely hard work. The man who first came up with the idea was the American historian Doane Robinson. He thought the monument would attract tourists to his native state of South Dakota. And he was right: nowadays about 3 million visitors come to look at the monument each year. Robinson invited Gutzon Borglum, an American sculptor and artist, to come and work on the monument, which the latter agreed to do.

Interviewer: So when did the sculptor actually get down to this challenging job?

Mr Crawley: After three years of looking for the right kind of mountain Borglum began the carving of Mount Rushmore in 1927. The work was completed only in 1941 by Borglum's son, as the sculptor himself had died before the carvings were finished.

Interviewer: As I understand, the job required the effort of more than two people.

Mr Crawley: Absolutely. If I remember correctly, more than 400 men and women worked on the monument for 14 years. To get to the top of the mountain they had to climb half a thousand steps. Some of them had to do it daily. The work was also very dangerous because much of the carving was done with the help of dynamite.

Interviewer: I suppose, we can say that Mount Rushmore is a memorial not only to American presidents, but also to human determination, persistence and creativity. Thanks a lot for your story, Mr Crawley.

Unit Two

No. 4. Test One

You will hear six people speaking about beliefs and superstitions. Listen and match what they say with the statements in your textbook. There is one statement you don't have to use.

Beliefs and Superstitions

- A. There's an endless supply of superstitions. Some are next to impossible to explain, the origin of others is more understandable. We all know that the number 13 is supposed to bring bad luck. But what is so terrible about this number? There are several theories about it. In the *Bible* Christ was said to have been crucified on a Friday and the number of the guests at the Last Supper was 13. This is where the fear of Friday the 13th may have originated. The Scandinavians believed that the number 13 was evil due to the fact that their 12 good gods were joined by a 13th evil one.
- B. Superstitions touch on practically every aspect of human culture. They embrace family life and the lore of farmers, sailors, miners and actors. If you want to know more about superstitions and beliefs, you can find the required information in the Oxford Dictionary of Superstitions. The edition also discloses the motives behind seasonal customs at New Year, Halloween and Christmas. Each entry in it is arranged alphabetically according to its central idea or object and illustrated with a selection of quotations that indicate the history and development of each belief.
- C. There're a lot of superstitions existing in today's society. They have quite a significant power on us. Some of them are more common, like seeing a black cat or breaking a mirror. Other superstitions are rather odd and hard to understand. Let me give you some examples of unusual ones. It brings good luck to meet three sheep, to put on your dress inside out and to see the new moon over your right shoulder. At the same time bad luck is brought by seeing three butterflies together, looking at the new moon over your left shoulder and fastening a button in the wrong buttonhole.
- D. A lot of superstitions are connected with theatre and acting. Generally, it is considered bad luck to wish actors good luck in the

- theatre. In English-speaking countries the expression “break a leg” replaces the phrase “good luck” which is supposed to be unlucky. The expression “break a leg” is sometimes used outside the theatre, as superstitions and customs travel through other professions and then into common use. If someone happens to say “good luck”, they must go out of the theatre, turn around three times, spit, curse, then knock on the door and ask to be readmitted to the theatre.
- E. Superstitious beliefs are common in Japan. A lot of them are rooted in the country’s culture and history, some are related to language. For example, people try to avoid mentioning the names of numbers and objects that are homophones to such words as “death” and “suffering”. Thus four is considered to be an unlucky number. In the old pagan culture of the country people believed that living and natural objects had certain powers or spirits. Nowadays some people still think that particular animals and their images bring about good or bad luck.
- F. Superstitions seem to be a silly thing to believe in, but their power is such that they are passed on from generation to generation. We just follow the old recommendations without thinking. The superstitious beliefs in one country may sound strange and surprising in another. For example, in Russia if you have to return to the place you’ve just left, it’s a sign of bad luck. To avoid it Russian people rush to a mirror to look at themselves and deceive the evil omen. On the other hand, Russian people are shocked to find out that in Britain one of the most widely-held beliefs is that it’s unlucky to open an umbrella in the house. It may either bring misfortune to the person who opened it or to the household.

No. 5. Test Two

You will hear an interview. Listen to it and decide which of the facts in your testbook are true, false or not stated in the interview.

Interview with Ms Keaton: Amish People

Interviewer: Ms Keaton, we’ve recently received some letters from our listeners asking us to tell them about Amish people, their lifestyle and traditions. You’ve written a very interesting book about them. Could you help us to satisfy our listeners’ interest?

Ms Keaton: I'd be happy to do it. And to begin with, I want to say that there're over 280,000 Amish people in the US. They live in 28 American states.

Interviewer: Is it their religion that makes them so different from others?

Ms Keaton: You know, Amish families live by a set of rules. These rules are more than a religion. They believe in a simple way of life centered around faith and family. That's why in Amish communities you won't be able to see many modern things like TVs, computers and other electric appliances.

Interviewer: As far as I know, most Amish families make their living by farming. Don't they use tractors, lorries and other machinery?

Ms Keaton: No, they won't let technology into their barn or home. Amish people follow a strict Christian religion that stresses the importance of keeping oneself separate from the modern world.

Interviewer: Is it the only strict principle that they follow?

Ms Keaton: Their religion also stresses that the needs of others are more important than your own. Amish children learn this principle from a very young age.

Interviewer: Do Amish children go to schools?

Ms Keaton: They do. They go to public schools where the pupils are all Amish.

Interviewer: And what about the teachers?

Ms Keaton: The teachers are non-Amish or English, as the Amish call them. Though the children speak Amish at home, they are expected to use English at school.

Interviewer: What kind of language is Amish?

Ms Keaton: It's a language that sounds like German.

Interviewer: Do they study the same subjects as other American kids?

Ms Keaton: Their schooling is like most American children's. But there's one great difference: Amish children go to school only for ten years. That's because Amish parents believe that too much education makes children too "worldly" or sophisticated, while they should be just honest, simple and true.

Interviewer: Do Amish people still keep the tradition of wearing strange old-fashioned clothes?

Ms Keaton: Amish girls wear long modest dresses which may look old-fashioned to outsiders. They also wear aprons and bonnets as a sign

of their respect for God. If an Amish woman is married, she wears a black bonnet. If she is single, she wears a white one. And they never wear jewellery or make-up. Amish girls never cut their hair, so brushing it may become a problem. They wear their hair in a bun on the back of the head and cover it with a bonnet.

Interviewer: And how do men dress?

Ms Keaton: Men and boys wear dark-coloured suits, plain shirts, suspenders and black hats or straw broad-brimmed hats. Belts, sweaters, ties and gloves are forbidden. They do not have moustaches, but they grow beards after they get married.

Interviewer: I suppose walking into an Amish community is like going back in time.

Ms Keaton: You're absolutely right.

No. 6. Test Three

You will hear a dialogue. Listen to it and complete the statements in your testbook appropriately.

Discussing a Vampire Film

Chris: There's a new film on. Dan, Lisa and I are going. Leo, would you like to join us?

Leo: Are you talking about the new vampire film?

Chris: Oh, I forget, you don't like what you call "vampire stuff", do you?

Leo: I don't. But this time I may change my mind and join you. You know, I've been reading some history books and got interested in how the idea of vampires appeared in the first place.

Chris: I suppose you mean the notorious Count Dracula from Transylvania. I remember that he lived in the 15th century and was extremely cruel to his family and, in fact, to anyone who annoyed him.

Leo: Yes, but the real Vlad Dracula was not considered to be a vampire. He only inspired the Irish writer Bram Stoker to create the world's most famous vampire in one of his stories. The author gave him the name of Dracula.

Chris: I wonder if Stoker's Dracula was like Draculas in modern films.

Leo: I'm reading Stoker's book now and I can tell you that modern film directors use a lot of Stoker's ideas. For example, Stoker's Dracula

wasn't able to see his own reflection in a mirror. He also regularly turned into a bat. Movie vampires have the same features, don't they?

Chris: Does Stoker's Dracula look like Count Dracula in modern films?

Leo: More or less. He is the same scary creature with red eyes and sharp fangs.

Chris: I know deep down that vampires are just figments of people's imagination. But even so, on a dark night I sometimes think that outside my house a red-eyed monster may be waiting.

Leo: You're too impressionable, Chris. Personally, I've never believed in vampires. I think the vampire boom in the modern film industry is a kind of gold mine which brings good money to film makers. Vampire films are made for teenagers who like to scare themselves witless.

Unit Three

No. 7. Test One

You will hear six people speaking about environmental problems. Listen and match what they say with the statements in your textbook. There is one statement you don't have to use.

Environmental Problems of Our Time

- A. Air pollution is a serious problem in Moscow. Each year more and more cars, trucks, buses appear on Moscow roads. Some of them are brand new, but about 35% of the automobiles are more than 10 years old. They are not equipped with specific filters to protect the air from harmful gases. Ecologists predict that in the near future the situation can become even worse.
- B. The problems of pollution and efforts to protect the environment are being explored in many different ways. There are dozens of various careers available in the environmental sciences. In these careers, people work to protect living things by controlling pollution and the careless use of natural resources. Chemists, biologists, industrial and traffic engineers, oceanographers and various kinds of technicians work in the environmental spheres.
- C. Perhaps the most disturbing surprise of the 20th century has been the discovery of the fact how fragile our world's environment is. The last wildernesses have almost gone, and it is possible that our children and grandchildren will see large mammals only in zoos or in films. The tropical rainforests of South America, Africa and south-eastern Asia, which provide much of the oxygen we breathe, are disappearing. The ozone layer, which protects us from harmful radiation, is being eaten away. What's in store for us all?
- D. Sixty-five million years ago only a handful of flora and fauna species were becoming extinct every thousand years. Now we are losing perhaps a hundred species a day. This is the time of the greatest mass extinction of life forms in the history of life on the Earth.
- E. Rivers and seas are used as dumping grounds for waste products. This is a typical thing even in developed countries. Excessive amounts of domestic and industrial waste that get into lakes and rivers, oil spills in seas and oceans destroy local ecosystems and can cause deaths of thousands of birds and fish.

- F. There are signs that the world is waking up to the threats facing it. The governments accept the fact that there are serious ecological problems and they are trying to solve them. There are methods of reducing the amount of pollutants reaching the atmosphere; recycling factories are being built and filter systems that reduce dangerous emissions from power stations and industry are being installed.

No. 8. Test Two

You will hear a dialogue. Listen to it and decide which of the facts in your testbook are true, false or not stated in the dialogue.

Discussing Giant Pandas

Andrew: Roy, you are wearing a badge with a panda. Are you a member of the World Wildlife Fund?

Roy: I am. I've been a member of this international organization for several years already. All its members wear such badges. We try to protect wildlife on the planet.

Andrew: Why do you think the panda has been chosen as its symbol on the badge?

Roy: WWF protects endangered species of wild animals, and giant panda as you know has become one of the rarest wild animals. It was in real danger to become extinct. I think that was the reason to make it World Wildlife Fund symbol.

Andrew: You say pandas *were* in great danger. Is the situation improving?

Roy: In my opinion it is. In China, its natural habitat, the government and its people are fighting to save their national treasure, as they call the animal. No one may cut down bamboo forests or catch pandas.

Andrew: Why is bamboo under protection?

Roy: It is pandas' main food, though they also eat flowers, grass and sometimes small animals and honey. Giant pandas live in the mountains of south-western China, in thick forests of fir trees and bamboo, but bamboo, a tall woody grass, has a strange life cycle.

Andrew: What do you mean?

Roy: The plant grows for almost 100 years. Then suddenly it flowers, drops its seeds and dies. The seeds grow very slowly, so, for a long time, there is no bamboo on a certain territory because all the bamboos in one place flower and die at the same time.

Andrew: I see. As a result pandas have to move to some other bamboo forest, to some other area for food.

Roy: Yes, but the problem is that lots of bamboo forests, that covered much of China in ancient times, have been cut down. So often when bamboo dies, there is nowhere for pandas to go, and they die too.

Andrew: But what is being done for pandas?

Roy: A lot. There are now special nature reserves for pandas. Teams of scientists study them, they try to breed pandas in new zoos and grow different kinds of bamboo for them. So, people have started to work with nature after all.

No. 9. Test Three

You will hear an interview. Listen to it and complete the statements in your testbook appropriately.

Interview with Patrick Warren: Endangered Animals

Interviewer: Nowadays a lot of people speak about the fact that lots of animals can become extinct. We would like to discuss "animals in danger" with one of the experts in the field, Mr Patrick Warren. Welcome to the studio, Mr Warren.

Patrick: Thanks for the invitation. Call me Patrick.

Interviewer: OK, Patrick, how serious is the situation with wild animals nowadays?

Patrick: I would say it has definitely improved in comparison with the last quarter of the previous century. Governments are aware that many animals and plants can disappear from the Earth, measures are being taken to avoid these losses, people from different countries have begun working together trying to preserve various endangered species of our flora and fauna. But nevertheless I can say that all over the world wild animals are still in real danger from the most dangerous animal of all – man.

Interviewer: You have been studying the problem of endangered animals for many years. Which of them in your view are mostly threatened?

Patrick: I will mention the Indian tiger and the African elephant.

Interviewer: As far as I know the situation with the Indian tiger is really very grave.

Patrick: It sure is. People have always regarded them as the most dangerous wild animals in the world. These creatures used to kill more

than a thousand people a year. Now the situation has dramatically changed.

Interviewer: In what way?

Patrick: Most of the tigers don't hunt people, they rather hide from them in deep dark forests which people have also ruined. Farmers have cut a lot of trees, so there aren't many forests for tigers now. Then a number of man-eaters today are rather old and sick animals. Man has killed so many of them!

Interviewer: I understand that the tiger's natural environments have been ruined on most Indian territories.

Patrick: Absolutely. But people have always hunted and killed the tiger. Poor farmers were trying to save their chickens from the notorious night-killer. It's also a fact that many people hunted and are hunting the tiger for fun and for its beautiful skin. Though the latest laws try to protect tigers, many poachers are still killing them for money. So as you see, our world has really become radically different. The tiger isn't an enemy of man, but man IS the enemy of the tiger.

Interviewer: Do you think the Indian tiger has got a future?

Patrick: Let's hope for the best.

Unit Four

No. 10. Test One

You will hear six people speaking about happy moments of their lives. Listen and match what they say with the statements in your textbook. There is one statement you don't have to use.

Happy Moments

- A. My father spent all his working life inside a factory but as soon as he returned home, he went out into the fresh air and his garden. He spent much time providing food and visual pleasure for his relatives. As soon as the snowy winters showed signs of passing, wooden boxes were planted with seed and laid out in rows in the old greenhouse. Soon with improving weather everything would grow rapidly. Spring would arrive along with daffodils, snowdrops and intense activity of birds.
- B. I like my own room. I like the fact that it's very simple and there is little furniture in it. The whole room is one colour. Probably I can add some plants and flowers to give it a little more life. I know this room is my home where I always feel at ease, quite content with life, protected and really happy. The world with all its problems and difficulties is somewhere away. My room is really my castle.
- C. George was a happy boy. His parents loved him dearly and did all they could for their son. But they could do rather little to help him to fulfill his hope. The boy was not handsome. Neither was he very talented. But the idea came into his mind that he would like to be an actor one day. He dreamed of playing leading parts on the best stages of Europe.
- D. I'd like to tell you about the strangest child I have ever met. His name is Tom, he is nine or ten years of age, very shy. The child hates to show himself to other people. He seems to be frightened of boats, horses, any stranger that comes about. The only time he's happy is when he's by himself. He contents himself with the games he makes up.
- E. Laura was visiting her Uncle Henry and Aunt Polly in California. But Laura's cat Fluff bothered Uncle Henry. He was allergic to cats. So Laura's aunt asked Mary Brown who worked for them in their flower business to keep the cat in her home. Mary agreed.

Her house was not at all like Uncle Henry and Aunt Polly's one. It was spacious and beautifully decorated with all kinds of pets. Laura suddenly understood she could be happy if she possessed something like that dwelling.

- F. When I was younger, I used to have parties quite often. And those were the happiest moments then. We talked a lot, danced a lot and even sang songs. But the most important thing certainly was to be among friends, to feel those ties that existed. Nowadays I practically never go out. If I do, it's just for a meal with my wife or a couple of friends. Yes, just to go out for a meal.

No. 11. Test Two

You will hear a dialogue. Listen to it and decide which of the facts in your testbook are true, false or not stated in the dialogue.

Going to Sales

Julia: Betty, I know that some of our friends call you a shopaholic and say that you are absolutely content only when you do some shopping. Is that really so?

Betty: (laughs) I do love to go to the shops but only during two months a year. I make practically all the purchases in January and in July and then, I believe, you can't call me a shopaholic.

Julia: But why these two months in particular?

Betty: Can't you guess, Julia?

Julia: Sorry, I don't think I can.

Betty: Well, this is the time when shops have sales, I always use the opportunity to save money. Usually twice a year stores put the prices down and try to sell the goods they have fast. It's the best time to buy the things you need.

Julia: Probably you are right, but, you know, I very seldom buy things at sales now. I have made several big sales mistakes and then I've made up my mind not to take part in sales.

Betty: What mistakes, Julia? What are you talking about?

Julia: Two years ago I bought a cashmere sweater at a sale. It was one size too small. It was a 12 and I wear a 14. The colour — a strange green — makes me look ill. But it was cashmere. The price was reduced from \$50 to \$30. I thought I was saving \$20, but I wasn't. In fact,

I wasted \$30 because I never wear this sweater and now I have my sales mistake in my cupboard.

Betty: You are right, such things do happen, but I think the right thing to do when you go shopping in January or July is just to look for something you really need instead of anything simply because it's very cheap.

Julia: True, but nevertheless too many customers go home with ugly, useless purchases. So in my view to be on the safe side you shouldn't go to sales.

Betty: Sorry, but I can't agree. I don't think it's the best decision indeed. Simply follow the motto, the golden rule of any sale: "Know what you want, and only buy what you need." Remember that it's very useful to arrive at sales early. The best things in a sale always go in the first half-hour. And they go to the people from the front of the queue. And always go straight to your bargain, buy it and get out. Do not stop, do not look around. Do not buy anything else. I always act like that and I am quite happy with my sales shopping.

No. 12. Test Three

You will hear an interview. Listen to it and complete the statements in your testbook appropriately.

Interview with a Teenage Artist

Interviewer: The guest in our studio today is Edward Gray, a teenage artist from North America. Welcome to the studio, Edward, and the first question to you. How did you begin your career of an artist?

Edward: I have always been interested in drawing. My family encouraged me and helped. And I had a very good model — my elder cousin George who, being not an artist himself, knows so much about the world of painting, lots of stories about different pictures and their creators. I think his influence was really the most important when I felt I was at the crossroads of my life.

Interviewer: How did you get to where you are today?

Edward: I got to be myself through older influences. My elder brothers were always around me, then George who was a frequent visitor to us especially at weekends. They introduced me to things most teens don't experience until older.

Interviewer: What's your biggest weakness?

Edward: My biggest weakness is finding the motivation to go on sometimes. It often happens when I feel defeated. I become angry then and sometimes make bad decisions. My willpower can be weak. I think I'm rather vulnerable to criticism.

Interviewer: What's your greatest strength?

Edward: I have never thought about it before, you know. Well, probably my strength, as I like to see it, is my morals and caring for others. I'm sure that happiness begins in the family and I hope I always tend to think about them and their conveniences. I want to be a good person.

Interviewer: What talents do you admire in other people?

Edward: I admire musicians more than anything. I think music is an incredible thing to create. I draw images like they draw notes. I have friends who are musicians. In my opinion they have more talent than the majority of people on music TV programmes.

Interviewer: What subjects do you like to draw?

Edward: I have always been interested in very dark movies, music and drawings. I like to try and unify horror and rebellion.

Interviewer: What inspires you to create?

Edward: For me drawing, painting or creating is just a way to escape. I just forget about all the things that frustrate me. I go into some peaceful trance. At those moments I'm quite unaware of what is around me. I think everyone needs to escape reality sometimes. We all have our own ways to do that.

Interviewer: Have you ever exhibited or sold any works?

Edward: I don't really sell my artworks. Mostly I give them to people who like them. It's like giving them a part of yourself. If I have given you a piece of art, it means I like you.

Interviewer: How is your relationship with your parents? Do you get on OK?

Edward: I get on with my parents really well. They have seen me go through bad times and helped me to grow wiser. They trust my judgment more than I do.

Interviewer: What's your favourite time of day?

Edward: It is definitely dusk, the time when daylight is becoming less bright, the darker part of twilight, if you please.

Interviewer: What lies ahead?

Edward: Who knows what lies ahead of me? I know that I'll die some day, but that's it.

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