



**КОНТРОЛЬНО-ИЗМЕРИТЕЛЬНЫЕ МАТЕРИАЛЫ  
К КУРСУ АНГЛИЙСКОГО ЯЗЫКА**

**Учебно-практическое пособие**

МИНИСТЕРСТВО ПРОСВЕЩЕНИЯ РОССИЙСКОЙ ФЕДЕРАЦИИ  
Федеральное государственное бюджетное образовательное учреждение  
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Предлагаемое пособие представляет собой комплект тестовых заданий для контроля уровня усвоения материала по основным грамматическим темам английского языка на этапе бакалаврской подготовки, что способствует повышению уровня знаний студентов. Контрольные и тестовые задания представлены на аутентичном языковом материале с использованием общеупотребительной лексики.

Пособие предназначено для студентов 1–2 курсов по направлению подготовки 44.03.01 Педагогическое образование, 44.03.05 Педагогическое образование (с двумя профилями), 44.03.02 Психолого-педагогическое образование, 44.03.04 Профессиональное обучение (по отраслям), 44.03.03 Специальное (дефектологическое) образование, 05.03.06 Экология и природопользование.

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## ВВЕДЕНИЕ

Английский язык является важнейшим средством общения, без которого невозможно существование и развитие современного человеческого общества. Происходящие изменения в обществе повышают статус предмета «Иностранный язык». Основное назначение иностранного языка состоит в формировании коммуникативной компетенции, т. е. способности и готовности осуществлять иноязычное межличностное и межкультурное общение с носителями языка. Иностранный язык как учебный предмет характеризуется:

- межпредметностью (содержанием речи на иностранном языке могут быть сведения из разных областей знания);
- многоуровневостью (овладение различными языковыми средствами, соотносящимися с аспектами языка: лексическим, грамматическим, фонетическим, умениями в четырех видах речевой деятельности);
- полифункциональностью (может выступать как цель обучения и как средство приобретения сведений в самых различных областях знаний).

Контрольные работы предназначены для студентов 1–2 курсов. Содержат тексты по специальности и лексико-грамматические тесты по наиболее значимым разделам для контроля за усвоением грамматического материала, предусмотренного программой по английскому языку для неязыковых факультетов вузов. Контрольные измерительные материалы по английскому языку охватывают основное содержание предмета и позволяют получить достоверную информацию о соответствии знаний и умений студентов требованиям ФГОС ВО.

## TEST 1

### Family relationships – Verb to be: am/is/are – Possessive adjectives: my, your, his, her – Subject Pronouns – Plural nouns & Numbers

#### Задание 1. Complete the sentences with the correct word.

1. My father's or mother's mother is my \_\_\_\_\_.  
A) grandmother. B) grandfather. C) mother. D) father.
2. My mother's sister is my \_\_\_\_\_.  
A) niece. B) uncle. C) aunt. D) nephew.
3. My male parent is my \_\_\_\_\_.  
A) grandmother. B) father. C) daughter. D) mother.
4. My wife's mother is my \_\_\_\_\_.  
A) grandmother. B) mother-in-law. C) granddaughter. D) daughter.
5. My aunt's or uncle's child is my \_\_\_\_\_.  
A) cousin. B) niece. C) nephew. D) sister-in-law.
6. My sister's husband is my \_\_\_\_\_.  
A) nephew. B) brother-in-law. C) cousin. D) brother.
7. My children's mother is my \_\_\_\_\_.  
A) wife. B) grandmother. C) sister. D) mother.
8. My sister's daughter is my \_\_\_\_\_.  
A) cousin. B) nephew. C) niece. D) sister-in-law.
9. My mother's brother is my \_\_\_\_\_.  
A) aunt. B) father-in-law. C) uncle. D) nephew.
10. My wife's sister is my \_\_\_\_\_.  
A) sister. B) sister-in-law. C) niece. D) cousin.
11. My child's son is my \_\_\_\_\_.  
A) daughter. B) son-in-law. C) grandson. D) son.

12. My male child is my \_\_\_\_\_.  
A) grandfather. B) son. C) grandson. D) son-in-law.
13. My sister's son is my \_\_\_\_\_.  
A) niece. B) cousin. C) nephew. D) brother-in-law.
14. My wife's brother is my \_\_\_\_\_.  
A) brother. B) brother-in-law. C) grandfather. D) uncle.
15. My wife's father is my \_\_\_\_\_.  
A) father-in-law. B) grandmother. C) granddaughter. D) daughter.

**Задание 2. Choose the best word or phrase for each space.**

1. A- Hello, what \_\_\_\_\_ your name?  
A) am. B) is. C) are. D) be.
2. \_\_\_\_\_ name is Peter. And my \_\_\_\_\_ is Green.  
A) I / name. B) My / surname. C) I / surname. D) Your / surname.
3. My name is Helen. \_\_\_\_\_ Helen Jameson.  
A) I. B) I is. C) My am. D) I am.
4. \_\_\_\_\_ name is Nelly. \_\_\_\_\_ Nelly Andrew.  
A) His / She. B) His / He's. C) Her / She's. D) His / Her.
5. "Where \_\_\_\_\_ Nick from?" "\_\_\_\_\_ from the UK."  
A) is / She's. B) is / His. C) am / He's. D) is / He's.
6. \_\_\_\_\_ are you from? Sweden.  
A) When. B) Where. C) Who. D) What.
7. \_\_\_\_\_ from Italy. I'm Mario.  
A) I'm. B) She's. C) You're. D) He's.
8. Where \_\_\_\_\_ you \_\_\_\_\_?  
A) are / from. B) are / is. C) are / in. D) is / from.
9. Michelle is a French girl. \_\_\_\_\_ from \_\_\_\_\_.  
A) She's / France. B) She's / French. C) His / France. D) She / France.

10. Linn and Mike are Americans. \_\_\_\_\_ from U.S.A.  
 A) Their' re. B) Their. C) They're. D) There.
11. "What \_\_\_\_\_ their \_\_\_\_\_?"  
 "Alex and Phil".  
 A) is/name. B) are / name. C) is / names. D) are / names.
12. I \_\_\_\_\_ 23 years old, but Kein \_\_\_\_\_ 21.  
 A) are / am. B) am / am. C) are / are. D) am / is.
13. Jason \_\_\_\_\_ 22, but Harry and Den \_\_\_\_\_ 24 and 25.  
 A) are / is. B) are / are. C) are / are. D) am / are.
14. Cambridge is \_\_\_\_\_ English university.  
 A) a. B) an. C) the. D) \*.
15. "What \_\_\_\_\_ this?"  
 "It's \_\_\_\_\_ cucumber".  
 A) are / a. B) is / a. C) is / an. D) its / an.
16. Nissans \_\_\_\_\_ Japanese \_\_\_\_\_.  
 A) is a / car. B) is / car. C) is / cars. D) are / cars.
17. "What is \_\_\_\_\_?"  
 "He is a bank manager".  
 A) he job. B) she job. C) his job. D) her job.
18. 0/2/11/18/20 Find the correct alternative.  
 A) oh / twelve / eighteen / twenty. B) zero / two / eleven / eighty / twenty.  
 C) zero / two / eleven / eighteen / twenty. D) zero / two / one-one / eighteen / twenty.
19. "How old is your uncle?"  
 " \_\_\_\_\_ is 33".  
 A) He. B) She. C) She's. D) He's.
20. "Where \_\_\_\_\_ he from?"  
 "He \_\_\_\_\_ from Denmark".  
 A) am / is. B) is / am. C) is / is. D) are / is.

### Задание 3. Complete each dialogue

1. – We went to Rome last month.

– \_\_\_\_\_.

- A) Yes, last month was rather sunny.
- B) How did you get there?
- C) And what about you?
- D) My mother says she is always tired after work.
- E) Sure, your parents are very good.

2. A: What is the best way to get to the city centre?

B: By underground, I think.

A: Is it the shortest way?

B: \_\_\_\_\_.

- A) You may go as slowly as you like.
- B) I advise you should travel there by car.
- C) The quickest one.
- D) The shortest way is traveling by train.
- E) Take the double – decked buses.

3. – Your skirt is so nice.

– \_\_\_\_\_.

- A) I like them too.
- B) Your skirt is too long.
- C) I have made it myself.
- D) I'll buy another one.
- E) She is so beautiful.

4. – I see you are talking again. What do the women always talk about?

– \_\_\_\_\_.

- A) They are talking about their problems.
- B) They usually discuss their family problems.
- C) A woman always had something to tell.
- D) Some of the women prefer listening to men.
- E) She always talks too much.



5. – Why, Mary! Are you reading without light? Turn on your lamp, please.

– \_\_\_\_\_.

- A) Oh, yes, it's far from here.
- B) Oh, yes, it's too light.
- C) Oh, no, I'm a bit hungry.
- D) Oh, yes, it's getting dark.
- E) Thank you, very well.

6. – Look, Kate, the rain has stopped.

– \_\_\_\_\_.

– Let's play tennis.

– \_\_\_\_\_.

- A) Nice of you / O.K.
- B) It's a pity / Soon.
- C) So, what / Not a bad idea.
- D) What for / A great idea.
- E) It's fun / Long ago.

**Задание 4. Read the text. Complete the sentences with the correct option.**

The famous Tower of London was built as a fortress by William the Conqueror. Early in the Middle Ages the kings used it as a palace; later on, it was turned into a prison, but only distinguished prisoners, including statesmen and princes, were held there. Today the Tower is a national museum, where, among other things, the jewelry of the English kings and queens is on display.

1. It is clear from the passage that the functions of the Tower of London \_\_\_\_\_.

- A) have always been controlled by the kings.
- B) were all established by William the Conqueror.
- C) have varied much over the centuries.
- D) have not changed at all since the Middle Ages.
- E) are all of a military nature.

2. We learn from the passage that the Tower \_\_\_\_\_.
- A) functions today only as a jeweler's museum.
  - B) was never a prison for ordinary people.
  - C) was never a residence of English kings.
  - D) is still a unique example of medieval architecture.
  - E) was not primarily intended to be a fortress.

3. William the Conqueror's original aim in building the Tower of London \_\_\_\_\_.
- A) was strongly criticized later in the Middle Ages.
  - B) was to exhibit his valuable jewellery.
  - C) was one of protection.
  - D) is still being debated among historians.
  - E) remains unknown till now.

## TEST 2

**Parts of body – Much, many – some, any – how much, how many – something, anyone, nobody, everywhere – a few, a little, a lot of – Articles**

### **Задание 1. Complete the sentences with the correct word.**

1. I lick an ice-cream with my \_\_\_\_\_.  
A) finger. B) knee. C) tongue. D) lips.
2. We pick things up with our \_\_\_\_\_.  
A) arms. B) heads. C) eyes. D) hands.
3. We comb and brush our \_\_\_\_\_.  
A) teeth. B) hair. C) shoulder. D) sole.
4. I brush my \_\_\_\_\_ regularly, especially after eating.  
A) head. B) thumb. C) teeth. D) lips.
5. You hear with your \_\_\_\_\_.  
A) ears. B) sole. C) hair. D) tongue.
6. To eat something I put it in my \_\_\_\_\_.  
A) toe. B) mouth. C) elbow. D) neck.
7. You bite with your \_\_\_\_\_.  
A) hair. B) leg. C) finger. D) teeth.
8. You see with your \_\_\_\_\_.  
A) fingers. B) shoulder. C) eyes. D) knee.
9. You smell with your \_\_\_\_\_.  
A) hands. B) mouth. C) nose. D) eyes.
10. You eat with your \_\_\_\_\_.  
A) mouth. B) knee. C) shoulder. D) nose.
11. You hold with your \_\_\_\_\_.  
A) toes. B) hand. C) back. D) thumb.
12. You stand on your \_\_\_\_\_.  
A) feet. B) hair. C) ears. D) tooth.

13. You kneel on your \_\_\_\_.  
A) hand. B) shoulder. C) mouth. D) knee.

14. You carry a backpack on your \_\_\_\_.  
A) elbow. B) back. C) thumb. D) toe.

15. You walk on your \_\_\_\_.  
A) fingers. B) hair. C) legs. D) teeth.

**Задание 2. Choose the best word or phrase for each space.**

1. A: Let's go \_\_\_\_\_ hot and sunny for our vacations.  
B: But we can't go \_\_\_\_\_; that's too expensive.  
A) nowhere / everywhere. B) anybody / nobody.  
C) anywhere / everywhere. D) somewhere / anywhere.

2. A: Did you meet \_\_\_\_\_ at the meeting?  
B: Yes, I met \_\_\_\_\_ who knows you!  
A) someone / anyone. B) anything / nobody.  
C) everybody / nothing. D) anybody / somebody.

3. A: Ouch! There's \_\_\_\_\_ in my eye!  
B: Let me look. No, I can't see \_\_\_\_\_.  
A) someone / everywhere. B) anything / anywhere.  
C) something / anything. D) something / nobody.

4. A: I don't want to talk to \_\_\_\_\_.  
B: And I want to talk to \_\_\_\_\_ either.  
A) anyone / no one. B) everybody / someone.  
C) everybody/anybody. D) nobody / somebody.

5. We don't need \_\_\_\_\_ eggs. Six will do.  
A) a little. B) a few. C) much. D) many.

6. I have \_\_\_\_\_ true friends. One or two.  
A) a lot of. B) many. C) a few. D) little.

7. I don't know \_\_\_\_\_ pupils in this class. Because I am new.  
A) much. B) a few. C) some. D) many.

8. Have you got \_\_\_\_\_ housework?  
A) much. B) many. C) some. D) a few.
9. Is there \_\_\_\_\_ traffic in your city?  
A) a few. B) some. C) many. D) much.
10. How \_\_\_\_\_ students study in your group?  
A) any. B) much. C) many. D) a lot of.
11. A: Have you got \_\_\_\_\_ books?  
B: Yes, hundreds.  
A) much. B) a little. C) few. D) many.
12. He has \_\_\_\_\_ money. He's a billionaire.  
A) many. B) a lot of. C) a lot. D) a little.
13. A: Do you take sugar in your tea?"  
B: Just \_\_\_\_\_. Half a spoonful".  
A) a few. B) a little. C) much. D) many.
14. My favorite subject is \_\_\_\_\_ biology, but I'm not very good at \_\_\_\_\_ history.  
A) - / the. B) - / a. C) the / a. D) -/-
15. Rome is \_\_\_\_\_ capital of Italy.  
A) an. B) a. C) -. D) the.
16. This morning \_\_\_\_\_ taxi was late.  
A) a. B) an. C) -. D) the.
17. A: How much are the driving lessons?  
B: Twenty dollars \_\_\_\_\_ hour.  
A) the. B) -. C) a. D) an.
18. I work in \_\_\_\_\_ company that makes \_\_\_\_\_ carpets.  
A) a / -. B) the / a. C) the / -. D) an / a.
19. I was at \_\_\_\_\_ work all day yesterday.  
A) the. B) a. C) an. D) -.
20. My friend works in \_\_\_\_\_ same company as me.  
A) a. B) an. C) the. D) -.

**Задание 3. Complete each dialogue.**

1. – How many times have you been to Egypt?

– \_\_\_\_\_.

- A) Yes, I've.
- B) Once.
- C) Next summer.
- D) I went there last year.
- E) 3 years ago.

2. – Why did the team not win the match?

– \_\_\_\_\_.

- A) I suppose it began too late.
- B) I think Mark didn't take part in it.
- C) At that time they were very far.
- D) He was a bit late.
- E) Because we were at a meeting.

3. Jane: Help yourselves to juice. What sort of it would you like?

Nick: Pineapple, please.

Jane: Would you like some more juice?

Mike: \_\_\_\_\_.

- A) Please take a piece of cake.
- B) No, I've already caught it.
- C) Thanks, I haven't drunk my first glass yet.
- D) Yes, ice cream please.
- E) Thank you for a nice party.

4. A: I couldn't watch TV the day before yesterday.

B: Why couldn't you?

A: \_\_\_\_\_.

- A) I never watch TV.
- B) I could stay and watch TV with them.
- C) I'll stay at home and learn French.
- D) We both, my sister and I, were punished by my father.
- E) I must do my lesson.

5. – Will you cook macaroni this time?

– \_\_\_\_\_.

- A) Yes, of course.
- B) Yes, I'll cook turkey.
- C) Yes, he will.
- D) Just a moment.
- E) Sorry, I couldn't.

6. John: Let's play policemen and robbers.

Kate: I've never played policemen and robbers. How do you play it?

Robert: Everyone plays this game.

Kate: \_\_\_\_\_.

- A) You'll be at the police station.
- B) Shall I help you, sir?
- C) Work in a group of five.
- D) Well, will you show me what to do?
- E) Continue the game until someone catches you.

**Задание 4. Read the text. Complete the sentences with the correct option.**

Claire parked her car and then went into the busy station to meet Kelly who was going to spend the weekend with her. Claire's friends often came for the weekend, but there was something a bit different about Kelly's visit. She and Kelly hadn't seen each other for 20 years. While at the university, they had shared a flat together for 3 years but then each had married and Kelly and her husband had lived abroad a great deal. Claire began to ask herself. "Will we even be able to recognize each other after all these years?" Right then she saw Kelly walking towards her and smiling at her with that old unforgettable smile quite unchanged.

1. The first thing Claire noticed about Kelly when they met at the station was \_\_\_\_\_.

- A) that she had already been married.
- B) how well she was looking.
- C) that she had become quite old.
- D) her smile which had not changed.
- E) that she had not forgotten how to smile.

2. Claire is worried \_\_\_\_\_.

- A) because Kelly's husband may have changed a great deal after all these years.
- B) in case after a separation of so many years they may both fail to recognize each other.
- C) in case Kelly will change her mind about coming for the weekend.
- D) about Kelly and her husband who are going to live abroad.
- E) in case she won't be able to find a place to park the car.

3. Claire's friendship with Kelly \_\_\_\_\_.

- A) found its best expression in their weekend visits to each other.
- B) lasted only for three years when they were at the university.
- C) has always been envied by their friends.
- D) ended soon after they both had married.
- E) went back to their university years.



### TEST 3

#### Working day – Country – Nationality – Languages / – Have got, has got – Possessive adjectives: my, your, his, her - Possessive 's – prepositions

##### Задание 1. Complete the sentences with the correct word.

1. We ... at 6 o'clock in the morning.  
A) get up. B) go to bed. C) have brunch.
2. I am from Italy. I am \_\_\_\_\_.  
A) Italian. B) Italien. C) Italian.
3. She's from Brazil. She's \_\_\_\_\_.  
A) Brazilish. B) Brazilese. C) Brazilian.
4. Every day I \_\_\_\_\_ to bed at eleven o'clock.  
A) go. B) wake up. C) sleep.
5. Ruth is from Mexico. She's \_\_\_\_\_.  
A) Spanish. B) Mexican. C) Portuguese.
6. If the traffic is not heavy, I \_\_\_\_\_ home at half past six.  
A) catch. B) get. C) give.
7. He's from Russia. He can speak \_\_\_\_\_.  
A) Russy. B) Russian. C) Russia.
8. We have six \_\_\_\_\_ every day.  
A) classes. B) days. C) party.
9. That college has a distance education \_\_\_\_\_.  
A) students. B) computers. C) department.
10. Robby is from California. He's \_\_\_\_\_.  
A) Californian. B) United Statian. C) American.
11. I am studying biology ... London University.  
A) in. B) at. C) into.
12. We had five examinations last \_\_\_\_\_.  
A) supper. B) lecture. C) term.

13. She is good \_\_\_\_\_.  
A) of reading. B) about everybody. C) at counting.
14. I'm a \_\_\_\_\_ at Oxford University.  
A) first-year student. B) a second student. C) too stupid.

**Задание 2. Choose the best word or phrase for each space.**

1. The Hilton \_\_\_\_\_ a swimming pool.  
A) has got. B) have got. C) does have. D) do have.
2. He doesn't \_\_\_\_\_ a problem with this task.  
A) has got. B) have. C) to have. D) has.
3. Have you \_\_\_\_\_ any bread?  
A) having. B) got. C) had. D) have got.
4. It \_\_\_\_\_ Jill's birthday three days ago.  
A) is. B) are. C) was. D) were.
5. Where \_\_\_\_\_ she now?  
A) do. B) were. C) is. D) are.
6. Betty \_\_\_\_\_ got any enemies.  
A) not. B) hasn't. C) doesn't. D) has no.
7. They are not your \_\_\_\_\_ toys.  
A) children'. B) childrens. C) children's. D) childs.
8. They're not her \_\_\_\_\_ mistakes.  
A) friends. B) friend. C) friend's. D) friends's.
9. This is these \_\_\_\_\_ ball.  
A) kids. B) kid. C) kids'. D) kids's.
10. "How old \_\_\_\_\_ Mr. & Mrs. Green?" – "\_\_\_\_\_ 55 and 50".  
A) \*/ They are. B) are / They're. C) is / They. D) are / They.
11. "How old \_\_\_\_\_, Rachel?" – "\_\_\_\_\_ 24 years old".  
A) are you / I. B) is she / She's. C) is / She is. D) are you / I'm.
12. "\_\_\_\_\_ they now?" – "They're at the home".  
A) Where're. B) Where. C) Where's. D) Where're are.

13. "Where \_\_\_\_\_ now?" – "In her lab".  
 A) is he. B) is it. C) is she. D) is you.
14. This is my elder brother. \_\_\_\_\_ name is Howard.  
 A) His. B) Its. C) Her. D) My.
15. "How old \_\_\_\_, Rachel?" – "\_\_\_\_\_ 24 years old".  
 A) are you / I. B) is she / She's. C) is / She is. D) are you / I'm.
16. He has \_\_\_\_\_ sister. \_\_\_\_\_ name is Maryl.  
 A) a / His. B) an / Her. C) a / Her. D) \* / Her.
17. Hi! My \_\_\_\_\_ Jacob. I \_\_\_\_\_ France.  
 A) name am / from is. B) is name / from am. C) name is / am from. D) name is / from.

**Задание 3. Complete each dialogue.**

1. A: May I watch a film now?  
 B: No, you can't.  
 A: Why?  
 B: \_\_\_\_\_.
- A) We'll go for a walk together.  
 B) You can tell the truth.  
 C) I must stay in bed .  
 D) You'll disturb the kids.  
 E) You were ill.
2. A: Why are you so exhausted?  
 B: \_\_\_\_\_.  
 A: Who helped you?  
 B: \_\_\_\_\_.
- A) I prefer reading / I did.  
 B) I worked much / you'll help me.  
 C) So I am tired / many wife did.  
 D) I've just worked hard / nobody did.  
 E) I won't be tired / my friends did.

3. A: ...

B: At home.

- A) Why do you have your meals?
- B) Where do you have for meals?
- C) What do you have your meals?
- D) When do you have your meals?
- E) Do you have meals at home?

4. A: What do you usually do at your school garden?

B: \_\_\_\_\_.

A: What kinds of them do you prefer?

B: \_\_\_\_\_.

- A) We grow fruit/wheat and cabbage.
- B) We sell vegetables/apples and pears.
- C) We buy vegetables/onions and carrots.
- D) We plant trees/milk and bread.
- E) We plant flowers/daffodils and daisies.

5. A: Who reads best of all in your class?

B: \_\_\_\_\_.

- A) We never read books at math lessons.
- B) We take books from the school library.
- C) Oh, it isn't easy to get a good book these days.
- D) Pete does, but I read better than he does.
- E) My mother doesn't let me read books at library.

6. A: Steve is out now.

B: \_\_\_\_\_.

A: Not far away.

- A) Where has he gone?
- B) Where does he come?
- C) What did he study?
- D) Where is she from?
- E) Where are the boys?

**Задание 4. Read the text. Complete the sentences with the correct option.**

A great number of people who have to start the day early find it difficult to wake up properly. For some of them the solution is very simple: they just drink two cups of coffee and the feelings of the fatigue disappear. This is the effect of caffeine; one of a family of stimulants found not only in coffee but also in such drinks as tea, cola and cocoa. Taken in reasonable amounts, the stimulating chemical may help some people to work more efficiently. However, excessive quantities can cause several irritating, unhealthy side effects. Studies show, in fact, that more than two cups of coffee a day can cause unpleasant symptoms such as irritability, nervousness, stomach pain and even insomnia.

1. The passage points out that many people begin the day with two cups of coffee \_\_\_\_\_.

- A) if they know the day is likely to be a difficult one.
- B) because by doing so they soon feel wide awake.
- C) because wine is more harmful.
- D) even when they don't feel sleepy.
- E) because there is less caffeine in coffee than in tea.

2. The passage suggests that it is inadvisable for a person to \_\_\_\_\_.

- A) start the day without a stimulant of some sort.
- B) use any other stimulant but caffeine.
- C) drink any tea, cocoa or coffee at all.
- D) drink more than two cups of coffee a day.
- E) drink less than one cup of coffee.

3. Caffeine and other similar stimulants \_\_\_\_\_.

- A) actually never lead to improved work efficiency.
- B) are so useful for our health.
- C) always have a negative effect upon people.
- D) can produce certain unpleasant side effects in large doses.
- E) are completely harmless.

## TEST 4

### Education – There is/are – Comparative and superlative adjectives

#### Задание 1. Complete the sentences with the correct word.

1. Some students of that university stay in the \_\_\_\_\_.  
A) flat. B) country. C) house. D) dormitory.
2. The music was too \_\_\_\_\_.  
A) loud. B) wrong. C) big. D) correct.
3. I \_\_\_\_\_ play chess. I hate it.  
A) nothing. B) always. C) never. D) forever.
4. Koreen is \_\_\_\_\_ in Italian.  
A) well. B) badly. C) middle. D) fluent.
5. Can you \_\_\_\_\_ a computer?  
A) use. B) read. C) learn. D) write .
6. Her mother is a/an \_\_\_\_\_. She works for the New York Times.  
A) journalist. B) actress. C) scientist. D) writer.
7. What are the \_\_\_\_\_ of your exams?  
A) finals. B) reasons. C) results. D) ends.
8. She is \_\_\_\_\_ Linguistics at the University of Cambridge.  
A) knowing. B) watching. C) working. D) studying.
9. He lives in the \_\_\_\_\_, not the town.  
A) place. B) farmyard. C) country. D) apartment.
10. Jessy is a \_\_\_\_\_ girl. Everyone likes her.  
A) bad. B) rude. C) polite. D) difficult.
11. My friend likes to talk to people and tell them what he thinks. He is \_\_\_\_\_.  
A) nervous. B) talkative. C) polite. D) disappointed.
12. I have had a \_\_\_\_\_ day.  
A) brown. B) wonderful. C) completely. D) light.
13. He felt \_\_\_\_\_ about his exam.  
A) ugly. B) arrogant. C) interesting. D) nervous.

14. English will be very \_\_\_\_\_ for us in the future.  
A) harmless. B) useful. C) terrible. D) funny.
15. I'd like to \_\_\_\_\_ you on passing your exam.  
A) excuse. B) thank. C) congratulate. D) allow.

**Задание 2. Choose the best word or phrase for each space.**

1. A: \_\_\_\_\_ there three armchairs in the living room?  
B: No, there \_\_\_\_\_.  
A) Are / aren't. B) Are / not. C) Are / are. D) Is / \*.
2. Is there \_\_\_\_\_ orange in the basket?  
A) an. B) a. C) the. D) \*.
3. There \_\_\_\_\_ 4 \_\_\_\_\_ on the coach.  
A) is / men. B) is / men. C) \* / man. D) are / man.
4. A: \_\_\_\_\_ there \_\_\_\_\_ computer?  
B: Yes, \_\_\_\_\_ is.  
A) Are / \* / there. B) Are / the / they. C) Is / one / they. D) Is / a / there.
5. There \_\_\_\_\_ one cat. There \_\_\_\_\_ 3 cats.  
A) isn't / are. B) is / is. C) not / aren't. D) aren't / aren't.
6. \_\_\_\_\_ any women in the room?  
A) Are they. B) Are their. C) Are there. D) Is there.
7. A: \_\_\_\_\_ there many rats in the house?  
B: No, there \_\_\_\_\_.  
A) Are / not. B) Are / are. C) Are / aren't. D) Are / isn't.
8. Everything is \_\_\_\_\_ in our city.  
A) cheaper B) cheaper C) more cheap D) cheapest
9. There \_\_\_\_\_ 3 fridges, but \_\_\_\_\_ isn't a cooker.  
A) is / they. B) is / their. C) are / there. D) are / theirs.
10. Athens was hotter \_\_\_\_\_ I expected.  
A) that. B) than. C) as. D) none.

11. She's \_\_\_\_\_ girl in the class.  
A) funnier. B) more funniest. C) the funnier. D) the funniest.
12. Irene's \_\_\_\_\_ than Sally.  
A) intelligent. B) more intelligent. C) much intelligent. D) intelligenter.
13. He's \_\_\_\_\_ than his cousin.  
A) much more nicer. B) more nice. C) much nicer. D) more nicer.
14. She's \_\_\_\_\_ older than she looks.  
A) more. B) much. C) \*. D) as.
15. Cambridge is one of \_\_\_\_\_ oldest universities in Europe.  
A) the. B) \*. C) much. D) an.
16. Nesy's as tall \_\_\_\_\_ her mother.  
A) than. B) as. C) much. D) like.

**Задание 3. Complete each dialogue.**

1. A: My sister thinks that English isn't easy.  
B: Why does she think so?  
A: \_\_\_\_\_.
- A) She learnt either English or German.  
B) Because it was too difficult for them.  
C) Because it is one of the easiest languages.  
D) Because she has to work very hard.  
E) She has no time.
2. A: Let's go for a walk.  
B: \_\_\_\_\_.  
A: Where can we go?  
B: \_\_\_\_\_.
- A) I can't / To the park.  
B) Thanks a lot / At 7 o'clock.  
C) Agreed / As far as the bridge.  
D) Sure / Tomorrow.  
E) Of course / With your friends.



3. A: Where did you celebrate The New Year?

B: \_\_\_\_\_.

A: Really?

- A) It's impossible to say.
- B) I prefer to go there by bus.
- C) As usual in the open air.
- D) Fishing in the river next week.
- E) My friend and I will get to your place.

4. A: What do you usually do at your school yard?

B: \_\_\_\_\_.

A: What kinds of them do you prefer?

B: \_\_\_\_\_.

- A) We sell vegetables/potatoes and carrot.
- B) We buy vegetables/apples and cherries.
- C) We grow fruit/wheat and cotton.
- D) We plant flowers/roses and poppies.
- E) We plant trees/milk and pudding.

5. A: The new movie is splendid.

B: \_\_\_\_\_.

- A) He is terrific, of course.
- B) Not exactly so.
- C) He is good.
- D) Of course, he is.
- E) It's cold.

**Задание 4. Read the text. Complete the sentences with the correct option.**

It is wrong to assume that “educational” programs on television are likely to be boring. In fact, as long as these programs are made in a rich and creative manner, there is no doubt that they can and do draw people’s attention, especially young people. Perhaps some of the best examples of successful educational programs are those which deal, for example, with

ancient historical sites, environmental problems, wild life, geography or the strange world at the bottom of the sea.

1. Some people seem to think that \_\_\_\_\_.

- A) educational programs on television are of little interest.
- B) television does not give enough importance to the problems of the youth.
- C) only those programs concerned with historical and geographical subjects can be interesting.
- D) young people are more interested in educational programs than their elders.
- E) much money is needed to make a good educational program.

2. In the passage it is emphasized that a good educational program \_\_\_\_\_.

- A) should involve young people and encourage them to study the natural world.
- B) should certainly be concerned with history and biology.
- C) is one which is made creatively and has a great deal of interesting material.
- D) can greatly contribute to people's awareness of environmental problems.
- E) has more influence on people if it is shown on television.

3. In the passage, the term 'wild life \_\_\_\_\_.

- A) refers to prehistorically times.
- B) refers to animals, birds and other living beings in nature.
- C) means a large unused piece of land.
- D) signifies the living conditions of primitive people.
- E) is used to indicate people's behavior.

## TEST 5

### Time expressions – What is the date? – Questions

#### Задание 1. Complete the sentences with the correct word.

1. Jason's a doctor. He \_\_\_\_\_ sick people.  
A) serves drinks. B) speaks to. C) helps. D) looks at.
2. The local tourist center will send you \_\_\_\_\_ about hotels in the area.  
A) news. B) advertisement. C) knowledge. D) notice. E) information.
3. Her niece \_\_\_\_\_ in this hospital.  
A) starts. B) begins. C) works. D) likes.
4. Viola's a postman. She \_\_\_\_\_ letters to people.  
A) answers. B) works. C) serves. D) delivers.
5. The police are looking for a man with dark hair. A \_\_\_\_\_ man is being sought by the police.  
A) having dark hair. B) dark-haired. C) darky hair. D) dark hair.
6. Will you \_\_\_\_\_ my essay, please, to find out if I made any mistakes?  
A) look through. B) see through. C) look into. D) look up. E) see to.
7. \_\_\_\_\_ requires a lot of patience to learn a second language.  
A) Teachers. B) Students. C) It. D) That.
8. She won't be able to finish studying those reports at the office. She wants to \_\_\_\_\_ at home.  
A) look them over. B) look after them. C) look for them. D) look them up.
9. Their house is \_\_\_\_\_ Baker Street.  
A) in. B) on. C) at. D) from.
10. Monday is the first day.  
A) The second is Thursday. B) Tuesday is the second. C) Tuesday is the fourth. D) The fourth is Tuesday
11. "There was a lot of traffic. The coach took half an hour to get from 5th Avenue to Broadway". Means: \_\_\_\_\_.  
A) The traffic was heavy but we could get to Broadway in half an hour.  
B) There was so much traffic that it took us half an hour to get to Broadway.

C) If the traffic hadn't been heavy, we could have got to Broadway earlier.

D) The traffic was heavy. That is why we got to Broadway late.

12. She got a job in a furniture \_\_\_\_\_.

A) factory. B) fabric. C) industry. D) society.

13. While we were traveling \_\_\_\_\_, it started to rain.

A) towards Liverpool by my car. B) towards Liverpool in my car.

C) against Liverpool into my car. D) against Liverpool by my car.

14. Tennis is a \_\_\_\_\_ invented by an Englishman a hundred years ago.

A) match. B) play. C) toy. D) game.

15. 562 is \_\_\_\_\_.

A) five hundreds and sixty two. B) five hundred sixty two.

C) five hundreds sixty two. D) five hundred and sixty two.

### **Задание 2. Choose the best word or phrase for each space.**

1. A: \_\_\_\_\_ is Bella's birthday?

B: It is \_\_\_\_\_ the 27th \_\_\_\_\_ November.

A) What / on / in/ B) When / on / of/ C) What / on / of/ D) When / in / on/

2. A: What is \_\_\_\_\_ today?

B: Today is \_\_\_\_\_ 1st of \_\_\_\_\_.

A) the day / the / February/ B) the / the / Monday/

C) the month / the / June/ D) the date / the / September/

3. A: When \_\_\_\_\_ Turkmenistan become Independent?

B: It \_\_\_\_\_ Independent on \_\_\_\_\_.

A) did / became / the 27th of 1991, October. B) became / did / 27 the 1991, October.

C) did / became / the 27th of October, 1991. D) did / did / 1991, the 27th, October.

4. A: \_\_\_\_\_ century is it now?

B: It is \_\_\_\_\_.

A: What \_\_\_\_\_ the last century?

B: It was \_\_\_\_\_.

A) What / the 21 century / is / the 20 century.

B) What / the 21st century / was / the 20th century.

- C) What / the 21st century / was / the 20 century.  
D) When / the 21st century / was / the 20th century.

5. A: \_\_\_\_\_ is the \_\_\_\_\_ month?

B: It is May.

A: Which is \_\_\_\_\_ 2 \_\_\_\_\_ month?

B: It is February.

A: Which is \_\_\_\_\_ 12th month?

B: It is December.

A) Which / 5th / the / rd / the.

B) Which / 5 / the / th / the.

C) Which / 5th / the / nd / the.

D) What / 5th / \* / st / the.

6. The \_\_\_ you start, the \_\_\_ you'll finish.

A) soon / more quickly.

B) more sooner / more quickly.

C) sooner / quicklier.

D) soon / quickly.

E) sooner / more quickly.

7. His love must be \_\_\_ than mine.

A) deepest. B) most deep. C) the deepest. D) deep. E) deeper.

8. Paris is one of the \_\_\_\_\_ cities in Europe.

A) more beautiful. B) most beautiful. C) beautiful. D) the most beautiful.

9. The performance I saw yesterday was \_\_\_ than this one.

A) bad. B) worst. C) worse. D) the worst. E) –.

10. Today \_\_\_ and \_\_\_ people come to understand that learning English is \_\_\_\_ .

A) many / much / most useful.

B) more / more / useful.

C) little / less / useful.

D) most / less / less useful.

E) many / more / more useful.

11. A: "What time is it?"

B: "4:45"

A) It is quarter past four. B) It is fifteen past four. C) It is quarter to five. D) It is fifteen to four.

12. It is half past seven.

A) 8:30. B) 7:30. C) 18:30. D) 17:30.

13. It is quarter past eight.

A) 8:30. B) 7:30. C) 17:15. D) 8:15.

14. It is five to nine.

A) 8:55. B) 9:35. C) 9:55. D) 9:05.

15. It is five past nine.

A) 8:55. B) 9:35. C) 9:55. D) 9:05.

16. Choose the correct answer. Only one answer is correct.

A) Who now in Birmingham live?

B) Who in Birmingham lives now?

C) Who live in Birmingham now?

D) Who lives now in Birmingham?

17. A: Which woman is your teacher?

B: \_\_\_\_\_ .

A) The woman who is my teacher near the window.

B) The woman near the window is my teacher.

C) The woman is near the window is my teacher.

D) The woman is near the window who is my teacher.

### **Задание 3. Complete each dialogue**

1. A: \_\_\_\_\_.

B: Are you going by train?

A: \_\_\_\_\_.

B: I'd love to.

A) Have you ever been to Newcastle? / Yes let's go.

B) We have visited Newcastle lately / Yes, we are.

C) Could you go to Newcastle with us, please? / No, we went in Tom's car.

D) We are going to Newcastle on Monday with Tom / No, we are going in Tom's car. Would you like to come?

E) We went to Newcastle last Sunday / We hired a car.

2. A: Oh, it's raining heavily.

B: \_\_\_\_\_.

A: Let's hide somewhere.

A) I think it's 25 degrees below zero.

B) It looks like to rain.

C) Oh, yes, it's raining cats and dogs.

D) The sky is so overcast.

E) Cold weather has set in.

3. A: \_\_\_\_\_.

B: Yes, I went to The National Film Festival last week and saw a Chinese film.

A: \_\_\_\_\_.

B: Yes, I liked it but definitely I didn't understand a word.

A) What time is it? / Surely.

B) What did you do last week? / Have you seen any of them yet?

C) Have you seen any good films lately? / Did you like it?

D) Did you go anywhere last week? / Did you like.

E) Where were you yesterday? / Very good.

4. A: He goes in for sports. He is a very good swimmer and very pretty at that.

B: \_\_\_\_\_.

A) He is the very boy we need.

B) His father is not in.

C) He is out.

D) Yesterday I saw them at the swimming-pool.

E) His friend doesn't study well.

5. A: Who will you go to the country with?

B: \_\_\_\_\_.

A: What about your children?

B: \_\_\_\_\_.

- A) Nobody wants to. / She went there.
- B) My friend will join me. / She is at home.
- C) I've just come. / They prefer to go with me.
- D) I'll go alone. / They are away.
- E) I'll go with my children. / They like sea.

**Задание 4. Read the text. Complete the sentences with the correct option.**

“John Fuller has really surprised us all. At school he seemed such a boring and ordinary boy. As far as I can remember, he made no close friends. I don't think we actually disliked him, but we certainly ignored him. I would really like to meet him again now. It's clear from his wonderful films that he must be a most interesting man”.

1. The writer was surprised \_\_\_\_\_.

- A) to learn that John Fuller had become rich by making films.
- B) to see how John Fuller had changed over the years.
- C) when he saw his old school friend John Fuller.
- D) that John Fuller was no longer interested in him.
- E) to find that at school John Fuller had always hated him.

2. The writer \_\_\_\_\_.

- A) was at school with John Fuller.
- B) still believes that John Fuller has not changed at all.
- C) has always been jealous of John Fuller.
- D) is now one of John Fuller's close friends.
- E) knew John Fuller would be a great man.

3. Which of the following titles would be suitable for this passage.

- A) My Best Friend.
- B) John Fuller's Films.
- C) John Fuller: A Failure in Life.
- D) An Unexpected Meeting.
- E) No Longer Ordinary.





## TEST 6

### Synonyms – antonyms – prepositions - Time expressions - Questions

**Задание 1. Complete the sentences with the correct word. Find the SYNONYM of the following words written in capitals.**

1. Vasco da Gama was a Portuguese **EXPLORER** born around 1460.  
A) conqueror. B) ruler. C) king. D) scientist. E) traveler.
  2. If the shops were not so **CROWDED**, the managers would not be so tired.  
A) freezing. B) full. C) fast. D) fresh. E) old.
  3. Don't work **IN A HURRY**.  
A) exactly. B) really. C) hastily. D) especially. E) irritably.
  4. Students need some **RELAXATION** after all those exhausting exams.  
A) vacation. B) time. C) time holidays. D) rest. E) period.
  5. An elephant asks for **HELP**.  
A) assistance. B) sponsor. C) support. D) provision. E) assistant.
  6. What **EXCUSE** has she got this time?  
A) matter. B) matter. C) factor. D) explanation. E) reason.
  7. When he opened the box at home **HE FOUND** that the shoes were not his.  
A) called. B) discovered. C) recognized. D) discovered sent. E) talked.
  8. The tickets to the theatre will be booked **IN ADVANCE**.  
A) beforehand. B) earlier. C) the next day. D) soon E) later.
- Find the ANTONYM of the following words written in capitals:**
9. My nephew is very **SERIOUS**.  
A) embarrassed. B) polite. C) kind. D) intelligent. E) light-minded.
  10. Tonya is very **LAZY**. She doesn't like to do anything.  
A) clever. B) modern. C) modest. D) energetic. E) nervous.
  11. If you know one **FOREIGN** language it will be easier for you to learn the second one.  
A) local. B) modern. C) native. D) new. E) popular.
  12. The train **LEAVES ON TIME**.  
A) is before time. B) is slow. C) is fast. D) express train. E) is late.

13. The British seem to like their weather as it is ISLAND weather.  
A) isolated. B) mild. C) continental. D) different. E) light.
14. When she was nine, she ENTERED the lyceum and became an excellent pupil.  
A) finished. B) completed. C) went away. D) came. E) got.
15. He was afraid to walk FARTHER as he knew his life was in danger.  
A) nearer. B) away. C) near. D) mother. E) out near.

**Задание 2. Choose the best word or phrase for each space.**

1. I'll see you the day after tomorrow at 12.00 \_\_\_\_\_ usual.  
A) like. B) after. C) as. D) like.
2. We stopped for three-quarters \_\_\_\_\_ an hour in New York Airport.  
A) on. B) over. C) of. D) at.
3. We'll go \_\_\_\_\_ Kemer \_\_\_\_\_ June.  
A) – / in. B) to / on. C) to / in. D) at / on.
4. A: \_\_\_\_\_ is Viola's birthday?  
B: It is \_\_\_\_\_ the 30th \_\_\_\_\_ September.  
A) What / on / in. B) When / on / of. C) What / on / of. D) When / in / on.
5. I study \_\_\_\_\_ 8 a.m. \_\_\_\_\_ 3 p.m.  
A) from / to. B) to / from. C) at / until. D) at / at.
6. A: "What time is it?"  
B: "4:45"  
A) It is quarter past four. B) It is fifteen past four. C) It is quarter to five. D) It is fifteen to four.
7. I'll be home \_\_\_\_\_ 6 o'clock.  
A) by. B) on. C) for. D) since.
8. She usually stays at home \_\_\_\_\_ night.  
A) on. B) with. C) at. D) over.
9. A: What is \_\_\_\_\_ today?  
B: Today is \_\_\_\_\_ 2<sup>nd</sup> of \_\_\_\_\_.

A) the date / the / October. B) the / the / Monday. C) the month / the / July. D) the day / the / May.

10. It is half past seven.

A) 8:30. B) 7:30. C) 18:30. D) 17:30.

11. It is quarter past eight.

A) 8:30. B) 7:30. C) 17:15. D) 8:15.

12. It is five to nine.

A) 9:55. B) 9:05. C) 8:55. D) 9:45.

13. It is five past nine.

A) 9:55. B) 9:55. C) 8:35. D) 9:05.

14. Don't hurry. The train won't leave \_\_\_\_\_ 7.50.

A) for. B) until. C) in. D) by.

15. They lived in Istanbul \_\_\_\_\_ 2000 \_\_\_\_\_ 2013.

A) at / to. B) from / till. C) from / by. D) until / to.

### **Задание 3. Complete each dialogue.**

1. A: He goes in for sports. He is a very good swimmer and very pretty at that.

B: \_\_\_\_\_.

A) He is the very boy we need.

B) His mother is not in.

C) His friend doesn't study well.

D) Yesterday I saw them at the swimming-pool.

E) He is out.

2. A: \_\_\_\_\_.

B: Yes, I went to The National Film Theatre last week and saw a Chinese film.

A: \_\_\_\_\_.

B: Yes, I liked it but of course I didn't understand a word.

A) What time is it? / Surely.

B) What did you do last week? / Have you already seen any of them?

C) Where were you yesterday? / Very good.

D) Did you go anywhere last week? / Did you like?

E) Have you seen any good films lately? / Did you like it?

3. A: \_\_\_\_\_.

B: Are you going by bus?

A: \_\_\_\_\_.

B: With great pleasure.

A) Could you go to Manchester with us, please? / No, we went in Tom's car

B) We went to Manchester last Saturday. / We hired a car

C) Have you ever been to Manchester? / Yes, let's go.

D) We have visited Manchester lately. / Yes, we are.

E) We are going to Manchester on Monday with Tom. / No, we are going in Tom's car.

Would you like to come?

4. A: Who will you go to the country with?

B: \_\_\_\_\_.

A: What about your children?

B: \_\_\_\_\_.

A) Nobody wants to. / She went there.

B) I'll go alone. / They are away.

C) I've just come. / They prefer to go with me.

D) My sister will join me. / He is at home.

E) I'll go with my children. / They like sea.

**Задание 4. Read the text. Complete the sentences with the correct option.**

Shirley comes from a big city. During the holiday she went to spend a week on her uncle's farm. It was her first visit there. Her uncle, who was very pleased to see his niece, did his best to make her stay an enjoyable one. On the farm she rode a horse, fed chickens ran in the fields and ate fruit fresh from the trees. She enjoyed her holiday so much that, when the day for her to return to the city came, she was very upset to leave.

1. Shirley \_\_\_\_\_.

A) worked for her uncle on the farm.

B) visited her uncle's farm once a week.

C) thoroughly enjoyed her holiday on the farm.

D) thought life on the farm was extremely difficult.

E) hated the animals on the farm.

2. Shirley's \_\_\_\_\_.

- A) parents often sent her to the farm.
- B) greatest pleasure was to ride a horse.
- C) uncle left the farm and went to the city.
- D) holiday lasted for a week.
- E) life on the farm was a very sad one.

3. Which of the following is the most suitable TITLE for this passage.

- A) Unpleasant Holiday.
- B) A Different Sort of Life.
- C) An Horses and Chickens.
- D) An Uncle and His Spoilt Niece.
- E) Longing for the City.

**TEST 7**  
**Travelling - Present, Past, Future Simple Tenses**

**Задание 1. Complete the sentences with the correct word.**

1. The \_\_\_\_\_ will arrive at Paddington railway station at 7:00 A.M.  
A) truck. B) plane. C) bus. D) train.
2. The season which includes December, January and February is \_\_\_\_\_.  
A) winter. B) spring. C) summer. D) autumn.
3. Forty students and five teachers were travelling in a \_\_\_\_\_.  
A) truck. B) van. C) bus. D) taxi.
4. The highest \_\_\_\_\_ of the mountain Everest is 8860 meters high.  
A) peak stream. B) island. C) peak. D) border.
5. Could you \_\_\_\_\_ a photo of us in front of that building?  
A) check. B) take. C) picture. D) make.
6. We'll go to Rome for our holiday \_\_\_\_\_ it isn't too expensive.  
A) provided. B) unless. C) such. D) except.
7. In \_\_\_\_\_, it rains a lot.  
A) summer. B) winter. C) autumn. D) spring.
8. He likes new things and new places, even if they are hard or dangerous. He is \_\_\_\_\_.  
A) adventurous. B) smart. C) selfish. D) greedy.
9. He sunbathes at the \_\_\_\_\_.  
A) bank. B) desert. C) beach. D) mountain.
10. Can you help me carry my \_\_\_\_\_.  
A) suitcase. B) body. C) paint. D) language.
11. Anyone who gets free rides in other people's cars as a way of travelling cheaply is called \_\_\_\_\_.  
A) hitchhiker. B) voyager. C) goner. D) passenger.
12. Which \_\_\_\_\_ do you come from?  
A) date. B) month. C) country. D) nation.
13. When we got to the airport, she was there.  
What does the underlined word mean here?

A) saw. B) were in. C) went. D) arrived at.

14. My car won't start. Could you give me a \_\_\_\_\_ to the city?

A) coach. B) vehicle. C) hand. D) lift.

15. Did they come by \_\_\_\_\_?

A) store. B) desk. C) bed. D) sea. E) tree.

16. She traveled \_\_\_\_\_ the world.

A) over. B) across. C) on. D) around.

17. \_\_\_\_\_ is to visit Asia and Africa.

A) It would be exciting. B) How interesting. C) What I'd like to do. D) That's what I'd do.

**Задание 2. Choose the best word or phrase for each space.**

1. We \_\_\_\_\_ our teeth every morning.

A) brush. B) brushing. C) brush. D) to brushes.

2. A: Where \_\_\_\_\_ his parents \_\_\_\_\_?

B: In the Ministry of Foreign Trade.

A) do / work. B) do / do. C) are / work. D) work / \*.

3. Where \_\_\_\_\_ they \_\_\_\_\_ on holiday last summer?

A) did / go. B) go / did. C) did / went. D) do / go.

4. He usually \_\_\_\_\_ for 6 hours a day, but he \_\_\_\_\_ for 8 hours the day before yesterday.

A) works / worked. B) work / worked. C) worked / worked. D) work / work.

5. She'll phone Mark as soon as she \_\_\_\_\_ any news.

A) gets. B) will get. C) had got. D) got.

6. A: \_\_\_\_\_ century is it now?

B: It is \_\_\_\_\_.

A: What \_\_\_\_\_ the last century?

B: It was \_\_\_\_\_.

A) What / the 21st century / was / the 20 century.

B) When / the 21st century / was / the 20th century.

C) What / the 21 century / is / the 20 century.

D) What / the 21st century / was / the 20th century.



7. Matilda buys a newspaper every day. \_\_\_\_\_ reads \_\_\_\_\_ at home.  
A) It / she. B) Her / it. C) She / it. D) Her / it.
8. We will \_\_\_\_\_ tired after work.  
A) be. B) are. C) being. D) been.
9. I \_\_\_\_\_ a cigarette, but my uncle \_\_\_\_\_ smoke.  
A) smoke / don't. B) smoke / doesn't. C) smokes / smokes. D) don't / smokes.
10. "My phone isn't working."  
"Ask Jim to look at it. He \_\_\_\_\_ you."  
A) helps. B) will help. C) is going to help. D) helped.
11. Water \_\_\_\_\_ at 100 centigrade degrees.  
A) was boiling. B) boil. C) boils. D) is boiling.
12. She'll phone Mark as soon as she \_\_\_\_\_ any news.  
A) gets. B) will get. C) had got. D) got.
13. I always brush my teeth before I \_\_\_\_\_ to bed.  
A) don't go. B) go. C) am going. D) will go.
14. We'll stay home if it \_\_\_\_\_.  
A) will rain. B) rained. C) rains. D) won't rain.
15. I \_\_\_\_\_ the famous actor last year.  
A) saw. B) see. C) have seen. D) seen.
16. Please \_\_\_\_\_ a bottle of milk, Kathy.  
A) buy. B) is buying. C) buying. D) buys.

**Задание 3. Complete each dialogue.**

1. A: Would you like a cup of coffee?

B: \_\_\_\_\_.

A: Would you like it with milk and sugar?

B: \_\_\_\_\_.

A) No, thank you / with lemon.

B) It's a pity / I have a nice weekend.

C) I'm sorry / good-bye then.

D) Yes, please / little sugar, no milk.

E) With pleasure / not at all.

2. A: Can I have tickets for the early evening train to Denver tomorrow?

B: \_\_\_\_\_.

A: Two, please.

B: Just a minute. Let me see. Well, I can let you have two seats, but in different carriages. Will that do?

A: \_\_\_\_\_.

A) How much is it? / Yes, of course.

B) Where is it? / I don't know.

C) I'm afraid not. / I'm Sorry.

D) What about the other one? / I can't go.

E) How many? / OK.

3. A: Who is that young woman?

B: She is a first-year student.

A: \_\_\_\_\_.

B: More than two weeks, I think.

A) Is she ill?

B) How long has she been here?

C) Well, she is very interesting, but where does she come from?

D) Where was she before?

E) Did she come from Turkey?

4. Mila: Did you pass your final exam?

Amy: \_\_\_\_\_.

Mila: Was it difficult?

Amy: \_\_\_\_\_.

A) Yes, I did / I don't think it was.

B) No, I haven't / I don't know.

C) How do you do / The same to you.

D) It's a pity / Nice to see you.

E) Of course, it was / I'm sorry.

5. A: Will you mend my watch?

B: \_\_\_\_\_.

A: Thank you.

B: \_\_\_\_\_.

A) Isn't it? / Yes, of course.

B) No, I can't / Tomorrow.

C) Yes, of course / You are welcome.

D) Oh, yes, he can / He is out.

E) I'm busy / I'm sorry to hear that.

**Задание 4. Read the text. Complete the sentences with the correct option.**

The voyage started well in calm, clear weather. As usual, the ship was crowded; most of the passengers were tourists who, after their holiday in Greece, were now returning home. There was a great deal of fun and entertainment on board the ship. People were eating, dancing, singing and enjoying themselves. But after the sun set, the weather began to change, and the sea got rougher and rougher. Soon almost everyone was feeling ill.

1. The passage is about \_\_\_\_\_.

A) holidays by the sea. the first day on board the ship.

B) the dangers of a sea voyage.

C) a terrible storm at sea.

D) holidays by the sea.

E) tourists in Greece.

2. At the start of the voyage \_\_\_\_\_.

A) everyone was looking forward to the holiday in Greece.

B) the weather was cool and windy.

C) everyone was feeling happy.

D) a lot of people were already seasick.

E) most of the tourists were complaining about the weather.

3. Most of the passengers on board the ship \_\_\_\_\_.

A) got very sick before the storm broke out.

B) knew the weather would turn so bad in the evening.

C) didn't want to return home.

- D) hated the food they were served.  
E) enjoyed themselves by singing and dancing all night.

### TEST 8

#### Shopping – Modal verbs (can, could, must, have to, may, should)

##### Задание 1. Complete the sentences with the correct word.

1. There won't be a \_\_\_\_\_ in this store.  
A) queue. B) wait. C) sequence. D) group.
2. She must buy things \_\_\_\_\_ my house.  
A) of. B) in. C) with. D) for.
3. They give the money to the \_\_\_\_\_ in the market.  
A) customer. B) manager. C) cashier. D) queue.
4. We have no money to buy a \_\_\_\_\_ for the train to Oldham.  
A) price. B) seat. C) ticket. D) place.
5. She looked at the \_\_\_\_\_ and realized that it was 4:00 AM.  
A) fire. B) water. C) clock. D) window.
6. If they ask a \_\_\_\_\_ price for their house. I'm sure they'll sell it.  
A) helpful. B) shiny. C) reasonable. D) shiny mild.
7. The shopping centre is now a pedestrian \_\_\_\_\_.  
A) palace. B) arrival. C) pavement. D) precinct.
8. What is the money you get, usually weekly or hourly?  
A) cash. B) pay. C) wages. D) salary.
9. Can we have our \_\_\_\_\_ back?  
A) cash. B) pay. C) cost. D) money.
10. Can I try this \_\_\_\_\_ on?  
A) paper. B) bottle. C) jacket. D) boots.
11. We can \_\_\_\_\_ everything you need at the supermarket.  
A) use. A) sell. C) lend. D) buy.
12. He took some biscuits from the \_\_\_\_\_ in the supermarket.  
A) bottle. B) shelf. C) bin. D) tin.

13. My mother \_\_\_\_\_ shoes in a shop.  
A) makes. B) sells. C) wears. D) gives.

14. How much does it cost?

Choose the sentence that has a different meaning with the sentence above.

- A) What is its price?
- B) How much money is there in it?
- C) How much do I have to pay for it?
- D) How much is it?

15. This doll is a gift for my \_\_\_\_\_. I hope she likes it.

- A) nephew. B) husband. C) uncle. D) niece.

**Задание 2. Choose the best word or phrase for each space.**

1. Hurry up! It is a quarter past seven! We really \_\_\_\_\_ be late.

- A) don't have to. B) mustn't. C) wouldn't rather. D) needn't.

2. We liked the hotel because we \_\_\_\_\_ do any cooking.

- A) didn't have to. B) had to. C) should. D) have to.

3. Sisil wants to be a politician. Who knows? One day she \_\_\_\_\_ Prime Minister!

- A) is going to be. B) will be. C) is. D) might be.

4. I can't see the small print well enough. I think I \_\_\_\_\_ wear glasses soon.

- A) will have to. B) have to. C) won't have to. D) don't have to.

5. Don't wait for us. We \_\_\_\_\_ late. It depends on the traffic.

- A) am. B) will be. C) am going to be. D) might be.

6. Kate and Mary saved and saved, and finally they \_\_\_\_\_ buy the house of their dreams.

- A) couldn't. B) could. C) can.

7. Women \_\_\_\_\_ vote in England until 1922.

- A) managed to. B) are able to. C) can. D) couldn't.

8. Lucy has a temperature. She \_\_\_\_\_ be ill.

- A) used to. B) had better. C) cannot. D) must.

9. I \_\_\_\_\_ not translate this task yesterday. \_\_\_\_\_ you help me to translate it tonight?

A) could / can. B) can / must. C) may / may. D) had to / could. E) can / can.

10. We \_\_\_\_\_ play an instrument to enjoy classical music.

A) mustn't. B) didn't used to. C) didn't have to. D) don't have to.

11. He's got toothache. He \_\_\_\_\_ go to the dentist.

A) have got. B) couldn't. C) must. D) needed to.

12. They \_\_\_\_\_ do it now. They can do it this afternoon.

A) needn't. B) had better. C) mustn't. D) should.

13. \_\_\_\_\_ you help me with my housework?

A) Can. B) May. C) Are. D) Need.

14. Her illness got worse and worse. In the end she \_\_\_\_\_ go into hospital for an operation.

A) ought to have. B) must. C) had to. D) will have to.

15. A: "I can't sleep."

B: "You \_\_\_\_\_ drink coffee at night."

A) must. B) have. C) don't have to. D) shouldn't.

### **Задание 3. Complete each dialogue.**

1. A: Is this seat vacant?

B: \_\_\_\_\_.

A: I thought I was lucky.

A) It's taken.

B) Sorry, I was busy.

C) Certainly, you can.

D) Of course, you may take it.

E) You were right.

2. T: Oh, I must water the plants.

H: No, you needn't, \_\_\_\_\_.

A) Do it yourself.

B) Oh, sorry, I'm late.

C) I'll do it myself

D) Hurry up.

E) I'm sorry to hear that.

3. T: Please, don't tell anyone.

B: \_\_\_\_\_.

T: Do you promise?

B: \_\_\_\_\_.

A) Good-bye / Have a nice weekend.

B) I can't / Thank you.

C) Yes, I was / I can't.

D) We are late / I'm afraid.

E) Don't worry, I won't / Yes, I do.

4. Paul: I'll tell you a story.

Jim: \_\_\_\_\_.

Paul: Well, one day, when my daughter was little...

A) No, I have to do.

B) Was it very interesting?

C) Can't you?

D) Oh, yes, sir. Please, do.

E) Oh, no, sir. I'm not free.

5. A: Excuse me. Can you speak English?

B: \_\_\_\_\_.

A: Could you tell me how to get to the Kremlin?

B: \_\_\_\_\_.

A) Sorry, I'm late / That's all right.

B) No, I won't / Fine, thanks.

C) Yes, of course / Yes, I did.

D) Good-bye / The same to you.

E) Yes, I can / Yes, certainly, take trolley-bus 17.

**Задание 4. Read the text. Complete the sentences with the correct option.**

In 1924 Thomas Watson Sr. changed the name of his company to International Business Machines. The company produced many kinds of electronic machines. In 1952, Watson's son, Thomas Jr. became the head of the company and proceeded to manufacture their first computers. This first computer was produced for scientists. Many other forms of the computer were produced and in 1981 this firm marketed its first personal computer. Unfortunately, this world known and respected company, better known as IBM, is now like many other companies: in financial difficulty.

1. IBM \_\_\_\_\_.

- A) is the only company to produce personal computers.
- B) has been around since 1952.
- C) belongs to a family of scientists.
- D) went bankrupt in recent years.
- E) was the first company to produce personal computers.

2. IBM's first personal computer \_\_\_\_\_.

- A) caused financial difficulties for the company.
- B) was manufactured for scientists.
- C) made the company world known.
- D) was produced after other types of computers had been marketed.
- E) was created by Thomas Jr.

3. A good TITLE for this passage is \_\_\_\_\_.

- A) Thomas Watson Sr. and Jr.
- B) IBM: Yesterday and Today.
- C) Financial Difficulties.
- D) Electronic Machines.
- E) The First Computer.



**TEST 9**  
**Environmental problems – Passive voice**

**Задание 1. Complete the sentences with the correct word.**

1. In the 20th century its available to control the TV or other electronics with \_\_\_\_\_ on your hand.  
A) button. B) headphones. C) remote control. D) screen.
2. After tsunami at the beach there were big \_\_\_\_\_ with the height of 15 meters.  
A) waves. B) lakes. C) seas. D) sand.
3. Thanks to modern technology, a visit to dentist is now often quite \_\_\_\_\_.  
A) harmless. B) helpful. C) painless. D) tasty.
4. The bottle is \_\_\_\_\_. Throw it away.  
A) necessary. B) flexible. C) tiny. D) empty.
5. Deserts are often \_\_\_\_\_ regions.  
A) dry. B) wet. C) cold. D) small.
6. Global warming significantly contributes to \_\_\_\_\_ change.  
A) plants. B) water. C) climate. D) human.
7. Which country currently emits the most \_\_\_\_\_ gases?  
A) oxygen. B) greenhouse. C) atmospheric. D) hot.
8. Even if carbon \_\_\_\_\_ emissions ceased immediately, past actions would still affect the planet for decades to come.  
A) dioxide. B) methane. C) ozone. D) oxygen.
9. Wind, solar, hydroelectric, tidal, wave, ground source heat pump and geothermal energy are all types of \_\_\_\_\_ energy.  
A) fossil. B) warming. C) global. D) renewable.
10. Human \_\_\_\_\_ contribute to climate change.  
A) work. B) activities. C) life. D) result.
11. Humankind is rapidly \_\_\_\_\_ trees in the Amazon rainforests.  
A) cutting down. B) planting. C) watering. D) burning.

12. Climate change and especially global \_\_\_\_\_ has become the overriding environmental concern

A) changing. B) cleaning. C) meeting. D) warming.

13. We should put waste paper in a \_\_\_\_\_.

A) box. B) park. C) litter-bin. D) pavement.

14. He threw the box out of the window and it fell to the \_\_\_\_\_ outside.

A) flat. B) floor. C) plain. D) ground.

15. It is a difficult problem but we must find the answer \_\_\_\_\_.

A) by one way or other. B) somehow or other. C) anyhow or other. D) anyway or other.

16. It is imperative that air pollution \_\_\_\_\_.

A) eliminated. B) is eliminated. B) be eliminated. D) was eliminated.

**Задание 2. Choose the best word or phrase for each space.**

1. 10.000 cars \_\_\_\_\_ in a year.

A) produced. B) will produce. C) are produced. D) will be produced.

2. The cottage is going \_\_\_\_\_.

A) to knock down. B) to be knocked down. C) knocking down. D) to been knocked down.

3. Rolls Royce cars \_\_\_\_\_ in England.

A) are made. B) is made. C) makes. D) were made.

4. Nylon \_\_\_\_\_ in the early 1930s by an American chemist, Julian Hill.

A) invented. B) has been invented. C) was invented. D) is invented.

5. English \_\_\_\_\_ all over the world.

A) has been spoken. B) is spoken. C) was spoken. D) speaks.

6. The animals \_\_\_\_\_ by a loud noise.

A) frightened. B) has been frightened. C) were frightening. D) were frightened.

7. Where \_\_\_\_\_ these trainers made?

A) were. B) was. C) did. D) is.

8. The thieves \_\_\_\_\_ by anyone.

A) didn't seen. B) have been seen. C) weren't seen. D) saw.

9. \_\_\_\_ last night?  
A) Are they watered. B) Were the plants watered. C) Did the plants water. D) Have the plants been watered.
10. Driving should \_\_\_\_ in city centers.  
A) ban. B) banned. C) be banned. D) being ban.
11. My children \_\_\_\_ with their homework.  
A) are helping. B) help. C) helped. D) aren't helped.
12. America \_\_\_\_ by Christopher Columbus.  
A) was discovered. B) had been discovered. C) have discovered. D) has discovered.
13. The television \_\_\_\_ by Bell.  
A) was invented. B) wasn't invented. C) invented. D) is invented.
14. Coffee \_\_\_\_ in Scotland.  
A) grows. B) grew. C) isn't grown. D) have been grown.
15. I was given this shirt \_\_\_\_ my sister.  
A) to. B) by. C) \*. D) from.

**Задание 3. Complete each dialogue.**

1. I'm sorry for keeping you waiting for such a long time.  
A) Not at all.  
B) That's all right.  
C) You are welcome.  
D) Certainly.  
E) Please.
2. A: My parents have just come back from Milan. They say it's a very beautiful city \_\_\_\_?  
B: Never. It's my dream. I hope it will come true.  
A) Will you go there?  
B) Were they there last year?  
C) Do you go there?  
D) Had he gone there?  
E) Have you ever been there?

3. A: I say, Betty, are you well?

B: No, I am not, \_\_\_\_\_.

- A) pretty well, of course.
- B) it isn't, you are right.
- C) it's because of the weather.
- D) it isn't easy.
- E) my mother will be well.

4. J: By the way, I have three books of yours. I should like to return them.

H: Have you finished reading them?

J: \_\_\_\_\_.

H: Would you care to have another book to read?

- A) Yes, I come to see you.
- B) Yes, and enjoyed them very much, especially the one about Liberia.
- C) All right, I'll read it again, well, I must be off.
- D) I haven't free time. I'll bring it next time.
- E) Of course, I thought it was time I paid a visit.

5. Mother: You can't go out skiing today, Dylan. It's warm again and there is no snow.

Dylan: \_\_\_\_\_.

Mother: Don't worry. Today is not the last day of the winter. You'll have a chance to ski.

- A) I don't like to ski.
- B). It is a nice day.
- C) I'm very happy.
- D) I was not going to ski today.
- E) Well, that's a pity. I wanted to go skiing so much.

**Задание 4. Read the text. Complete the sentences with the correct option.**

What has caused the increasing popularity in the GREEN PEACE MOVEMENT during recent years? Is there a possibility that the public is being informed by scientists of dangers to the world, more than in the past? Or, is it possible that politicians are not hiding the facts that have been known to them but which have not been told before? These factors

probably have had an influence on the GREEN PEACE MOVEMENT, but the damage to nature can actually be seen by everyone today. It affects every society in all regions of the world. It is frightening and people are now starting to take a stand against industrialization and other developments which are destroying their lives and the future of their children.

1. The GREEN PEACE MOVEMENT \_\_\_\_\_.

- A) is working to increase industrialization.
- B) is fighting with politicians.
- C) wants to destroy nature.
- D) is trying to prevent the loss of nature.
- E) is against people.

2. This passage is about \_\_\_\_\_.

- A) man's constant interest in nature.
- B) the societies which have affects that interest people.
- C) new realizations made in all areas of the world about changes in nature.
- D) the GREEN PEACE MOVEMENT.
- E) politicians and what they have not told us before.

3. The reason more and more people are becoming concerned with the world is \_\_\_\_\_.

- A) due to the new information given to them by scientists.
- B) because politicians are becoming more honest.
- C) due to the fact that they are worried about their children.
- D) because people can see the damage to nature.
- E) because the GREEN PEACE MOVEMENT has taught them the new problems that exist.

**TEST 10**  
**Food – meals – prepositions**

**Задание 1. Complete the sentences with the correct word.**

1. \_\_\_\_\_ is a sweet juicy fruit that is round at the bottom and becomes thinner at the top.  
A) pear. B) grapes. C) peach. D) cherry.
2. \_\_\_\_\_ is a small round soft red fruit with a large seed.  
A) cherry. B) watermelon. C) pear. D) banana.
3. \_\_\_\_\_ is a long curved yellow fruit.  
A) melon. B) peach. C) pear. D) banana.
4. \_\_\_\_\_ is a large round fruit with a hard yellow, orange, or green skin and a lot of flat seeds.  
A) pineapple. B) melon. C) banana. D) cucumber.
5. My favourite \_\_\_\_\_ is cabbage soup.  
A) plate. B) eat. C) menu. D) dish. E) receipt.
6. \_\_\_\_\_ is a hard-round red or green fruit that is white inside.  
A) melon. B) pineapple. C) cherry. D) grapes.
7. \_\_\_\_\_ is a round white vegetable, usually with brown skin, which has a strong smell and taste.  
A) pumpkin. B) cabbage. C) lettuce. D) onion.
8. \_\_\_\_\_ is a long thin rounded vegetable with a dark green skin, usually eaten raw.  
A) beans. B) carrot. C) leek. D) cucumber.
9. \_\_\_\_\_ is a soft round fruit with yellow and red skin and a large seed inside.  
A) watermelon. B) pineapple. C) melon. D) peach.
10. \_\_\_\_\_ is a soft round red vegetable, eaten especially in salads.  
A) tomato. B) pepper. C) peas. D) beans.
11. \_\_\_\_\_ is a large round green vegetable with thick leaves that is usually cooked.  
A) cucumber. B) onion. C) cabbage. D) leek.
12. \_\_\_\_\_ is a drink made by pouring boiling water onto dried leaves, or the leaves that are used to make this drink.  
A) whisky. B) coffee. C) tea. D) juice.

13. \_\_\_\_\_ is a brown powder that is made by crushing the beans of its tree.  
A) wine. B) Coca-Cola. C) coffee. D) flour.
14. Please go to the store and pick up a \_\_\_\_\_ of milk.  
A) half gallon. B) bag. C) dozen. D) pound.
15. This recipe calls for a \_\_\_\_\_ of butter.  
A) can. B) tube. C) stick. D) dozen.
16. I want to make a peanut butter and jelly sandwich. But the \_\_\_\_\_ of peanut butter is empty.  
A) six-pack. B) head. C) jar. D) box.
17. My cat eats a \_\_\_\_\_ of tuna every day.  
A) can. B) bag. C) bottle. D) loaf.
18. She filled her glass with orange \_\_\_\_\_.  
A) coffee. B) water. C) juice. D) alcohol.
19. He likes to drink a \_\_\_\_\_ of mineral water after he exercises.  
A) bottle. B) stick. C) teaspoon. D) pound.
20. \_\_\_\_\_ is a round white vegetable with a brown or pale-yellow skin that grows under the ground.  
A) tomato. B) cucumber. C) potato. D) cabbage.

**Задание 2. Choose the most suitable word or phrase for each space.**

1. Please go on \_\_\_ your work while I am out.  
A) up. B) with. C) in. D) to. E) at.
2. He came \_\_\_\_. I told him about my plan and he \_\_\_ once agreed \_\_\_ it.  
A) into/at/with. B) -/at/to. C) in/-/with. D) out/for/-. E) in/at/to.
3. We arrived \_\_\_ Paris \_\_\_ 6 p.m. \_\_\_ a sunny September day.  
A) to/at/in. B) in/at/on. C) at/in/in. D) on/of/-. E) -/in/on.
4. She started going \_\_\_ school \_\_\_ the age of six.  
A) to/at. B) at/on. C) to/in. D) before/of. E) into/on.

5. The old man could go \_\_\_ foot, but he preferred going \_\_\_ car.  
A) without/at. B) with/in. C) in/on. D) on/to. E) on/by.
6. They have worked \_\_\_ the plan \_\_\_ the new district \_\_\_ seven months.  
A) of/at/for. B) at/of/for. C) of/in/in. D) about/of/to. E) over/off /about.
7. There is a girl sitting \_\_\_ the TV set \_\_\_ the hall.  
A) to/at. B) in front of/in. C) near/at. D) towards/or. E) before/on.
8. \_\_\_ the top of the hill the tourists could see hundreds of cars running quickly \_\_\_ the road.  
A) from/in. B) at/to. C) with/for. D) from/along. E) on/along.
9. Did you enjoy \_\_\_ your trip down the river?  
A) into. B) -. C) in. D) for. E) with.
10. I think Howard fell \_\_\_ love with Kelly.  
A) in. B) with. C) for. D) to. E) into.
11. "Be careful \_\_\_ the crossing," she said \_\_\_ the children.  
A) on/for. B) for/to. C) at/to. D) to/at. E) for/at.
12. He was \_\_\_ duty and had to stay \_\_\_ the classroom \_\_\_ classes.  
A) on/with/at. B) on/in/after. C) on/at/at. D) in/in/in. E) after/at/at.
13. They thought \_\_\_ a plan and stayed there \_\_\_ a few weeks.  
A) on / for. B) of / for. C) of / in. D) about / at. E) on / of.
14. It was difficult \_\_\_ them to earn money \_\_\_ the country, so they went \_\_\_ town.  
A) at/in/after. B) on/at/before. C) for/in/to. D) through/under/to. E) for/to/in.
15. We drove \_\_\_ London \_\_\_ Paris, stopping \_\_\_ Vienna.  
A) from/to/in. B) from/to/on. C) to/for/near. D) into/from/at. E) to/from/on.
16. She lived \_\_\_ the suburb \_\_\_ a big city \_\_\_ the factory where father worked.  
A) in/of/near. B) of/by/to. C) in/before/of. D) through/at/on. E) at/in/at.
17. We're going to wait \_\_\_ it stops raining.  
A) on. B) before. C) till. D) at. E) for.
18. My parents went \_\_\_ a cycling tour last month.



A) to. B) on. C) before. D) for. E) in.

**Задание 3. Complete each dialogue with a suitable word or phrase.**

1. A: What time is the next train for Glasgow?

B: They go every hour. The next train is at 12 o'clock.

A: \_\_\_\_\_.

A) We'll go to the railway station.

B) Let's go to the refreshment room and wait for the train there.

C) Has the train gone?

D) How long shall we stay here?

E) It is the last train for Glasgow.

2. The teacher said: "Remember? It is better to give than to receive".

A small girl said: "Yes, Miss, my father says he always uses that as his motto in business".

The teacher said: "Oh, how good of him! What is his business?"

The small girl said: "\_\_\_\_\_, miss".

A) He is a cashier.

B) He is a postman.

C) He is a driver.

D) He is a son of businessman.

E) He is a boxer.

3. A: They are going on an excursion tomorrow. Would you like to join them?

B: \_\_\_\_\_ Shall I take any food with me?

A: \_\_\_\_\_ We'll be away for 2 days.

A) Yes / You needn't.

B) No, I don't / Yes, please.

C) No, I wouldn't / Oh, no.

D) Certainly / No, you won't.

E) I'd love to / Certainly.

4. A: Excuse me, sir.

B: Yes?

A: \_\_\_\_\_.

B: This way please.

A) What is it?

B) What can I do for you?

C) I'm sorry to hear that.

D) Where is the smoking room?

E) Where do you live?

5. A: Can you help me with this work?

B: I'm afraid, I can't. I'm very busy now.

A: \_\_\_\_\_.

B: Yes, certainly. I think I'll be free in two hours.

A) Can you help me tomorrow?

B) When will you be free?

C) When can I come?

D) What are you busy with?

E) Can I come a little later?

**Задание 4. Choose the most appropriate word or phrase.**

Nowadays, in England, tea is really the most popular, and also the cheapest, of all drinks. People drink their tea in different ways. Some like it with sugar, some without. Some drink it with milk, some with lemon; yet, one way or another just about everyone drinks tea. This, however, has not always been the case. During the last century, when tea was very expensive, it was kept locked up, and the lady of the house had the key. Tea drinking then was quite a ceremony, reserved for the evenings. At breakfast everyone drank beer!

1. In the passage it is explained that \_\_\_\_\_.

A) in the past in England only the wealthy were able to drink beer.

- B) in England today, people have different habits of tea drinking.
- C) in England usually, a ceremony is held in the family before tea is served.
- D) English people mostly prefer to have their tea in the evening.
- E) at breakfast English people also like to drink beer.

2. It is quite clear from the passage that \_\_\_\_\_.

- A) drinking tea with lemon is only a recent habit in England.
- B) over the years the popularity of tea in England has increased tremendously.
- C) English people have always regarded tea as better than beer.
- D) English people are no longer fond of ceremonies.
- E) like tea, beer also is an extremely popular drink.

3. Compared with the past, in England today \_\_\_\_\_.

- A) tea is regarded as a luxury.
- B) more and more people prefer tea to beer.
- C) tea is very cheap and commonly available.
- D) people don't care about the quality of tea.
- E) sugar is becoming less and less popular.

**TEST 11**  
**At the hotel– Indirect speech**

**Задание 1. Complete the sentences with the correct word.**

1. I think I will \_\_\_\_\_ about this awful service.  
A) explain. B) think. C) consider. D) complain.
2. He doesn't like the \_\_\_\_\_ of the furniture in that room.  
A) compliment. B) staying. C) way. D) arrangement.
3. One day I would like to do the \_\_\_\_\_ by train and ship across Russia to Japan.  
A) cruise. B) voyage. C) journey. D) trip.
4. A place where you go to book holidays and buy train tickets is called a \_\_\_\_\_.  
A) department store. B) travel agency. C) hospital. D) library.
5. I'm sorry, but we don't have any vacancies. We are fully-\_\_\_\_\_ tonight.  
A) opened. B) booked. C) closed. D) vacant .
6. Sorry, we don't have a \_\_\_\_\_ service. You'll have to park your car yourself.  
A) kitchen. B) laundry. C) valet. D) room.
7. The \_\_\_\_\_ will help you if you can't find your room.  
A) librarian. B) agent. C) porter. D) operator.
8. What time do you have to \_\_\_\_\_ by?  
A) check out. B) room. C) close. D) open.
9. I'd like to make a \_\_\_\_\_, please.  
A) confirmation. B) single room. C) twin beds. D) reservation.
10. You can order food and drink to your room – our hotel offers \_\_\_\_\_.  
A) café. B) hotel. C) room service. D) check.
11. Hello, we'd like to book a \_\_\_\_\_ for this Sunday to Tuesday, please.  
A) charge. B) receptionist. C) kitchen. D) single room.
12. Do you take credit \_\_\_\_\_ or checks?  
A) keys. B) cars. C) calls. D) cards.
13. Here is your \_\_\_\_\_. Your room number is 403. Just take the lift over there to the fourth floor.  
A) stay. B) go. C) be. D) leave.

14. They always \_\_\_\_\_ at the hotel when they go abroad.  
A) car. B) hotel. C) kitchen. D) key.
15. The place at the hotel where you check in -  
A) reception. B) motel. C) check-out. D) receptionist.

**Задание 2. Choose the most suitable word or phrase for each space.**

1. Ken to Mila: Have you received my telegram?  
Ken asked if \_\_\_\_.
- A) Mila had received his telegram.  
B) Mila received his telegram.  
C) Mila has received his telegram.  
D) Mila will receive his telegram.  
E) Mila would receive his telegram.
2. Stacey: Write down my address.  
Stacey asked me \_\_\_\_.
- A) to write down her address.  
B) he wrote down my address.  
C) she writes down her address.  
D) he had written her address.  
E) she wrote down his address.
3. He said, "I'm very nervous today."  
He said \_\_\_\_.
- A) he is very nervous today.  
B) he had been very nervous that day.  
C) he was very nervous that day.  
D) I had been very nervous that day.  
E) I'm very nervous today.

4. Julie said, "Where have you been yesterday?"

Julie asked \_\_\_\_.

- A) where she had been the day before.
- B) where she was the day before.
- C) where she could be the day before.
- D) where she had been yesterday.
- E) where she hasn't been before.

5. The teacher promised \_\_\_\_.

- A) we would learn four French songs.
- B) who will learn four French songs.
- C) that we can learn four French songs.
- D) whether we would learn four French songs.
- E) if we learn four French songs.

6. She thought: "What am I going to do?"

She thought \_\_\_\_.

- A) what is she going to do.
- B) what she was going to do.
- C) what was she going to do.
- D) it she was going to do.
- E) what she is going to do.

7. Father asked me \_\_\_\_.

- A) if I will spend all the money.
- B) that I had spent all the money.
- C) why I have spent all the money.
- D) if I had spent all the money.
- E) when I spend all the money.

8. "Don't play outside!"

- A) My mother said I should play outside.
- B) She asked me to play outside.
- C) My mother said to play outside.
- D) My mother told me not to play outside.
- E) My mother told me don't play outside.

9. Jill: "Is your cousin good at English?"

Jill asked me \_\_\_\_.

- A) if my cousin was good at English.
- B) that my cousin is good at English.
- C) my cousin is good at English.
- D) whether my cousin is good at English.
- E) her cousin was good at English.

10. Pete: "Did you see a bird in the bush?"

Pete wonders \_\_\_\_ in the bush.

- A) whether I see a bird.
- B) if I have seen a bird.
- C) if I had seen a bird.
- D) if I saw a bird.
- E) that I saw a bird.

11. Ted: "Don't forget to bring my magazine, Kathy".

Ted asked Kathy: \_\_\_\_.

- A) not to forget to bring her magazine.
- B) not to forget to bring his magazine.
- C) that she doesn't bring his magazine.
- D) that she didn't forget to bring his magazine.
- E) if she didn't forget to bring the magazine .

12. Granny: "We are going to have dinner".

Granny says \_\_\_\_.

- A) they were going to have dinner.
- B) they are going to have dinner.
- C) that they would have dinner.
- D) they haven't had dinner yet.
- E) they won't have dinner.

13. Bill said: "I was at work yesterday."

Bill said \_\_\_\_.

- A) he was at work.
- B) Jack said he was at work the day before.
- C) he had been at work the day before.
- D) he had been at work a week ago.
- E) he will be at work.

14. "Do you go in for sports?", she asked.

She asked \_\_\_\_.

- A) if I had gone in for sports.
- B) if I'll go in for sports.
- C) if I went in for sports.
- D) I should go in for sports.
- E) he went in for sports.

15. Paul said, "Rose, are you busy now?"

Paul asked Rose \_\_\_\_.

- A) she was busy.
- B) she would be busy.
- C) if she was busy then.
- D) if she is busy.
- E) if she wasn't busy then.

16. Clark and Janet have been in the restaurant for an hour and they have not been served yet. Janet is angry. "You said \_\_\_\_ a good place"

- A) it was. B) it has been. C) it will be. D) it can't be. E) it is.

17. "Did you work at a plant 5 years ago?" she asked her friend.

She asked her friend if she \_\_\_\_.

- A) work at a plant.
- B) really worked at a plant 5 years before.
- C) had worked at a plant 5 years before.
- D) worked at a plant 5 years ago.
- E) worked at a plant for 5 years.



18. My brother said: "I hope we shall go on an excursion to the lake".

My brother said that \_\_\_ on an excursion to the lake".

- A) he hoped we can go.
- B) he didn't hope that we shall go.
- C) he hoped we were going.
- D) he hoped they would go.
- E) he hopes we will go.

19. "Will Mark help me?" he said.

He asked \_\_\_.

- A) if Mark would help him.
- B) will Mark help him.
- C) that Mark would be helping him.
- D) whether would he help him.
- E) whether he will help him.

20. Ben: "Have you seen any interesting comedy lately, Irene?"

Ben asked Irene \_\_\_.

- A) if she had seen any interesting comedy lately.
- B) if he saw an interesting comedy lately.
- C) if she would see an interesting comedy.
- D) if he will see an interesting film.
- E) what comedy Irene saw lately.

**Задание 3. Complete each dialogue with a suitable word or phrase.**

1. Betty: Ron, have you got anything special on tonight?

Ron: \_\_\_\_\_.

- A) No, I didn't.
- B) Yes, I do.
- C) No, not really. Why?
- D) Oh, Helen, I'm so sorry.
- E) Thanks God, is that you, Betty?

2. Man: "Do you think she is better, doctor?"

Doctor: \_\_\_\_\_.

Man: I am very glad to hear that. Thank you.

- A) She has been good.
- B) She was all right.
- C) She'll be all right in a day or two.
- D) She is very ill.
- E) She has a bad illness.

3. A: Your children are very interested in ship – building.

B: Really?

A: \_\_\_\_\_.

B: Not yet, but they have many books about ships.

- A) Is their father a sailor?
- B) Have you ever been to the sea?
- C) Did they like this subject?
- D) How old are they?
- E) Have they got books about ship – building?

4. A: Which platform does the train 7711 start from?

B: \_\_\_\_\_.

A: Let's find it out together

B: \_\_\_\_\_.

- A) I'm also looking for it / All right.
- B) I think so / Thank you.
- C) I don't understand / Let's.
- D) From the next / I have no job.
- E) Can you help me / You are polite .

5. A: Shall we have a lunch in a cafe for a change?

B: \_\_\_\_\_.

- A) The nearest cafe is round the corner.
- B) That's a good idea, I haven't been to any cafe lately.
- C) And what about dessert?
- D) Will you look through the menu?
- E) We have no cafes in our country.

**Задание 4. Choose the most appropriate word or phrase.**

When we arrived at the little hotel, the first thing we did was to see if it was clean. We were mostly interested in the kitchen, which was in the back of the building. There we saw large, open shelves filled with pots, pans and plates. These were clean, but the floors were very dirty. We also noticed that the food was not kept covered, and there were a lot of flies about. So, we decided not to stay in that hotel.

1. The kitchen \_\_\_\_\_.

- A) looked neat and tidy.
- B) was in a separate building.
- C) was dirty except for the floors.
- D) wasn't clean enough.
- E) had a bad smell.

2. This hotel \_\_\_\_\_.

- A) was just the place we were looking for.
- B) serves excellent food.
- C) attracts a lot of visitors.
- D) has a most interesting kitchen.
- E) is not properly taken care of.

3. When we saw the kitchen \_\_\_\_\_.

- A) everything seemed to be in order.
- B) we were very pleased with the food.
- C) we knew this wasn't the right place to stay.
- D) we were impressed by the variety of pots and pans.
- E) it had just been cleaned.

## ТЕКСТЫ ДЛЯ ЧТЕНИЯ И ПЕРЕВОДА ПО НАПРАВЛЕНИЮ ПОДГОТОВКИ

### SPORTS IN GREAT BRITAIN

Whenever you strike up a conversation in Britain maybe at the barber's, in the street or on a train journey, you inevitably get around to two subjects – the weather and sport, which are as much part of English life as roast beef and the Houses of Parliament.

English people are fond of all kinds of sports. England is a sports-loving nation. Sports in England take many forms: organized competitive sports, which attract huge crowds to encourage their favourite team to victory, athletic games played for recreation and others. The British are proud that many sports originated in their country and then spread throughout the world. The national British sports are: football, golf, cricket, table tennis, lawn tennis, snooker, steeplechase, racing, and darts.

The game peculiarly associated with England is **cricket**. Cricket is an English game. Not many Scots, Irish or Welsh play it. Many other games that are English in origin have been accepted with enthusiasm in other countries; cricket has been seriously and extensively accepted only in the Commonwealth, particularly in Australia, India, and Pakistan. Cricket is played in schools, colleges, universities. Test matches with other countries are held regularly. Cricket is slow, and a spectator, sitting in the afternoon sun after his lunch, may be excused for having a little sleep for half an hour. Cricket is making no progress in popularity. Most popular is football.

**Football**, the most popular game in the world, is of two kinds in Britain: association football (soccer) and rugby. Soccer played almost in all countries remains one of the most popular games in Great Britain. It is the national sport and British club teams are often successful in Europe. The football season in Britain lasts from late summer (end of August) to late spring (early May). Football, or soccer, as it is sometimes called to distinguish it from rugby football, is the most popular sport. Most young lads begin by kicking a tennis ball or tin-can up and down the street, and some of them end by playing for their town club. Football

clubs in England are based on towns like Manchester, Birmingham, Portsmouth, and all have nicknames – Norwich are the Canaries, because of their yellow shirts, Portsmouth – the Sailors, because the town is a port, Wolverhampton – the Wolves, and so on. The big event of the week usually begins at 3 o'clock on Saturday afternoon, when most matches are played. Many footballers in England are fulltime, professionals – they are paid by their club and work only in football. Nearly 40 million spectators each year attend matches between the great professional teams organized by the Football League. The biggest event in England is the Cup Final played at the Empire Stadium, Wembley, in a London suburb. But British football today has a bad name at home and abroad because of the violence of some groups of supporters.

The next popular sport after football is **rugby**, which is largely an amateur game. Rugby football (or rugger) has existed in Britain since the beginning of the 19th century, when a teacher at Rugby school, while playing football, decided that it would be better to pick up the ball and run with it. Rugby is especially popular in Wales and the north of England. It is played with an oval shaped ball on a field by teams of 15 men.

**Swimming** is also very popular and there are many public swimming baths. Rowing and canoeing are practiced less because there are not so many facilities. The annual Boat Race between Oxford and Cambridge universities on the river Thames is, however, one of the most popular sporting events of the year. It first started in 1820 and has been held almost every spring since 1836. A lot of people come to watch it. Other popular water sports are water skiing and surfing.

Winter sports such as ice-hockey, skiing and ice-skating are generally impossible in Britain (except in Scotland) because of the climate, they have no great following because of the lack of ice and snow, but many people spend winter holidays on the Continent in order to take part in them.

Englishmen like **all kinds of racing**. Horse-racing, motor-car racing, boat-racing, dog-racing, donkey-racing are very popular in England. The interest in such sports as horse-racing and dog-racing can be explained by the Englishman's fondness for gambling. Anyway, most Englishmen have some interest in at least one kind of sport.

### **Words and expressions**

inevitably – неизбежно

to strike up a conversation – завязать разговор

lawn tennis – большой теннис

snooker – снукер (разновидность бильярдной лузной игры)

steeplechase – бег с препятствиями

### **Answer the questions**

1. What subjects do you inevitably discuss in Britain?
2. What kinds of sports are English people fond of?
3. What are the British proud of?
4. What game is associated with England?
5. Where is cricket played?
6. What game is most popular?
7. How long does the football season last?
8. Where are football clubs based in England?
9. How many spectators attend matches each year between the great professional teams organized by the Football League?
10. What sport is popular after football?
11. What kind of racing do the Englishmen like?

### **Mark the sentences true or false?**

1. The football season in Britain lasts from late summer (end of July) to late spring (early May).
2. Winter sports such as ice-hockey, skiing and ice-skating are generally impossible in Britain.
3. Cricket is played in schools, colleges, universities.
4. English people are not fond of all kinds of sports.

5. The British are proud that many sports originated in their country and then spread throughout the world.

6. Rugby is especially popular in Scotland and the north of England.

7. The biggest event in England is the Cup Final played at the Empire Stadium, Wembley, in a London suburb.

8. Most popular is football.

9. Cricket has been seriously and extensively accepted only in the Commonwealth, particularly in Russia, Australia, India, and Pakistan.

10. The national British sports are: football, golf, cricket, table tennis, lawn tennis, snooker, steeplechase, racing, and darts.

## AIR JORDAN

Michael Jordan is one of the most talented athletes in history. He's won six NBA titles, he's had sports shoes named after him, he's even starred in a Hollywood movie. Jordan is an international superstar. But success for Michael Jordan was never a matter of luck. It was always a matter of talent and hard work.

Michael Jordan was born in Brooklyn, New York, in 1963. He was the fourth of five children, so he learned to compete young. As a child, Michael was very athletic. He played baseball, basketball and football, but his favourite sport was baseball. However, this soon changed when he started playing basketball with his older and taller brother Larry. Larry kept on beating Michael when they played one-to-one. Unsurprisingly, Michael didn't like losing, so he worked hard to become a better player.

Jordan's basketball gradually improved, but in 1978 he suffered a big disappointment. He was dropped from his High School basketball team! However, Michael didn't give up. Instead he trained harder and longer, and as a result was soon playing again. "The better I got, the better I wanted to become", he said later. Nobody knew then that Jordan would become the greatest player of all time.

Today Michael Jordan has scored over 30,000 points in basketball games all over the world. Over 50 % of American children have voted him their idol. However, it's not just his basketball skills that have made Jordan popular; it's his courage, determination and positive approach to life. "I can accept failure", he once said, "but I can't accept not trying."

### Words and expressions

success – успех

unsurprisingly – неудивительно

to improve – улучшать

to suffer a big disappointment – испытать большое разочарование

to score – забить, набрать



### **Answer the questions**

1. What did Michael Jordan win?
2. Where was Michael Jordan born?
3. What was his favourite sport?
4. Who played basketball with Michael?
5. How many points has Michael Jordan scored in basketball games all over the world?
6. What have made Michael Jordan popular?

### **Mark the sentences true or false?**

1. Michael Jordan is one of the most talented athletes in history.
2. Michael Jordan was born in Brooklyn, New York, in 1953.
3. He played baseball, basketball and football, but his favourite sport was hockey.
4. Jordan's basketball gradually improved, but in 1978 he suffered a big disappointment.
5. Nobody knew then that Jordan would become the greatest scientist of all time.
6. Over 50 % of American children have voted him their idol.
7. "I can accept failure", he once said, "but I can't accept not trying".

## THE HISTORY OF THE OLYMPIC GAMES

The Olympic Games were originally an ancient Greek religious festival in honour of Zeus, held in Olympia near Mount Olympus, the mythical home of the gods. An athletic festival with competitions in music and poetry was held every four years on the island of Peplous in Southern Greece. The period between the games was called an Olympiad.

The initial date for the beginning of the Games was 776 B.C. They were held every four years, in the middle of the summer, and lasted five days; the main condition of the festival was that there should be peace throughout Greece. The festival became a symbol of peace and friendship.

The ceremonies included contests in oratory, poetry, music and art, as well as in athletic skills like wrestling, boxing, horse and chariot racing, throwing the javelin and running.

The Olympic Games were an exclusively male festival, open to young men from all the Greek cities. Women were not allowed to compete in the Olympic Games, or even to attend and watch them, though there are legends of girls having done so in disguise. The winners were given laurel wreaths in the temple of Zeus. To be a victor in the classical Olympic Games was a great honour not only for the athlete but for his *city* too.

The Olympic Games were held for nearly twelve centuries. Factionalism and controversies over the status of competitors became so fierce and disruptive in later years that the Games were finally abolished by the Roman Emperor Theodosius in 392 A.D. as a disturbance of Roman peace.

The Olympic Games were revived only at the end of 19-th century due to Baron Pierre de Coubertin. In 1894 he addressed the International Congress of Athletes and pointed out the importance of sports in the peoples' life.

The first modern Olympic Games were held in Athens in 1896 to signify the succession of the tradition. In 1896 311 athletes, competing in nine sports represented 13 countries in the Olympic Games. Since then, except in 1916, 1940 and 1944, the Olympic Games have been held every leap-year in different countries of the world. The International Olympic Committee is responsible for the programme, the number of participants, and the city-host for the Games.

At first the modern Games were limited to men. Women first competed in the Games in 1910, playing golf, but real women's participation only began in Paris in 1924 with the inclusion of women's athletics in the programme. In recent Olympiads the women's programme has been greatly extended.

Winter sports were brought into the Olympic programme through the organization of special Winter Games, first held in France at Chamonix in 1924, with competitions in ice hockey, speed skating, figure skating and skiing. These are still the basic events of the winter programme, with the addition of bobsleigh and toboggan races.

Each Olympiad the size of the Olympic Games has been growing in the scale of competition, number of competitors, and size of the audience watching them.

Nowadays the Olympic Games have become a wonderful tradition which helps to bring people closer together.

### **Words and expressions**

in honour – в честь  
the initial date – начальная дата  
the main condition – главное условие  
to compete – соревноваться, состязаться  
chariot racing – гонки на колесницах  
extend – расширять  
toboggan races – гонки на санях  
speed skating – конькобежный спорт  
skiing – катание на лыжах  
to abolish – отменять, упразднить  
disruptive – разрушительный, деструктивный

### **Answer the questions**

1. What were the Olympic Games in ancient Greece?
2. What was the name of the period between games?
3. What is the initial date for the beginning of the Games?

4. What did the ceremonies include?
5. Were women not allowed to compete in the Olympic Games?
6. When were the Olympic Games revived?
7. When were the first modern Olympic Games held?
8. What is the International Olympic Committee responsible for?
9. What kind of winter sports were brought into the Olympic programme?
10. What is characterized each Olympiad?

**Mark the sentences true or false?**

1. The Olympic Games were originally an ancient Greek religious festival in honour of Zeus, held in Olympia near Mount Olympus, the mythical home of the gods.
2. The initial date for the beginning of the Games was 777 B.C.
3. The festival became a symbol of peace and friendship.
4. The Olympic Games were held for nearly ten centuries.
5. The Olympic Games were an exclusively male festival, open to young men from all the Greek cities.
6. The International Olympic Committee is responsible for the programme, the number of participants, and the city-host for the Games.
7. The first modern Olympic Games were held in Athens in 1896 to signify the succession of the tradition.
8. At first the modern Games were limited to women.
9. Winter sports were brought into the Olympic programme through the organization of special Winter Games, first held in France at Chamonix in 1924, with competitions in ice hockey, speed skating, figure skating and skiing.
10. The winners were given laurel wreaths in the temple of Zeus.

## DOOMSDAY VISION OF GLOBAL WARMING

In 600 pages, Sir Nicholas Stern spells out a bleak vision of a future gripped by violent storms, rising sea-levels, crippling droughts and economic chaos unless urgent action is taken to tackle global warming. His heavyweight review – which is broken down into six parts containing 27 separate chapters – stresses that any delay will leave the world in “dangerous territory”. There is now “overwhelming” evidence that shows “climate change is a serious and urgent issue” and has been created by man’s actions. It now “threatens the basic elements of life for people around the world – access to water, food production, health and use of land and the environment”. Temperatures are expected to rise by between 2 C° and 5 C° – an increase on the same scale as the last Ice Age – though the increase could be as high as 10 C by 2100 if greenhouse gas emissions continue at current levels.

The changes will see the area affected by “extreme drought” soar from one per cent of the world’s land mass to around 30 per cent. In other areas, there will be widespread flooding and more intense storms. “The risk of abrupt and large-scale changes in the climate system will rise”. Sea levels could rise by up to 12 metres over the next few centuries. The severity of the impact requires “strong and urgent global action to reduce greenhouse-gas emissions”. There will also need to be “major action to adapt to the consequences that now cannot be avoided”. By 2100, an extra 250 000 children a year will die in the poorest countries as a result of climate change, while up to 220 million more people could fall below the \$2 a day poverty line. A temperature rise of just 1 C° to 2 C could lead to the extinction of between 15 and 40 per cent of all species.

Rising sea levels will threaten countries like Bangladesh but also some of the biggest cities, including London, New York, Tokyo and Shanghai. Ocean acidification could destroy fish stocks, crop failure will leave hundreds of millions at risk of starvation and up to 200 million people will be displaced by rising sea levels, floods and drought. It is already too late to avoid many of the problems facing people in the Third World. “Strong and early migration is the only way to avoid some of the more severe impacts”, the report warns. The world's richest countries will suffer with more hurricanes and floods. Climate change could cost between five and 20 per cent of global GDP.

Greenhouse gas levels have increased steadily since the Industrial Revolution from 280 parts per million CO<sub>2</sub> to 430 ppm but the process has accelerated in recent years. “Very strong reductions in carbon emissions” are needed to ensure they are cut by 25 per cent by 2050 and “ultimately to less than one fifth of today’s levels”. The goal is to stabilise levels at 550 ppm, though existing fossil fuel stocks could take CO<sub>2</sub> levels beyond 750 ppm, “with very dangerous consequences”. Early action is vital to stabilise greenhouse gas levels. This will require moves to ensure the price of goods and services reflect their “full costs” to the environment, as well as the greater use of new low-carbon technologies.

Carbon pricing must be at the core of any policy. Governments must put an “appropriate price on carbon, through taxes, trading or regulation” – and encourage people to buy low-carbon goods and services. There must also be an expansion of carbon trading schemes to give industry and business financial incentives to reduce emissions. At the same time, governments and the private sector need to step up investment in new technology to reduce greenhouse gas emissions. The report calls for a five-fold increase in incentives for “low emission technologies”. This will involve alternative ways to produce electricity, new forms of transport and other low-carbon energy sources. Increases in greenhouse gases mean countries must adapt to cope with the “unavoidable impacts of climate change to which the world is already committed”. This could include, for example, farmers switching to more climate-resistant crops. However, this type of adaptation will only have a limited effect and “mute the impacts” of global warming. It must exist alongside strong and ambitious policies to reduce emissions. (THE NEWSDAY, 14.03.07)

### **Words and expressions**

crippling droughts – губительные засухи

to tackle global warming – бороться, заниматься глобальным потеплением

violent storms – сильные штормы

flooding – наводнение, затопление

severity – серьезность, тяжесть

fossil fuel – ископаемое топливо

carbon pricing – цены на углерод

to commit – совершить, осуществить, фиксировать

**Answer the questions**

1. What does Sir Nicholas Stern spell out?
2. Why is climate change is a serious and urgent issue?
3. What countries will be threatened by rising sea levels?
4. What could ocean acidification destroy?
5. What will the richest countries suffer from?
6. Has Greenhouse gas levels increased in recent years?
7. Why is early action vital to stabilise greenhouse gas levels?
8. Must Carbon pricing be at the core of any policy?
9. Why must there be an expansion of carbon trading schemes?
10. What do governments and the private sector need to step up?

**Mark the sentences true or false?**

1. In 600 pages, Sir Nicholas Stern spells out a bleak vision of a future gripped by violent storms, rising sea-levels, crippling droughts and economic chaos unless urgent action is taken to tackle global warming.
2. Sea levels could rise by up to 20 metres over the next few centuries.
3. Rising sea levels will threaten countries like Bangladesh but also some of the biggest cities, including London, New York, Tokyo and Shanghai.
4. The world's richest countries will not suffer with more hurricanes and floods.
5. There is now “overwhelming” evidence that shows “climate change is a serious and urgent issue” and has been created by man's actions.
6. Carbon pricing must not be at the core of any policy.
7. At the same time, governments and the private sector need to step up investment in new technology to reduce greenhouse gas emissions.
8. Early action is vital to stabilise greenhouse gas levels.
9. It is already too late to avoid many of the problems facing people in the Third World.





GLOBAL WARMING COULD SINK 3.6 MILLION HOMES  
ALMOST FOUR MILLION BRITISH HOMES FACE BEING FLOODED BECAUSE  
OF GLOBAL WARMING

Government scientific advisers warned yesterday of “devastating” damage unless drastic action is taken to combat rising water levels. And they said people’s health could be at risk from sewage pollution as Victorian drainage systems in cities crumble under the pressure of persistent and heavy downpours.

The cost of water damage would rise from 1 billion a year to 21 billion by 2080 and the number of homes at risk of river and coastal flooding would leap from 1,6 million to 3,6 million, said a report by the experts. Chief Scientific Adviser Sir David King demanded a tough and speedy response from the Government.

He wants ministers to step up efforts to reduce the levels of lethal greenhouse gases that are behind disastrous climate changes resulting in more storms, floods, droughts and heatwaves. Sir David said: “The scenarios in this report may seem a long way off, but the challenge of increased flood risk needs to be considered now”.

The report called for investment in flood protection to be doubled to at least 1 billion every year. And it said there must be more stringent controls on building new homes in flood plains. Areas most at risk from the flood threat are mainly along the east coast, Yorkshire, Lancashire and the South West. Some properties could become uninsurable and unsellable because of the dangers of repeat flooding.

Environment Minister Elliot Morley agreed the Government faced a challenge but insisted it was already dealing with the problem. He said: “Government spending on flood and coastal defense has risen significantly in the last three years and the UK is firmly committed to combating climate change.

The last serious floods in 2000, caused by rivers overflowing after weeks of heavy rain, resulted in 10,000 homes being engulfed. Shadow environment secretary Theresa May said: “Clearly there is much to be done and combating climate change is essential”. The Government has increased spending on coastal defenses since 2000 with the current level now at L500 million per annum. While the Government has a significant flood management programme in place, in some areas the flood risk remains substantial. (MIRROR, 16.11.04.)

### **Words and expressions**

devastating damage – разрушительный урон

to combat rising water levels – бороться с повышением уровня вод

sewage pollution – загрязнение сточных вод

persistent and heavy downpours – постоянные и сильные ливни

a tough and speedy response – жесткая и быстрая реакция

lethal greenhouse gases – смертоносные парниковые газы

disastrous climate changes – катастрофические климатические изменения

spending on coastal defenses – расходы на береговую оборону

### **Answer the questions**

1. What did government scientific advisers warn about?
2. Would the cost of water damage rise from 1 billion a year to 21 billion by 2080?
3. What influence have the levels of lethal greenhouse gases?
4. Why is the UK firmly committed to combating climate change?
5. What caused the last serious flood in 2000?

### **Mark the sentences true or false?**

1. Government scientific advisers didn't warn yesterday of "devastating" damage unless drastic action is taken to combat rising water levels.
2. Chief Scientific Adviser Sir David King demanded a tough and speedy response from the Government.
3. Sir David said: "The scenarios in this report may seem a long way off, but the challenge of increased flood risk needs to be considered now".
4. Some properties could become uninsurable and unsellable because of the dangers of repeat flooding.
5. The last serious floods in 2005, caused by rivers overflowing after weeks of heavy rain, resulted in 10,000 homes being engulfed.

## BIRD FLU CLAIMS 147 TIGERS IN THAILAND

The Thai government killed 147 tigers during last month's operation to wipe out the bird flu virus, the Thai News Agency reported Thursday. According to the report, the tigers were killed at the Sri Racha Tiger ZOO where several tigers died from bird flu after being fed raw chicken. The government also killed more than 1.5 million chickens in the operation, the report said.

The destroyed fowls were mainly from farms and villages in the country's central and lower northern regions, where most of the bird flu cases both in poultry and human have been found since the virus re-emerged in July, the news agency quoted a report of the National Centre Fighting Bird Flu as saying. The report cited the lack of awareness and protective equipment among rural villagers and insufficient numbers of monitoring officials as main obstacles to effectively preventing the spread of the disease. (ABC NEWS, 14.12.04.)

### Words and expressions

- to wipe out – уничтожить
- to feed (fed-fed) – кормить
- fowl – домашняя птица, курица
- rural – деревенский, деревенский
- insufficient – недостаточный
- obstacle – препятствие, помеха

### Answer the questions

1. Why did the Thai government kill 147 tigers?
2. Where were most cases of the bird flu virus found?
3. What is absent by rural villagers?

### Mark the sentences true or false?

1. The Thai government killed 148 tigers during last month's operation to wipe out the bird flu virus, the Thai News Agency reported Thursday

2. The report didn't cite the lack of awareness and protective equipment among rural villagers and insufficient numbers of monitoring officials as main obstacles to effectively preventing the spread of the disease.

#### MEXICANS SEEK CATS TO FIGHT RATS

Mexican health officials say they have failed in their effort to deal with a rat plague in a remote mountain village by sending in hundreds of cats. Authorities in the state of Chihuahua came up with the plan after the people of Atascadero appealed for help in dealing with an estimated 250,000 rats. But rodent control expert Alberto Lafon said not enough cats had been obtained and some had died soon after arrival. He said the villagers would just have to learn to live with the rats.

Residents in Atascadero asked the authorities for help two months ago, saying at least 800 homes had become rat-infested (with an average of 200 in each home) and traditional extermination methods had failed.

Experts launched an appeal asking people to donate unwanted cats, in the hope of recruiting an attack force of up to 700 animals. In the end, however, they only managed to rustle up a mere 50 cats. Javier Lozano, director of health services in Chihuahua state, told AP that traditional poisons had not worked on the rats, because they had learned to avoid them after seeing their fellow rodents die. But he added that the authorities had now ordered a special poison that took up to four days to kill its victim. «Poison that slowly takes effect will be more effective», he said. (NEWSDAY, 15.09.04.)

#### Words and expressions

Plague – чума

Authorities – Органы власти

Extermination – истребление, дезинсекция

fellow rodents – собратья грызуны

victim – жертва

to take effect – вступить в силу, подействовать

**Answer the questions**

1. What have Mexican health officials failed at?
2. What did the residents in Atascadero ask the authorities?
3. Why did the experts launch an appeal asking people to donate unwanted cats?

**Mark the sentences true or false?**

1. But rodent control expert Alberto Lafon said not enough cats had been obtained and some had died soon after arrival.
2. In the end, however, they only managed to rustle up a mere 10 cats.

## THE CONCRETE GENERATION

More than a million youngsters have never been on a trip to the countryside. A generation of children have never visited the countryside and believe their food originates at the supermarket, according to research yesterday. The youngsters – dubbed “concrete children” by psychologists because of their exclusively urban lives – are more likely to have gone abroad than walk in the woods, fields and farms of their native country. In all, it is thought that 1,1 million eight to 13-year-olds have never set foot in the countryside. The findings have alarmed Prince Charles, who today launches a campaign to get children back in touch with the nation's rural roots. A poll uncovered the scale of the problem when it found the source of food such as rhubarb or spinach was a mystery to many. One child believed cabbages came from Asda while another said lemons originated in Birmingham. A third of the 1,000 children polled to coincide with Charles’s campaign thought white bread was made with milk while brown bread was made with wheat.

Charles, who is patron of the Year of Food and Farming campaign, said youngsters needed to understand how the food they buy affects the environment. The poll found that one in five has never visited the countryside and 17 per cent have been only “once or twice”, meaning a third of children overall have the most fleeting of contact with the rural world. The research follows other studies which found the average six-year-old had spent a year of their lives watching television while a fifth of them had never picked fruit and eaten it. Dr Aric Sigman, who led the latest research, said healthier food choices were more likely from those with hands-on experience of its origins – with some youngsters even prepared to say they liked broccoli. But the benefits went further. Dr Sigman, an associate fellow of the British Psychological Society, said previous research showed contact with the natural world appeared to improve concentration, behaviour and even thinking skills among the young. He added: “In the early years of the 21st century, we have witnessed the rise of the “concrete child”, who sees life through a TV or a computer screen, rather than by simply being in the great outdoors”. Dr Sigman said, however, that annual pilgrimages to the countryside would not be enough to shift attitudes. He suggested growing vegetables in allotments, gardens and even plant pots could help to change children’s dietary tastes.

Charles will launch the campaign at Highgrove today with a group of children “walking the food chain” at Duchy Home Farm. The initiative aims to link school and youth groups with farmers and food producers who can give them hands-on experiences of how food is grown. The prince warned of “a growing disconnection of young people from “the land”. “This has many consequences, not least that too many children have no idea where their food comes from or how it is grown. We need to change this”, he said. “What can make the most difference to children is having the chance to grow food themselves. The experience of eating food which they have grown can have the most profound effect”. (THE DAILY MAIL, 12.03.08)

### **Words and expressions**

finding – вывод, заключение  
rural roots – сельские корни  
to coincide – совпадать, соответствовать  
witness – свидетельствовать, наблюдать  
healthier food – здоровая пища, питание  
annual pilgrimages – ежегодные паломничества  
to shift attitudes – изменить отношение

### **Answer the questions**

1. What have a generation of children never visited?
2. Why were the youngsters dubbed «concrete children» by psychologists?
3. What have Prince Charles alarmed?
4. What must the youngsters understand?
5. What did the poll find?
6. What did Dr Sigman say?
7. How could growing vegetables in allotments, gardens and even plant pots help?
8. What can make the most difference to children?

### **Mark the sentences true or false?**

1. More than a million youngsters have been on a trip to the countryside.
2. The findings have alarmed Prince Charles, who today launches a campaign to get children back in touch with the nation's rural roots.
3. One child believed cabbages came from Asda while another said lemons originated in Birmingham.
4. Dr Sigger, an associate fellow of the British Psychological Society, said previous research showed contact with the natural world appeared to improve concentration, behaviour and even thinking skills among the young.
5. Dr Sigman said, however, that annual pilgrimages to the countryside would not be enough to shift attitudes.
6. The prince warned of 'a growing disconnection of young people from "the land"'.  
7. The experience of eating food which they have grown can't have the most profound effect.



## AMERICAN SCHOOLING

The American system of education differs somewhat from the systems of other countries. It has certain peculiarities of its own which are closely connected with the specific conditions of life in the New World and the history of American society. There are free, state-supported, public schools which the majority of American children attend. There are also a number of private elementary and secondary schools where a fee is charged for admission and children are accepted or rejected on the basis of an examination. These include many church-supported schools, usually Catholic, which also charge a fee. Most public schools are coeducational, that is, girls and boys study together, but a lot of the church-supported schools are for boys or girls only.

Under the United States Constitution, the federal government has no power to make laws in the field of education. Thus, education remains primarily a function of the states. Each state has a Board of Education (usually 3 to 9 members elected by the public or appointed by the governor), not subject to federal control. State laws determine the age of compulsory education, the length of the school year, the way in which teachers shall be certified and many of the courses that must be taught. With so much local control there is some degree of uniformity of education provided in different parts of the USA, because state and national accrediting agencies insist that certain standards be maintained and certain things be taught.

Education is compulsory for every child from the age of 6 up to the age of 16 except in Maine, New Mexico, North Dakota and Pennsylvania where it is compulsory to the age of 17 and in Nevada, Ohio, Oklahoma and Utah where children must go to school until the age of 18.

Elementary (primary) and secondary (high) schools are organized on one of two bases: eight years of elementary school and four years of secondary school, or six years of elementary, three years of junior high school and three years of senior high school.

Elementary school children in the US learn much the same things as do children of the same age in other countries. The program of studies includes English (reading, writing, spelling, grammar, composition), arithmetic (sometimes elementary algebra or plane geometry in upper grades, geography, history of the USA, and elementary natural science. Physical training, music, drawing are also taught. Some schools teach a modern language, such as French, Spanish, or German.

The junior high school is a sort of halfway between elementary and secondary school. It continues some elementary school subjects, but it also introduces courses in mathematics and science, and usually gives students their first chance to study a foreign language. It usually comprises grades seven, eight and nine, although sometimes it is only grades seven and eight.

The high school prepares young people either for work immediately after graduation or for more advanced study in a college or university. Although there are some technical, vocational and specialized high schools in the United States the typical high school is comprehensive in nature. The subjects studied in elementary school are dealt with in greater detail and in more advanced form in high school. In addition, one can specialize in home economics, chemistry and physics, music, humanities, automobile mechanics, etc. High school students study 4-5 major subjects a year and classes in each of them meet for an hour a day, five days a week.

The United States have the shortest school year in the world, an average of 180 days.

An important part of high school life is what is called extracurricular activities. The student is free to join a chorus, band or school orchestra; enter the debating team, or participate in sports of all kinds as well as a variety of social activities.

The fundamental task the US faces today is the modernization of the entire school system. It is not only to provide more and better schools, but also to re-examine the contents of the education and to bring it into line with modern requirements.

### **Words and expressions**

public school – государственная школа

Board of Education – (местный) отдел народного образования

accrediting agencies – учреждения, определяющие требования по аттестации знаний учащихся

junior high school – неполная (младшая) средняя школа

senior high school – полная (старшая) средняя школа

spelling – правописание, орфография

grade – класс (в школе)

### **Answer the questions**

1. Does the American system of education differ from the systems of other countries?
2. Are most public schools coeducational?
3. Has the federal government power to make laws in the field of education?
4. What do state laws determine?
5. What do state and national accreditation agencies insist on?
6. Is education compulsory for every child?
7. What does the program of studies for elementary school children in the US include?
8. What is the junior high school?
9. What is the high school?
10. What is an important part of high school life?

### **Mark the sentences true or false?**

1. The American system of education differs somewhat from the systems of other countries.
2. Most public schools are not coeducational, that is, girls and boys study together, but a lot of the church-supported schools are for boys or girls only.
3. State laws determine the age of compulsory education, the length of the school year, the way in which teachers shall be certified and many of the courses that must be taught.
4. Education is compulsory for every child from the age of 5 up to the age of 16 except in Maine, New Mexico, North Dakota and Pennsylvania where it is compulsory to the age of 17 and in Nevada, Ohio, Oklahoma and Utah where children must go to school until the age of 18.
5. The high school prepares young people either for work immediately after graduation or for more advanced study in a college or university.
6. An important part of high school life is what is called extracurricular activities.
7. The fundamental task the US faces today is the modernization of the entire school system.

## GIFTED KIDS ARE BORED BY U.S. SCHOOLS

*By Tamara Henry  
USA TODAY*

Talented and gifted students in the USA aren't challenged, are bored and are often ill-prepared for the workforce, says an Education Department report out today.

Students lag behind those in other countries while the United States is "squandering one of its most precious resources", the report says.

The department's Pat O'Connell Ross told the National Association for Gifted Children conference in Atlanta Thursday that educators tend to focus most of their attention on the needs of average students or slow learners.

Little is done to accommodate the needs of gifted children, she said.

Talented and gifted children typically excel in math, writing, dance, history, athletics or any other intellectual or artistic endeavors that are complex, difficult and novel.

In 1990 38 states served more than 2 million gifted students at all levels.

The USA has an "ambivalence toward intellectual accomplishment", Ross says. "We have names for kids that we think are too smart" – nerd or dweeb.

Fred Brown, principal of Boyer-town Elementary School in Pennsylvania, says gifted children often aren't seen as having special needs.

Also, Brown says, "there is a problem with limited funds", with gifted programs often getting "leftovers".

Compared with top students in other countries, the report shows the USA's brightest students are undistinguished at best and poor at worst.

– U.S. seniors taking Advanced Placement courses in science were last in biology compared with top students in 13 other countries: 11th out of 13 in chemistry and ninth out of 13 in physics.

– In math, the top 1 % of U.S. students ranked 13th out of 13 in algebra and 12th of 13 geometry and calculus.

When comparing U.S. and Japanese high school seniors enrolled in college preparatory math classes, Japanese students at the 50th percentile scored slightly higher than the top fifth of U.S. students.

### **Words and expressions**

to accommodate the needs – удовлетворять потребности

to tend to focus стремиться – сосредоточиться

to excel in – преуспеть в

undistinguished – непримечательный, незаметный

leftover – пережиток, остаток

### **Answer the questions**

1. What did an Education Department report out about talented and gifted students in the USA?
2. Do the educators tend to focus most of their attention on the needs of average students or slow learners?
3. What subjects do talented and gifted children typically excel in?
4. What does the report show about the USA's brightest students?

### **Mark the sentences true or false?**

1. Students lag behind those in other countries while the United States is “squandering one of its most precious resources”, the report says.
2. Talented and gifted children typically don't excel in math, writing, dance, history, athletics or any other intellectual or artistic endeavors that are complex, difficult and novel.
3. Fred Brown, principal of Boyer-town Elementary School in Pennsylvania, says gifted children often aren't seen as having special needs.
4. When comparing U.S. and Japanese high school seniors enrolled in college preparatory math classes, Japanese students at the 90th percentile scored slightly higher than the top fifth of U.S. students.

## EDUCATION IN BRITAIN

In Great Britain education is compulsory for all children from 5 to 16 years of age. Before 5 some children attend Nursery Schools, while most children start their basic education in an Infant School, which is the first stage of Primary Education. From 7 to 11 they attend Junior Schools, the second stage of Primary Education. In Primary School children are taught the so-called 3R's – reading, writing and arithmetic, as well as elementary science and information technology. They also have music, physical training and art classes.

At the age of eleven children transfer to Comprehensive Schools. These schools give general education and a wide range of academic courses leading to the public examinations taken at 16. They also provide some vocational courses.

Before the 1960s there were two main kinds of state schools in Britain: “grammar” schools and “modern” schools. The grammar schools were for the most intelligent children and the secondary modern schools were for the less intelligent children. Children were selected for secondary education by means of an examination known as “eleven-plus” which they took at the age of 11. Many people thought that this system was unfair and now more than 80 % of the state secondary schools in Britain are comprehensive (which are for children of all abilities).

Along with the state schools, there are about 500 private schools in Britain that comprise about 6% of the school population. Most of these Independent or Public Schools charge fees and there are boarding schools, where the children actually live in the school.

Any child may leave school at 16 when all children take the school-leaving examinations and get a certificate of secondary education. Those who want to continue their education at a University have to stay on at school for two more years and take another exam (at an advanced level). Advanced level examination is very important, because on the results of this examination the Universities and Polytechnics choose their students, as there are no entrance examinations.

The leading universities in England are Oxford, Cambridge and London. Each University consists of a number of faculties: medicine, arts (philosophy), law, music, natural science, commerce and education. After three years of study, a student receives a Bachelor's degree. Some may continue their studies for two or more years to get the degrees of Master

and Doctor. Besides universities, there are other types of higher educational institutions: Polytechnics and Colleges of different kinds.

### **Words and expressions**

compulsory – обязательный  
primary education – начальное образование  
comprehensive school – общеобразовательная школа  
secondary education – среднее образование  
vocational courses – профессиональные курсы  
advanced level examination – продвинутый уровень экзамена  
comprehensive – комплексный  
entrance examinations – вступительные экзамены  
Bachelor's degree – степень бакалавра  
higher educational institutions – высшие учебные заведения

### **Answer the questions**

1. Is education In Great Britain compulsory for all children?
2. What subjects are taught in primary school children?
3. What school are children transferred at the age of eleven to?
4. What state schools were in Britain before the 1960s?
5. Are there private schools in Britain?
6. What must children do who want to continue their education at a University?
7. Are there entrance examinations in Britain?
8. What are the leading universities in England?
9. What types of higher educational institutions are there besides universities?

### **Mark the sentences true or false?**

1. In Great Britain education is compulsory for all children from 6 to 16 years of age.
2. Primary School children are taught the so-called 3R's – reading, writing and arithmetic, as well as elementary science and information technology.
3. At the age of eleven children don't transfer to Comprehensive Schools.
4. Before the 1960s there were two main kinds of state schools in Britain: "grammar" schools and "modern" schools.

5. Any child may leave school at 16 when all children take the school-leaving examinations and get a certificate of secondary education.

6. After three years of study, a student receives the degrees of Master and Doctor.

### MARIA MONTESSORI

Montessori, Maria (1870–1952), Italian educator and physician, best known for developing the Montessori method of teaching young children. She introduced the method in Rome in 1907, and it has since spread throughout the world. The Montessori method stresses the development of initiative and self-reliance by permitting children to do by themselves the things that interest them, within strictly disciplined limits. Montessori believed that her methods would prove even more effective with children of normal intelligence. In 1907 she opened the first Montessori school, or Children's House, in a slum district of Rome. Within a year, observers came from around the world to see the progress made by Montessori's students. Before the age of five the children learned to read and write, they preferred work to play, and they displayed sustained mental concentration without fatigue.

Montessori based her educational method on giving children freedom in a specially prepared environment, under the guidance of a trained director. She stressed that leaders of the classroom be called directors rather than teachers because their main work was to direct the interests of children and advance their development. According to Montessori, when a child is ready to learn new and more difficult tasks, the director should guide the child from the outset so that the child does not waste effort or learn wrong habits.

Montessori was convinced that universal adoption of her teaching method would be of immense value in bringing about world peace, and she stressed the importance of education as the “armament of peace”. A Roman Catholic, she also worked extensively to apply her principles to the teaching of religion. Among her published works are “The Montessori Method”, 1912; “Pedagogical Anthropology”, 1913; “The Absorbent Mind”, 1949; and “The Child in the Family”, 1970.

### Words and expressions

physician – врач



fatigue – усталость  
a slum district – район трущоб  
wrong habits – неправильные привычки  
specially prepared environment – специально подготовленная среда  
immense value in bringing about world peace – огромное значение в обеспечении  
мира во всем мире

### **Answer the questions**

1. What is Montessori best known for?
2. What does The Montessori method stress?
3. When did she open the first Montessori school?
4. What did the children learn before the age of five?
5. What did Montessori base her educational method on?
6. What was Montessori convinced of?

### **Mark the sentences true or false?**

1. Montessori, Maria (1870–1952), Italian educator and physician, best known for developing the Montessori method of teaching young children.
2. The Montessori method doesn't stress the development of initiative and self-reliance by permitting children to do by themselves the things that interest them, within strictly disciplined limits.
3. Montessori based her educational method on giving children freedom in a specially prepared environment, under the guidance of a trained director.
4. Montessori was convinced that universal adoption of her teaching method would be of immense value in bringing about world peace, and she stressed the importance of education as the “armament of peace”.
5. She introduced the method in Rome in 1977, and it has since spread throughout the world.

## IT'S ALL IN YOUR GENES

What colour hair have you got? Is it straight, wavy or curly? What colour are your eyes? Why are some people tall and slim while others are short and stocky? It's all in your genes. Each person on this planet is unique, because everyone has got a different combination of genes. These are contained in the DNA structure. Your genes determine your general shape and size, the colour of your skin, eyes and hair, the shape of your face, nose, ears, mouth and teeth.

For every part of your body you have got two genes. You inherit one from your mother and one from your father. One of the two genes is dominant, but you can pass either gene on to your children. Look at this couple, for example. The man and the woman both carry a gene for blue eyes and a gene for brown eyes, which they have inherited from their own parents, but they have both got brown eyes, because the brown gene is always dominant.

In this ideal example the couple have two sons and two daughters and each one has received one of the four possible combinations of the parents' genes. As we can see, one of them is blue-eyed and the other three have got brown eyes, but three of them carry a blue gene.

A gene can stay hidden in a family for generations. For example, the second daughter is married. Her husband's eyes are brown, but he also carries a blue gene. This couple has got four children and each child has got a different combination of the parents' genes. So, one child has got blue eyes, although her parents and grandparents have all got brown eyes.

Knowledge about genes has been used since the eighteenth century to improve plants and animals. Scientists and farmers select the best possible specimens to breed from. In this way they have been able to produce bigger fruit and vegetables, animals that produce more meat, kinds of wheat or rice that are more resistant to disease, and so on. This is known as selective breeding.

Now scientists can actually identify the genes for particular characteristics. In the new science of genetic engineering, genes can be removed, added or replaced to produce the characteristics that – we want. New and better plants and animals will be produced by genetic

engineering. Will we be able to design the perfect human being, too? “Nobody’s perfect”, we say. Perhaps one day everyone will be.

### **Words and expressions**

DNA structure – структура ДНК

inherit – наследовать

possible specimens to breed – возможные экземпляры для размножения

resistant to disease – устойчив к болезням

hidden in a family for generations – скрытый в семье на протяжении многих поколений

identify the genes for certain characteristics – выявлять гены для определенных характеристик

### **Answer the questions**

1. What do your genes determine?
2. What do you inherit from your mother and father?
3. Can a gene stay hidden in a family for generations?
4. What was the use of knowledge about genes in the eighteenth century?
5. Can scientists actually identify the genes for particular characteristics?

### **Mark the sentences true or false?**

1. Each person on this planet is unique, because everyone has got a different combination of genes.
2. Your genes don’t determine your general shape and size, the colour of your skin, eyes and hair, the shape of your face, nose, ears, mouth and teeth.
3. For every part of your body you have got three genes.
4. A gene can stay hidden in a family for generations.
5. Knowledge about genes has been used since the eighteenth century to improve plants and animals.
6. Now scientists can’t identify the genes for particular characteristics.



## K.D. USHINSKY – THE GREAT RUSSIAN EDUCATIONIST

K.D. Ushinsky was in the fullest sense of the word the founder of the Russian primary school and pedagogical training for teachers. His contribution to Russian education was great. Ushinsky's pedagogical ideas outstripped his time in many ways and were implemented only after his death. His works are not only of historical value today but greatly assist the course of the genuinely people's education that was the lifetime dream of the outstanding pedagogue, patriot and citizen.

Ushinsky was born in 1834 in Chernigov gubernia (region) in the family of a well-to-do landowner. He learned very early to study independently and, after making a fine record in the gymnasium, Ushinsky was enrolled in Moscow University at the age of 16. He graduated from the University with high honors when he was 20 years old. Two years later, despite his youth, Ushinsky was appointed Professor of Jurisprudence at the Demidov Lyceum in Yaroslavl. His lectures were an immediate success for they were based upon his already considerable erudition. It was then that Ushinsky started criticizing the present educational system in Russia and was forbidden by the Ministry of Education to teach even in elementary school.

In 1855 many teachers who had lost work before could find jobs again. In 1859 Ushinsky was appointed inspector at Smolny Institute in St. Petersburg. In 1860 Ushinsky became editor of the Journal of the Ministry of Education and in two years completely changed its character. Under his editorship its focus was centered upon real problems of teaching, theories of pedagogy and psychology, accounts of educational activities and criticism of current pedagogical literature. Ushinsky's name became popularly known throughout Russia and at the end of his three years of work there he was already well-known as one of the foremost teachers and guides of educational movement in Russia.

Ushinsky was not only concerned with Russian affairs but was a devout patriot. One of the basic principles of his pedagogical system is the inculcation of a feeling of patriotism in the young people. In his early articles he expressed this view and never changed his basic concept that "education must be based on patriotism". Ushinsky thought that this could be

done best with the help of native language, taught at school. “Rodnoe Slovo” (Native Word) was one of his most famous works.

Ushinsky believed that education should devote itself primarily to the formation of character. According to Ushinsky, “life without serious work can be neither worthy nor happy”. Ushinsky underlined the personal influence of the teacher as an educational force. Ushinsky was interested in foreign educational systems. He made trips to Germany, Switzerland, France, Italy and Belgium to observe school organization there. He analysed merits and defects of foreign educational systems comparing them with actual conditions in Russia.

After coming back to Russia from abroad in 1867 Ushinsky devoted his energies to St. Petersburg Pedagogical Society. He traveled, lectured, held conferences and continued his research work.

### **Words and expressions**

contribution – вклад  
devout – преданный, истовый  
an immediate success – непосредственный успех  
to outstrip – опережать, обгонять  
to enroll – зачислять  
to appoint – назначать  
outstanding pedagogue – выдающийся педагог  
the inculcation of a feeling of patriotism – формирование чувства патриотизма  
to express – выражать, высказывать  
to graduate from the University with high honors – окончить университет с отличием

### **Answer the questions**

1. Who was K.D. Ushinsky?
2. When was Ushinsky born?
3. Why was Ushinsky forbidden by the Ministry of Education to teach?
4. What did he discuss as an editor of the Journal of the Ministry of Education?

5. Why did Ushinsky's name become popularly known throughout Russia?
6. What was one of the basic principles of his pedagogical system?
7. Was Ushinsky interested in foreign educational systems?
8. What is the life according to Ushinsky?

**Mark the sentences true or false?**

1. Ushinsky's pedagogical ideas outstripped his time in many ways and were implemented only after his death.
2. Ushinsky was born in 1836 in Chernigov gubernia (region) in the family of a well-to-do landowner.
3. His lectures were an immediate success for they were based upon his already considerable erudition.
4. In 1859 Ushinsky was appointed inspector at Smolny Institute in St. Petersburg.
5. Under his editorship its focus wasn't centered upon real problems of teaching, theories of pedagogy and psychology, accounts of educational activities and criticism of current pedagogical literature.
6. Ushinsky was not only concerned with Russian affairs but was a devout patriot.
7. Ushinsky underlined the personal influence of the teacher as an educational force.

## WHAT'S THE DIFFERENCE BETWEEN A SPEECH DISORDER OR IMPAIRMENT AND A LANGUAGE-BASED LEARNING DISABILITY?

A speech disorder or impairment usually means a child has difficulty producing certain sounds. This makes it difficult for people to understand what he says. Talking involves precise movements of the tongue, lips, jaw and vocal tract. There are a few different kinds of speech impairments:

- **Articulation disorder** is difficulty producing sounds correctly. A child with this type of speech impairment may substitute one speech sound for another, such as saying *wabbit* instead of *rabbit*.

- **Voice disorder** is difficulty controlling the volume, pitch and quality of the voice. A child with this type of speech impairment may sound hoarse or breathy or lose his voice.

- **Fluency disorder** is disruption in the flow of speech, often by repeating, prolonging or avoiding certain sounds or words. A child with this type of speech impairment may hesitate or stutter or have blocks of silence when speaking.

Language-based learning disabilities (LBLD) are very different from speech impairments. LBLD refers to a whole spectrum of difficulties associated with young children's understanding and use of spoken and written language. LBLD can affect a wide variety of communication and academic skills. These include listening, speaking, reading, writing and doing math calculations. Some children with LBLD can't learn the alphabet in the correct order or can't "sound out" a spelling word. They may be able to read through a story but can't tell you what it was about.

Children with LBLD find it hard to express ideas well even though most kids with this diagnosis have average to superior intelligence. One place where parents are likely to encounter the term LBLD is in their child's IEP. But school professionals may refer instead to "dyslexia" or "dysgraphia". These are more specific and easier to describe to parents. Unlike speech impairments, LBLD are caused by a difference in brain structure. This difference is present at birth and is often hereditary.

LBLD can affect some children more severely than others. For example, one student may have difficulty sounding out words for reading or spelling, but no difficulty with oral expression or listening comprehension. Another child may struggle in all of those areas. LBLD isn't usually identified until a child reaches school age. Typically, it takes a team of professionals – a speech-language pathologist (SLP), psychologist, and a special educator – to



find the proper diagnosis for children with LBLD. The team evaluates speaking, listening, reading and written language. Learning problems should be addressed as early as possible. If left untreated, they can lead to a decrease in confidence, lack of motivation and sometimes even depression. Seeking treatment for your child can help significantly. Most kids with LBLD can succeed with the right services and supports.

### **Words and expressions**

language-based learning disabilities – языковые нарушения обучения

articulation disorder – нарушение артикуляции

voice disorder – расстройство голоса

fluency disorder – расстройство беглости речи

hereditary – наследственный, врожденный

Seeking treatment – искомое лечение

Succeed – добиться успеха, преуспевать

### **Answer the questions**

1. What does a speech disorder or impairment mean?
2. What is an articulation disorder?
3. What is voice disorder?
4. What is fluency disorder?
5. How can LBLD affect?
6. Do children with LBLD find hard to express ideas?
7. Why should learning problems be addressed as early as possible?

### **Mark the sentences true or false?**

1. Voice disorder is not difficulty controlling the volume, pitch and quality of the voice.
2. LBLD can affect a wide variety of communication and academic skills.
3. Unlike speech impairments, LBLD aren't caused by a difference in brain structure.
4. LBLD isn't usually identified until a child reaches school age.
5. Learning problems should be addressed as early as possible.
6. Articulation disorder is difficulty producing sounds correctly.

7. Fluency disorder is disruption in the flow of speech, often by repeating, prolonging or avoiding certain sounds or words.

## WHY IS MY CHILD HAVING TROUBLE PRONOUNCING WORDS?

It's very common for young children to make speech when they're first learning to talk. Kids often substitute one sound for another, such as saying *tat* when they mean *cat*. Another common mistake is to omit a sound, such as asking for a *poon* when they really want a *spoon*. Sometimes children will significantly shorten words to make them easier to pronounce. For example, many of my younger students ask to play on my *'puter* when they want computer time. This is all part of the process of kids communicating their needs while they're still learning to imitate the sounds they're hearing. Usually, as kids get older they stop making these errors. By age 8, kids are expected to make all their speech sounds correctly and to be understandable by a wide variety of people. So why do some kids have difficulty with this while others find it so easy? In most cases, we just don't know. But researchers have identified some factors that increase the chances of having different types of speech issues:

**Articulation disorder:** Kids with this issue have difficulty with the mouth and tongue movements needed to make certain speech sounds. Their speech errors include substituting one sound for another. For example, they may say *wabbit* instead of *rabbit*. They may distort a sound, such as lisping when they say *s*. Or they may add or delete sounds in different words. We don't always know what causes articulation problems. But some medical conditions make articulation difficulties more likely. These include hearing loss or frequent ear infections, illness, orthodontic issues and genetic conditions such as Down syndrome.

**Phonological disorder:** Kids with this issue make errors on whole groups or "classes" of sounds. For example, they might replace all sounds made in the back of the mouth (like *k* and *g*) with sounds made in the front of the mouth (like *t* and *d*). Children might not notice they're saying *tat* instead of *cat* or understand why the difference matters. Frequent ear infections, illness and genetic syndromes are considered risk factors for this disorder.

**Childhood apraxia of speech:** Kids with this type of pronunciation problem can be very hard to understand. They might not be able to say more than a few speech sounds. And they might appear to struggle physically when they are trying to get words out. Apraxia of speech is considered a motor planning disorder. This means that there's a

disconnect between what the brain wants to say and the brain's ability to get the lips, tongue and jaw moving correctly to make those sounds. If you're concerned about pronunciation, talk to your pediatrician, your child's teacher or your school's speech therapist. These people can help identify any speech or language issues your child may have. They can also help put a plan in motion to provide the support your child needs.

### **Words and expressions**

to omit a sound – опускать (не произносить) звук  
articulation disorder – нарушение артикуляции  
phonological disorder – фонологическое расстройство  
childhood apraxia of speech – детская апраксия речи

### **Answer the questions**

1. What is it very common for young children?
2. Why will children significantly shorten words?
3. What age are kids expected to make all their speech sounds correctly and to be understandable by a wide variety of people?
4. What factors have researchers identified which increase the chances of having different types of speech issues?
5. What is articulation disorder?
6. What is phonological disorder?
7. What is childhood apraxia of speech?
8. Who can help identify any speech or language issues?

### **Mark the sentences true or false?**

1. It's very common for young children to make speech when they're first learning to talk.
2. Sometimes children will not significantly shorten words to make them easier to pronounce.

3. By age 12, kids are expected to make all their speech sounds correctly and to be understandable by a wide variety of people.

4. Kids with this issue have difficulty with the mouth and tongue movements needed to make certain speech sounds.

5. Phonological disorder: Kids with this issue don't make errors on whole groups or "classes" of sounds.

6. Childhood apraxia of speech: Kids with this type of pronunciation problem can be very hard to understand.

7. If you're concerned about pronunciation, talk to your pediatrician, your child's teacher or your school's speech therapist.

## INFORMATION PROCESSING

The cognitive approach began to revolutionize psychology in the late 1950's and early 1960's, to become the dominant approach (i.e., perspective) in psychology by the late 1970s. Interest in mental processes had been gradually restored through the work of Piaget and Tolman. But it was the arrival of the computer that gave cognitive psychology the terminology and metaphor it needed to investigate the human mind. The start of the use of computers allowed psychologists to try to understand the complexities of human cognition by comparing it with something simpler and better understood, i.e., an artificial system such as a computer.

The use of the computer as a tool for thinking how the human mind handles information is known as the computer analogy. Essentially, a computer codes (i.e., changes) information, stores information, uses information, and produces an output (retrieves info). The idea of information processing was adopted by cognitive psychologists as a model of how human thought works. The information processing approach is based on a number of assumptions, including:

1. Information made available from the environment is processed by a series of processing systems (e.g., attention, perception, short-term memory).
2. These processing systems transform, or alter the information in systematic ways.
3. The aim of research is to specify the processes and structures that underlie cognitive performance.
4. Information processing in humans resembles that in computers.

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The behaviorists approach only studies external observable (stimulus and response) behavior which can be objectively measured. They believe that internal behavior cannot be studied because we cannot see what happens in a person's mind (and therefore cannot objectively measure it). In comparison, the cognitive approach believes that internal mental behavior can be scientifically studied using experiments. Cognitive psychology assumes that a mediational process occurs between stimulus/input and response/output. The mediational (i.e., mental) event could be memory, perception, attention or problem solving,

etc. These are known as mediational processes because they mediate (i.e., go-between) between the stimulus and the response. They come after the stimulus and before the response.

Therefore, cognitive psychologists' say if you want to understand behavior, you have to understand these mediational processes.

### **Words and expressions**

to revolutionize – кардинально изменить

to investigate the human mind – исследовать человеческий разум

the behaviorists approach – подход бихевиористов

to assume – предполагать

essentially – по существу, существенно

### **Answer the questions**

1. How did computer influence the cognitive psychology?
2. What is the computer analogy?
3. Why was the idea of information processing adopted by cognitive psychologists as a model of how human thought works?
4. What does the behaviorists approach study?
5. What is the mediational event?

### **Mark the sentences true or false?**

1. The cognitive approach began to revolutionize psychology in the late 1940's and early 1960's, to become the dominant approach (i.e., perspective) in psychology by the late 1970's.

2. The start of the use of computers didn't allow psychologists to try to understand the complexities of human cognition by comparing it with something simpler and better understood, i.e., an artificial system such as a computer.

3. Information processing in humans resembles that in computers.

4. The behaviorists approach only studies external observable (stimulus and response) behavior which can be objectively measured.

5. Cognitive psychology assumes that a mediational process occurs between stimulus/input and response/output.

## HISTORY OF SOCIAL PSYCHOLOGY

### EARLY INFLUENCES

Aristotle believed that humans were naturally sociable, a necessity which allows us to live together (an individual centered approach); whilst Plato felt that the state controlled the individual and encouraged social responsibility through social context (a socio-centered approach).

Hegel (1770–1831) introduced the concept that society has inevitable links with the development of the social mind. This led to the idea of a group mind, important in the study of social psychology.

Lazarus & Steinthal wrote about Anglo-European influences in 1860. “Volkerpsychologie” emerged, which focused on the idea of a collective mind. It emphasized the notion that personality develops because of cultural and community influences, especially through language, which is both a social product of the community as well as a means of encouraging particular social thought in the individual. Therefore Wundt (1900–1920) encouraged the methodological study of language and its influence on the social being. Texts focusing on social psychology first emerged at the start of the 20th century. The first notable book in English was published by McDougall in 1908 (An Introduction to Social Psychology), which included chapters on emotion and sentiment, morality, character and religion, quite different to those incorporated in the field today.

He believed that social behavior was innate/instinctive and therefore individual, hence his choice of topics. This belief is not the principle upheld in modern social psychology, however.

Allport’s work (1924) underpins current thinking to a greater degree, as he acknowledged that social behavior results from interactions between people. He also took a methodological approach, discussing actual research and emphasizing that the field was one of a “science ... which studies the behavior of the individual in so far as his behavior stimulates other individuals, or is itself a reaction to this behavior” (1942: p. 12). His book also dealt with topics still evident today, such as emotion, conformity and the effects of an audience on others.



The first handbook on social psychology was published by Murchison in 1935. Murphy & Murphy (1931/37) produced a book summarizing the findings of 1,000 studies in social psychology. A text by Klineberg (1940) looked at the interaction between social context and personality development by the 1950's a number of texts were available on the subject.

### **Words and expressions**

inevitable – неизбежный

the individual and encouraged social responsibility – индивидуальная и поощряемая социальная ответственность

to underpin – укреплять, поддерживать

to emerge – появляться, выходить

### **Answer the questions**

1. What did Hegel introduce?
2. What did Aristotle think about the humans?
3. What is Volkerpsychologie?
4. When did texts emerge focusing on social psychology?
5. What did Allport think about social behavior?

### **Mark the sentences true or false?**

1. Aristotle didn't believe that humans were naturally sociable, a necessity which allows us to live together.
2. Hegel introduced the concept that society has inevitable links with the development of the social mind.
3. Texts focusing on social psychology first emerged at the start of the 19th century.
4. The first handbook on social psychology was published by Murchison in 1935.
5. Therefore Wundt encouraged the methodological study of language and its influence on the social being.

## DEVELOPMENTAL PSYCHOLOGY

*Developmental psychology* is a scientific approach which aims to explain growth, change and consistency through the lifespan. Developmental psychology looks at how thinking, feeling, and behavior change throughout a person's life.

A significant proportion of theories within this discipline focus upon development during childhood, as this is the period during an individual's lifespan when the most change occurs.

Developmental psychologists study a wide range of theoretical areas, such as biological, social, emotion, and cognitive processes. Empirical research in this area tends to be dominated by psychologists from Western cultures such as North American and Europe, although during the 1980's Japanese researchers began making a valid contribution to the field. The three goals of developmental psychology are to describe, explain, and to optimize development (Baltes, Reese, & Lipsitt, 1980). To describe development, it is necessary to focus both on typical patterns of change (normative development) and on individual variations in patterns of change (i.e., idiographic development). Although there are typical pathways of development that most people will follow, no two persons are exactly alike.

Developmental psychologists must also seek to explain the changes they have observed in relation to normative processes and individual differences. Although, it is often easier to describe development than to explain how it occurs. Finally, developmental psychologists hope to optimise development, and apply their theories to help people in practical situations (e.g. help parents develop secure attachments with their children).

### **Words and expressions**

developmental psychology – психология развития  
a scientific approach – научный подход  
empirical research – эмпирические исследования  
typical pathways of development – типичные пути развития

### **Answer the questions**

1. What is developmental psychology?
2. What are the three goals of developmental psychology?

3. Who dominated in empirical research of developmental psychology?
4. What do developmental psychologists hope to optimize
5. Developmental psychologists study a wide range of theoretical areas, such as biological, social, emotion, and cognitive processes.
6. The three goals of developmental psychology are to describe, explain, and to optimize development.
7. To describe development it isn't necessary to focus both on typical patterns of change (normative development) and on individual variations in patterns of change (i.e., idiographic development).
8. Developmental psychologists must also seek to explain the changes they have observed in relation to normative processes and individual differences.

## WHEN TO PUNISH, AND WHEN TO FORGIVE

You always hurt the one you love,  
The one you shouldn't hurt at all.  
You always take the sweetest rose,  
And crush it till the petals fall.

So goes the old pop standard, but there's wisdom in this little song. We all have our imperfections – thoughtlessness, carelessness, forgetfulness. So inevitably we do things that harm or annoy those around us. And since we spend so much time with our most intimate partner, sooner or later we'll hurt the one we love.

Likewise, it's inevitable that the ones we love will hurt us. When a stranger offends, it's easy to dismiss them. That person was rude, but we'll never see them again. However, when a close friend, a family member, or most importantly our lover, transgresses against us, it's important that we find a way to forgive them. We have important relationships we need to maintain with these people, even when they've hurt us deeply.

According to Australian psychologist Peter Strelan, though, we need to punish before we can forgive. Punishment provides a sense of justice, which the victim must feel before true forgiveness can take place.

We can forgive the little things without first meeting out punishment, especially when we recognize that our partner has likewise forgiven minor transgressions we've committed. This "don't sweat the small stuff" attitude goes a long way toward smoothing social relations, especially our most intimate ones.

But when we try to forgive major transgressions without first exacting justice, the result is harmful not only to own sense of self-worth but also to the relationship as a whole. Forgiveness without justice leads to lingering resentment on the part of the victim. And furthermore, it fails to communicate the seriousness of the transgression to the offender, so nothing has been done to keep the problematic behavior from recurring in the future.

The ability to truly forgive also depends on the form of justice that precedes it. Strelan distinguishes between two forms of justice – retributive and restorative. These two forms are based on different ideas about the purpose of punishment.

Many people feel that when a wrong has been committed, it somehow creates an imbalance in the world. If you do a crime, you have to do the time – just to set the world right again. Sometimes this sense of imbalance is viewed as something that is owed, and we often say that criminals are sent to prison to pay their debt to society.

This sort of “balance” theory of crime and punishment carries into personal relationships. Harry and Sally are attending a party. He’s drinking a lot, and he says some unflattering things about her in front of some friends. It’s all meant to be playful banter, but still, she feels hurt by his comments. Later, she sees him flirting shamelessly with a younger woman. When she pulls him away, he protests, saying he’s just making small talk. After the party, she gives him the cold shoulder during the ride home, and she makes him sleep on the couch that night. Harry’s in the doghouse, and there he’ll remain until Sally feels justice has been served – that is, balance has been restored.

After Harry has done his time and things go back to normal, though, it’s still not clear – even to Sally – whether she’s forgiven him or not. Harry can try to salvage the situation by making a sincere apology and wholehearted promise to be more mindful in the future. This apology, if accepted, lays the groundwork for true forgiveness to take place.

More likely, however, Harry will feel his own sense of injustice, in that from his perspective the punishment doesn’t fit the crime. Such a small mistake shouldn’t lead to such dire consequences. So, even if he makes an apology, it’s more likely to be resentful than remorseful. This is why retributive justice is an unfruitful approach to mending a relationship after a transgression. While the victim may feel they’ve evened the score, nothing has been done to ensure the same problem won’t happen again in the future.

### **Words and expressions**

imperfections – несовершенства

thoughtlessness – легкомыслие

carelessness – беспечность

forgetfulness – забывчивость

punishment – наказание

to distinguish – различать

to salvage the situation – спасти ситуацию

### **Answer the questions**

1. What imperfections do we have?
2. Why is it important to forgive a family member or a close friend?
3. Why do we need to punish before we can forgive?
4. Is it harmful to forgive major transgressions without first exacting justice?
5. What does Strelan distinguish between two forms of justice?
6. Is retributive justice is an unfruitful approach to mending a relationship after a transgression?

### **Mark the sentences true or false?**

1. We don't have our imperfections – thoughtlessness, carelessness, forgetfulness.
2. However, when a close friend, a family member, or most importantly our lover, transgresses against us, it's important that we find a way to forgive them.
3. According to Australian psychologist Peter Strelan, though, we don't need to punish before we can forgive.
4. Many people feel that when a wrong has been committed, it somehow creates an imbalance in the world.
5. Harry can try to salvage the situation by making a sincere apology and wholehearted promise to be more mindful in the future.
6. This is why retributive justice is an unfruitful approach to mending a relationship after a transgression.

## THE FIRST CALCULATING DEVICE

Let us take a look at the history of computers that we know today. This, in fact, is why today we still count in tens and multiples of tens. Then the abacus was invented. People went on using some form of abacus well into the 16th century, and it is still being used in some parts of the world because it can be understood without knowing how to read.

During the 17th and 18th centuries many people tried to find easy ways of calculating. J. Napier, a Scotsman, invented a mechanical way of multiplying and dividing, which is now the modern slide rule works. Henry Briggs used Napier's ideas to produce logarithm tables which all mathematicians use today. Sir Isaac Newton, an Englishman, and Leibnitz, a German mathematician, independently invented calculus, another branch of mathematics. The first real calculating machine appeared in 1820 as the result of several people's experiments. In 1830 Charles Babbage, a gifted English mathematician, proposed to build a general-purpose problem-solving machine – “the analytical engine”. This machine, which Babbage showed at the Paris Exhibition in 1855, was an attempt to cut out the human being altogether, except for providing the machine with the necessary facts about the problem to be solved. He never finished this work, but many of his ideas were the basis for building today's computers.

By the early part of the twentieth century electromechanical machines had been developed and were used for business data processing. Dr. Herman Hollerith, a young statistician from the US Census Bureau successfully tabulated the 1890 census. Hollerith invented a means of coding the data by punching holes into cards. He built one machine to punch the holes and others – to tabulate the collected data. Later Hollerith left the Census Bureau and established his own tabulating machine company. Through a series of merges the company eventually became the IBM Corporation. Until the middle of the twentieth century machines designed to manipulate punched card data were widely used for business data processing. These early electromechanical data processors were called unit record machines because each punched card contained a unit of data. In the mid – 1940s electronic computers were developed to perform calculations for military and scientific purposes. By the end of the

1960's commercial models of these computers were widely used for both scientific computation and business data processing. Initially these computers accepted their input data from punched cards. By the late 1970's punched cards had been almost universally replaced by keyboard terminals. Since that, time advances in science have led to the proliferation of computers throughout our society, and the past is but the prologue that gives us a glimpse of the nature.

### **Words and expressions**

calculating device – вычислительное устройство  
multiple – множественный  
abacus – счеты  
slide rule – логарифмическая линейка  
logarithm table – таблица логарифмов  
calculus – исчисление  
general-purpose – общего назначения, универсальный  
to manipulate – обрабатывать, управлять,  
data processing – обработка данных  
means of coding – средства кодирования  
punched card – перфокарта  
to perform – выполнять  
unit of data – единица измерения данных  
proliferation – распространение

### **Answer the questions**

1. What was the very first calculating device?
2. What is the abacus?
3. What is the modern slide rule?
4. Who gave the ideas for producing logarithm tables?
5. How did Newton and Leibnitz contribute to the problem of calculation?



6. When did the first calculating machine appear?
7. What was the main idea of Babbage's machine?
8. What means of coding the data did Hollerith devise?
9. How were those electromechanical machines called and why?
10. What kind of computers appeared later?

**Mark the sentences true or false?**

1. People went on using some form of abacus well into the 19th century, and it is still being used in some parts of the world because it can be understood without knowing how to read.
2. Henry Briggs used Napier's ideas to produce logarithm tables which all mathematicians use today.
3. By the early part of the nineteenth century electromechanical machines had been developed and were used for business data processing.
4. Hollerith invented a means of coding the data by punching holes into cards.
5. He built one machine to punch the holes and others - to tabulate the collected data.
6. In the mid – 1920's electronic computers were developed to perform calculations for military and scientific purposes.
7. By the late 1970's punched cards had been almost universally replaced by keyboard terminals.

## WHAT IS A COMPUTER?

A computer is a machine with an intricate network of electronic circuits that operate switches or magnetize tiny metal cores. The switches, like the cores, are capable of being in one or two possible states, that is, on or off; magnetized or demagnetized. The machine is capable of storing and manipulating numbers, letters, and characters (symbols). The basic idea of a computer is that we can make the machine do what we want by inputting signals that turn certain switches on and turn others off, or magnetize or do not magnetize the cores. The basic job of computers is processing of information. For this reason, computers can be defined as devices which accept information in the form of instructions, called a program, and characters, called data, perform mathematical and / or logical operations on the information, and then supply results of these operations. The program, or part of it, which tells the computers what to do and the data, which provide the information needed to solve the problem, are kept inside the computer in a place called memory. It is considered that computers have many remarkable powers. However, most computers, whether large or small, have three basic capabilities.

First, computers have circuits for performing arithmetic operations, such as: addition, subtraction, division, multiplication, and exponentiation. Second, computers have a means of communicating with the user. After all, if we couldn't feed information in and get results back, these machines wouldn't be of much use. Some of the most common methods of inputting information are to use terminals, diskettes, disks and magnetic tapes. The computer's input device (a disk drive or tape drive) reads the information into the computer. For outputting information two common devices used are: a printer, printing the new information on paper, and a cathode-ray-tube display, which shows the results on a TV-like screen.

Third, computers have circuits, which can make decisions. The kinds of decisions that computer circuits can make are not of the type: "Who would win the war between two countries?" or "Who is the richest person in the world?" Unfortunately, the computer can only decide three things, namely: Is one number less than another? Are two numbers equal? In addition, is one number greater than another? A computer can solve a series of problems and make thousands of logical decisions without becoming tired. It can find the solution to a

problem in a fraction of the time it takes a human being to do the job. A computer can replace people in dull, routine tasks, but it works according to the instructions given to it. There are times when a computer seems to operate like a mechanical “brain”, but its achievements are limited by the minds of human beings.

A computer cannot do anything unless a person tells it what to do and gives it the necessary information; but because electric pulses can move at the speed of light, a computer can carry out great numbers of arithmetic-logical operations almost instantaneously. A person can do the same, but in many cases that person would be dead long before the job was finished.

### **Words and expressions**

Intricate – запутанный, сложный  
electronic circuit – электронная схема  
to operate switches – управлять переключателями  
to store numbers – для хранения чисел (цифр)  
to manipulate – обрабатывать  
to input / to feed in – вводить  
to turn on = to switch on – включать  
to turn off = to switch off – выключать  
to process data – обрабатывать данные  
to supply – поставлять, поставить  
addition – дополнение, сложение  
subtraction – вычитание  
division – деление  
multiplication – умножение  
exponentiation – возведение в степень  
user – пользователь  
input device входное устройство  
disk drive – дисковод  
tape drive – магнитная лента

cathode-ray tube – электронно-лучевая трубка  
to make decisions – принимать решения  
instantaneously – мгновенно

### **Answer the questions**

1. What is a computer?
2. What are the two possible states of the switches?
3. What are the main functions of a computer?
4. In what way can we make the computer do what we want?
5. What is the basic task of a computer?
6. In what form does a computer accept information?
7. What is a program?
8. What are data?
9. What is memory?
10. What three basic capabilities do computers have?
11. What are the ways of inputting information into the computer?
12. What is the function of an input device?
13. What devices are used for outputting information?
14. What decisions can the computer make?
15. What are the computer's achievements limited by?

### **Mark the sentences true or false?**

1. The machine isn't capable of storing and manipulating numbers, letters, and characters (symbols).
2. The basic idea of a computer is that we can make the machine do what we want by inputting signals that turn certain switches on and turn others off, or magnetize or do not magnetize the cores.
3. The program, or part of it, which tells the computers what to do and the data, which provide the information needed to solve the problem, aren't kept inside the computer in a place called memory.
4. Computers have circuits for performing arithmetic operations, such as: addition, subtraction, division, multiplication, and exponentiation.

5. Computers haven't circuits, which can make decisions.
6. A computer cannot do anything unless a person tells it what to do and gives it the necessary information.
7. For outputting information two common devices used are: a printer, printing the new information on paper, and a cathode-ray-tube display, which shows the results on a TV-like screen.

## DEFORESTATION: THE UNKINDEST CUT

The earth is made up of many different ecosystems, but none more spectacular and life-sustaining than the forests. We depend upon the world's forests to regulate climate, clean air and water, conserve precious soil and provide habitat to much of the planet's wildlife.

Forests of all types are giving way to population pressures, causing irreversible damage to an integral part of our biosphere. Of the approximately 6,750,000 square miles of lush forest canopy that once covered the planet, only 40 per cent remains.

### **Trouble in the tropics**

Of primary global concern is the loss of the Earth's tropical rainforests. Tropical rainforests are defined primarily by two factors: location (in the tropics) and level of rainfall. Rainforests receive four to eight meters of rain each year. The five meters of rain that falls on Borneo each year represents five times the rain that annually falls on New York City. Due to a constant climate, rainforests grow all year long.

The effects of rainforest destruction are felt by every community in the world. Although tropical forests cover less than seven per cent of the global land surface, they are home to more than half the species of all living things. Rainforests are a treasure house of foods, medicines, and other resources we have only begun to discover. Less than one per cent of rainforest species have even been studied for their potential usefulness.

Tragically, 100 acres of tropical forests are destroyed every minute. The World Resources Institute estimates that the planet loses 51 million acres of rainforest (about the size of Pennsylvania) every year to agriculture, ranching and timbering in Southeast Asia, Africa, and Central and South America. In fact, all the primary rainforests in India, Bangladesh, Sri Lanka and Haiti have been destroyed; the Ivory Coast rainforests have been completely logged out; and the Philippines and Thailand have depleted half of their rainforests since 1960. Of the 8 million square miles of tropical forests that once circled the globe, fewer than 3 million square miles remain, and these are being destroyed at an ever-increasing rate.

### **A deep-rooted problem**

What drives humans to destroy this precious ecosystem? The causes of rapid tropical deforestation are many and often interconnected. The initial and probably most devastating cause has been the lack of knowledge concerning the rainforest. A case study in Brazil

illustrates this point. In 1969, Brazil enacted a National Integration Program with the goal of populating Amazonia with thousands of landless and unemployed people. This was in response to overpopulation and inequitable distribution of land and wealth. Another goal of the program was to get wealthy investors to clear the forest lands and raise cattle for export to the industrialized world. The program proved a disaster because the people implementing the project failed to realize that the richness of the once-vast Amazon forest is in trees, not its soil. Land cleared by slash-and-burn techniques will support a farmer for a year or two before the soil erodes and the farmer is forced to relocate elsewhere to continue this destructive process. With some prior research, such a program would not have been implemented, and vast amounts of Amazonian forests would have been saved. Because of this oversight, the Brazilian government's goals to create additional habitation and grazing land were not realized. This scenario has been repeated in different regions of the world.

Another leading cause of deforestation, particularly in parts of Africa and Asia, is the need for firewood. Nearly one half of the world's population depends on wood for fuel to cook and to heat their homes. It is estimated that nearly 100 million people are unable to meet their minimum fuel needs. The endless search for wood dominates the lives of millions of women and children who spend anywhere from 100 to 300 days each year looking for firewood.

Timber harvesting is yet another major contributor to tropical deforestation. Tropical forests provide about one-fifth of all the wood used worldwide in industry, and that share is expected to grow as the world's population continues to increase. In the process of harvesting timber, industries build roads to facilitate retrieval of the wood deeper in the rainforest. These roads open once-impenetrable forests to exploitation by miners, hunters, ranchers and farmers.

### **Deforestation, American-style**

While rainforest destruction is a globally significant issue, the cutting down of old-growth forests in the United States has developed into a national controversy. Since the turn of the century, the U.S. Forest Service has been overseeing the management and protection of national forests. In total, there are 156 national forests, covering 191 million acres. In

September of 1986, the agency released its plans to nearly double the timber harvest from the national forests by the year 2030.

Much of the bitter controversy between environmental groups, the timber industry, and the federal government has been directed toward the fate of the old-growth forests. At one time, old growth covered some 15 million acres in the Pacific Northwest. Some areas included trees ten feet wide, 275 feet tall and 1,120 years old. But because of their size and bulk, old-growth trees represent valuable lumber to loggers. During the past century, some 12 million acres have been cleared. Less than five per cent of the nation's original, virgin forests remain today, compared with Japan's 26 per cent. Less than one per cent of the nation's native forests are protected from logging. According to the Native Forest Council, US forests are cut at the rate of two football fields every minute.

Both tropical and old-growth forests are rapidly disappearing because they are being logged and burned far faster than they are being replenished. Many of the effects of deforestation are the same for both tropical rainforests and old-growth forests. One of the catastrophic consequences of continued deforestation is mass species extinction, especially in the rainforests, home to more than 80 million species.

Additionally, deforestation causes forests to lose their meditating effects on rainfall, resulting locally in erosion, drought and flooding. Globally, deforestation affects the world's climate. A broad uprising of air follows the rainforest around the equator, driven, in part, by heat absorbed by tropical forests. This massive uprising helps drive the circulation patterns of the entire global atmosphere. Tropical deforestation can disrupt this process, resulting in reduced rainfall and altered weather conditions over a large portion of the globe.

All deforestation adds to the atmospheric pool of rising carbon dioxide emissions, hastening the onset of global warming. An intact forest naturally removes carbon dioxide from the air and stores it through the process of photosynthesis. When trees are cut down, this carbon dioxide is released into the atmosphere.

### **Words and expressions**

contaminant = pollutant – загрязнитель

expose to – подвергаться воздействию



exposure to – воздействие чего-либо на кого-либо  
cancer – рак  
volatile organic compound – летучее органическое соединение  
benzene – бензол  
dry-clean – чистить при помощи химических веществ  
treat – обрабатывать запасы воды  
carbon monoxide – угарный газ  
incomplete combustion – неполное сгорание  
fine particles – мельчайшие частицы  
repellent – репеллент (вещество, отпугивающее насекомых)

### **Answer the questions**

1. What is “deforestation”?
2. Why do we depend on the world’s forests?
3. What are “rainforests”? What factors are they defined by?
4. How many acres of rainforests does our planet lose every year? Where do they go?
5. What drives human to destroy this precious ecosystem?
6. Why do rainforests grow all year long?
7. Are the effects of rainforest destruction felt by every community in the world?
8. How many square miles of tropical forests remain?
9. What can you offer to prevent deforestation?

### **Mark the sentences true or false?**

1. The world is made up of many different ecosystems.
2. Of primary global concern is the increase of the Earth’s tropical rainforests.
3. The effects of rainforests destruction are not felt by every community at all.
4. Rainforests are a treasure house of foods, medicines and other resources.
5. The World Resources Institute estimates that the planet loses 51 million acres of rainforest every year.

## INDOOR POLLUTION

Most citizens have the greatest contact with toxic pollutants not outside but inside their homes, offices and cars. These places are usually considered to be unpolluted, but the levels of many contaminants proved much higher indoors than out.

Daily routine exposes people to many harmful substances – chemicals known to cause cancer. Among them are toxic volatile organic compounds, including benzene (which comes from cigarette smoke); tetrachloroethylene (which is used to dry-clean clothes); chloroform (which comes from the chlorine used to treat water supplies). The chief sources of other toxic volatile compounds are ordinary consumer products, such as air fresheners, cleaning compounds and various building materials.

Other indoor contaminants are: carbon monoxide, a product of incomplete combustion, that robs the blood of oxygen; fine particles – particles smaller than 2,5 microns in size – the product of combustion, such as smoking, cooking, burning candles or firewood; pesticides and heavy metals; dust mites, mold and animal dander, which are asthma-including allergens.

The main sources of indoor pollution are right under people's noses – most repellents, pesticides, solvents, deodorizers, cleaners, dry-cleaned clothes, dusty carpets, paint, adhesives, fumes from cooking and heating and cigarette smoke, to name a few.

Scientists in America came to the conclusion that everyday items, with which people happily share their homes, could be more dangerous to their health than industrial pollution. For example, benzene is known to cause leukemia in workers continually exposed to its high concentrations. It is present in gasoline, some household products and in tobacco smoke. The average concentration of benzene people inhale in their houses is three times higher than typical outdoor levels. Some 45 per cent of the total exposure to benzene comes from smoking (or breathing smoke exhaled by others), 36 per cent from inhaling gasoline fumes or from using glues, 16 per cent from paints and gasoline, stored in basements or attached garages. And only 3 per cent comes from the industrial pollution. So living with a smoker is dangerous for one's health.

Cutting all industrial releases of benzene would reduce health risks only to a tiny fraction. Yet even a modest reduction in cigarette smoking would significantly reduce the rate of benzene causing diseases.

Other volatile organic compounds that are quite toxic at high concentrations are also more prevalent indoors than out. The greatest exposure to tetrachloroethylene occurs when people live in buildings with dry-cleaning facilities, wear recently dry-cleaned clothes or store chemically laden garments in their closets. Moth-repellent cakes or crystals, toilet disinfectant and deodorizers are the major source of another cancer-causing compound, paradichlorobenzene.

It is clear that less contact with volatile organic compounds is better than more. People can reduce their harmful effect to the people's health by avoiding products containing such pollutants.

But there are other worrisome vapours that are difficult to avoid. When people take hot shower, boil water or use clothes washers, they inhale chloroform – a gas, forming the chlorine, used to treat water supplies. The only way to minimize household exposure to chloroform is to drink bottled water or to run it through a good-quality filter and to improve ventilation in the bathroom and laundry.

Better airflow can also help to reduce the level of carbon monoxide, which can be very high indoors. This gas is particularly harmful to people with heart ailments. Poorly operated gas stoves, grills and furnaces can cause extremely unhealthful conditions – even death.

Another environmental concern that appears more severe indoors than out is the danger from fine particles. Exposures to these particles during the day are very high. Partly it can be explained by the fact that people do not simply float through the air. They usually stir up “personal clouds” of particle-laden dust from their surrounding as they move about.

Indoor air contains ten or more times higher concentrations of pesticides than outside air. Such poisons can be tracked in on people's shoes. Pesticides that break down within days outdoors may last for years in carpets, where they are protected from the degradation caused by sunlight and bacteria. For example, the pesticide DDT, banned from using in 1972, was found in the carpets of the Americans twenty years later!

House dust is the major source of exposure to cadmium, lead and other heavy metals, as well as to many pollutants. Carpets are most troublesome, because they act as deep reservoirs for these toxic compounds (as well as for dangerous bacteria and asthma-including allergens) even if the rugs are vacuumed regularly. Plush and shag carpets are more of a problem than flat ones; floors covered with wood, tile or linoleum are better for health, because they can be easily cleaned. Wiping one's feet on a doormat reduces the amount of

lead in a carpet by a factor of six. Removing one's shoes before entering is even more effective than just wiping the shoes. These preventive acts are very simple but they help to reduce the levels of contaminants considerably.

Sadly, most people and officials as well are rather complacent about indoor pollution. The Environmental Laws are focused mainly on outdoor pollution ignoring the fact that people spend 95 % of their time inside.

Few people know that the pesticides and volatile organic compounds found indoors cause 3,000 cases of cancer a year. So, these substances are just threatening to people's health as radon and tobacco smoke for non-smokers. Toxic house dust can be a particular menace to small children, who play on floors, crawl on carpets and regularly place their hands in their mouths. Infants are particularly susceptible: their rapidly developing organs are more prone to damage, they have a small fraction of the body weight of an adult and may ingest five times more dust – 100 milligrams a day on average. Each day an average urban child ingests 110 nanograms of benzopyrene – it is equivalent to smoking three cigarettes.

People do not have to wait for their government to make changes in the environmental regulations. Reducing exposure normally demands only modest alterations in one's daily routine. Giving up smoking, taking out carpets, improving ventilation, using water and air filters, avoiding household products, containing toxic compounds, will make our houses and offices healthier places to live and work.

### **Words and expressions**

odour – аромат, запах, привкус

shade – тень

grit – гравий, песок

fuel – топливо

pollution – загрязнение

measure – мера, степень

deposit – класть откладывать

loose into – высвободить(ся)

combat – бороться

persistent – устойчивый, постоянный

unburnt – несгоревший

comprehensive – всеобъемлющий, исчерпывающий

extent – размер, круг, диапазон

on the average – в среднем

phenomena – явления

hygiene – гигиена

### **Answer the questions**

1. Why is indoor pollution more dangerous than outdoor pollution?
2. What volatile organic compounds do you know? Name them.
3. What do these chemicals cause?
4. What are the main sources of indoor pollutants?
5. Why should we drink bottled water?
6. Where can we find pesticides indoors?
7. What does house dust consist of?
8. What are the main indoor contaminants? Name them.
9. How much time do people spend indoors?
10. What should we do to prevent ourselves from indoor pollution?
11. What are the ways to minimize the level of contaminant?

### **Mark the sentences true or false?**

1. The levels of many contaminants proved much higher indoors than outdoors.
2. Such contaminants are not known to cause cancer.
3. Carbon monoxide is a very useful chemical for our health.
4. One of the main sources of indoor pollution is pesticides.
5. Volatile organic compounds are very toxic at high concentrations.
6. More contact with volatile organic compounds is better than less.
7. When people take hot shower they inhale chloroform.
8. Shag carpets are never a problem for pollutants as compared with flat ones.
9. The Environmental Laws are focused mainly on outdoor pollution.
10. House dust can never be a menace to small children.

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