

O.V. AFANASYEVA
I.V. MIKHEEVA

ENGLISH

R READING

W WRITING

G GRAMMAR

V VOCABULARY

S SPEAKING

L LISTENING

Tests

IX



PROSVESHCHENIYE
PUBLISHERS

О. В. АФАНАСЬЕВА
И. В. МИХЕЕВА

АНГЛИЙСКИЙ ЯЗЫК

КОНТРОЛЬНЫЕ ЗАДАНИЯ

IX класс

Пособие для учащихся общеобразовательных
учреждений и школ с углублённым
изучением английского языка

2-е издание

Москва «Просвещение» 2012

УДК 373.167.1:811.111
ББК 81.2 Англ-922
А76

АНГЛИЙСКИЙ ЯЗЫК

КОНТРОЛЬНЫЕ ЗАДАНИЯ

9 КЛАСС

УЧЕБНО-МЕТОДИЧЕСКОЕ ПОСОБИЕ

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

Сборник содержит задания, направленные на проверку знания учащимися лексического и грамматического материала учебника, а также на проверку уровня сформированности когнитивных способностей и коммуникативных навыков.

ISBN 978-5-09-029140-8

© Издательство «Просвещение», 2011
© Художественное оформление.
Издательство «Просвещение», 2011
Все права защищены

TESTS TO UNIT ONE

Pages of History: Linking Past and Present

I. Listening Comprehension Tests

Test 1

 Listen to the text “When Were the First Police Organised?” and decide which of the sentences below are True (T), False (F) or Not stated (NS).

1. There didn't exist any police in ancient Egypt.
2. The first police force was formed in England.
3. A special police force in Rome was organised in the year 350 AD.
4. When the first police came to existence they were used to carry out the rulers' orders.
5. The English introduced a system of daytime police and night police in the 15th century.
6. The first police uniform in Britain had to be approved by the king.
7. The police in the USA are not a part of the national government.

Sentences	1	2	3	4	5	6	7
Variants							

Test 2

 Listen to the text “A Trip Around the World” and choose the appropriate items to complete the statements below.

1. The Portuguese explorer Ferdinand Magellan [mə'gɛlən] _____ that the Earth is round.
 - a) announced during his voyage
 - b) made it evident by his voyage
 - c) claimed to have proved
2. Magellan belonged to a(n) _____ Portuguese family.
 - a) rich
 - b) royal
 - c) high social class

3. During his voyages Magellan proved that he was a(n) _____ navigator.

- a) experienced
- b) celebrated
- c) courageous

4. Being in the King's service Magellan decided _____.

- a) to repeat Columbus' voyage exactly
- b) to reach the land that Columbus had discovered and move further
- c) to sail east and discover new lands

5. Magellan _____ a water passage to get to a new ocean.

- a) hoped he could find
- b) doubted he would be able to find
- c) had an evident proof that there existed

6. Magellan and his sailors named the new ocean Pacific because _____.

- a) its waters were always peaceful
- b) Spain had peaceful intentions towards the native population of South America
- c) its waters looked calm and quiet when Magellan's ship was crossing them

Statements	1	2	3	4	5	6
Variants						

Test 3

 Listen to the five people speaking about the US Presidents and decide which of the presidents:

- a) took this position without being elected
- b) served in the American Army
- c) used to be a teacher
- d) wrote the Declaration of Independence
- e) was elected four times for Presidency

Speaker	1	2	3	4	5
Variants					

II. Reading Tests

Test 1

Read the text “Thomas Jefferson, Architect” and match its parts with the appropriate titles. There is one title you don’t need to use.

- a) More than 40 Years to Build a House
- b) Establishing a New Educational Institution
- c) Dissatisfaction with the American Colonial Architecture
- d) Jefferson’s Political Career
- e) A Man of Various Talents
- f) An Unusual Name for the Construction Site in America
- g) The First Building Untypical of the Colonial Architecture
- h) Gaining European Experience in Architecture

Thomas Jefferson, Architect

You probably know that Thomas Jefferson was one of American early Presidents. But he was also the first American architect to become world famous.

1. When Jefferson was young, there were no architects in colonies. The settlers built their own houses, which were mostly box-shaped and considered ugly by Jefferson. Pictures of ancient Greek and Roman buildings in Europe fascinated him. He began to study the writings of European architects, especially those of Andrea Palladio.

2. After finishing college, Jefferson became a lawyer. When he was not practicing law, he was working on the design of the house he planned to build for himself. He had already chosen the place. It was called Monticello, which is an Italian word meaning “little mountain”.

3. In 1768 he began to level the mountain top. He cut trees to clear a road and saved timber to use as beams in the house. He made bricks from the hard red clay dug up for the foundation. The first part of the house was a small, one-room brick building. Jefferson and his wife moved into this room shortly after their marriage. But Monticello was not completed until after Jefferson left the Presidency in 1809.

4. In 1784 Jefferson was sent to Europe to set up trade agreements with European countries. He studied the buildings of Paris and travelled to see other buildings in other European cities. These travels changed some of his ideas about architecture.

5. Before going to Europe, Jefferson had begun the design for a building that was to be the State Capitol in Richmond, Virginia. While in France, he was asked to send home plans for the new building. Jefferson imagined the

building that would look like an ancient Roman temple. He worked with a French architect and then sent finished plans and a plaster model to Richmond. The State Capitol was completed in 1792. It was the first building in the USA modeled after an ancient Roman temple. Later this style became very popular.

6. Jefferson spent most of his last years creating the University of Virginia. He urged the state to start a public university and to pay for its construction. His work at the university enabled him to combine his love of education with his love of architecture. He designed all the buildings. He planned the courses. He hired the teachers and bought the books. The university opened in March, 1825. Jefferson was its first Head.

7. In July, 1826, Thomas Jefferson died. He is best remembered as a great President and the author of the Declaration of Independence. But he is also famous for being the foremost American architect of his time.

Parts of the Text	1	2	3	4	5	6	7	Extra
Titles								

Test 2

Read the text “Bloody Mary Tudor” and complete it with the phrases below.

- showed signs of success
- during her reign
- the title “King of England”
- the daughter of Catherin of Aragon
- if she died
- was Mary’s marriage

Bloody Mary Tudor

Mary Tudor became queen in 1553. She was 1. _____ and had been brought up as a Catholic. 2. _____ Catholicism was revived in England. It is estimated that 300 Protestants, including the Archbishop of Canterbury were burnt at the stake. More unpopular, however, 3. _____ to Philip of Spain. The marriage treaty stated that, while Philip would have 4. _____, he could not interfere in government. He could not succeed Mary 5. _____ either. The marriage drew England into a war with France in 1557 which at first

6. _____. In 1558, however, the French captured Calais, the last English possession across the English Channel. Mary died soon afterwards.

Blanks	1	2	3	4	5	6
Phrases						

Test 3

Read the text “The Brutal Show” and choose the appropriate item to complete the statements after it.

The Brutal Show

Gladiator fights in Ancient Rome were a popular form of entertainment and at the same time bloodiest shows that history ever witnessed. Emperors knew what kept the Roman crowd happy. It was bread and circuses — and what circuses. The gladiators killed each other to musical accompaniment, played by girls on water-powered organs in the arena. As warm-up, Romans liked to see animals hunted to death. Demand for animals in the arena was so great that lions became extinct in Mesopotamia, elephants disappeared from North Africa, and tigers from the Caspian Sea. The rarer the animal, the better: even a polar bear is recorded as being sent to Rome. Not every animal was involved in death, some of them did tricks.

But tricks and hunting were not what the audience wanted to watch. They wanted proper fights, mass deaths.

And they got them. The Colosseum itself was a wonderful piece of work, designed for public death. It seated 50,000 spectators in five tiers, with free admission for all — emperors knew how to buy popularity — and all 50,000 could exit in two minutes in an emergency. Beneath in were underground cells and cages for gladiators and animals — there was not much difference in status. Lifts and trap doors could raise cages full of either men or animals into the middle of the arena. The Colosseum was built in 80 AD by the Emperor Titus; and in the first two weeks, 2,000 gladiators were killed in it; 900 animals were destroyed in its first hundred days.

We know when the first gladiator fight took place in Rome, and why they fought. Three pairs of slaves were set to fight to death in 264 BC at the funeral of a member of the Brutus family. It was a religious rite based on human sacrifice, borrowed from the Etruscans. Romans soon found they liked the sacrifice but could do without the religion. Why did gladiators fight each other to death? They had very little option. Trained gladiators were slaves;

untrained ones were condemned criminals or prisoners-of-war. Sometimes they fought chained; more often, men with whips stood behind to urge on any who were reluctant to fight. One who fought bravely might just win the crowd's approval and be spared if defeated. One who did not would certainly find no mercy. At certain times in Roman history, five victories would win the gladiator-slave a wooden sword and his freedom; and a good gladiator was the pop star of his day.

The gladiator school at Pompeii had 71 sleeping rooms on two floors around a central training-hall; and Pompeii was not a particularly big town. In such schools they trained with wooden weapons. The owner of a school and of the gladiators in it was called *a lanista*. He wanted his gladiators to survive, so he could reuse them. But if not enough gladiators died, the Emperor, and the crowd could be dissatisfied, and the price the owner could ask for the next fight would go down.

Emperors, too, wanted to be gladiators. Caligula, who made his horse a consul, entered the arena as a gladiator — his opponents had wooden swords, he had a real one; not surprisingly, he won. Commodus, who ruled for 12 years until 180 AD, entered the arena too, firing arrows more or less randomly at other gladiators or at the crowd. Both of them were more or less mad.

1. The Roman emperors patronised gladiator fights because they _____.
 - a) enjoyed bloody shows
 - b) wanted to keep their people busy
 - c) wanted their people to be entertained
 - d) expected gladiators to show their skill of fighting
2. Romans came to the show primarily _____.
 - a) to see wild animals do their tricks
 - b) to look at the rare animals
 - c) to listen to girls play musical instruments
 - d) to watch gladiators kill each other
3. Shows in the Colosseum could be watched by _____.
 - a) the Roman nobility
 - b) anyone willing to do it
 - c) people of high social status
 - d) those who had admission
4. The Colosseum is an outstanding piece of work due to _____.
 - a) the fact that it was the biggest of its kind
 - b) the popularity of its shows

- c) its advanced engineering
 d) the fact that both animals and humans could perform in its arena
5. The date of the first gladiator fight in Rome _____.
- a) could hardly be known
 b) has been determined
 c) is uncertain
 d) was concealed by the members of the Brutus family
6. Gladiators fought each other to death because _____.
- a) they had practically no other way out
 b) they were notorious criminals
 c) they gave the oath never to be defeated
 d) they were people without mercy
7. Gladiators trained with wooden weapons in schools because _____.
- a) the price of metal swords was very high
 b) the owner of the school wanted to preserve the fighters not wounded
 c) the emperors could be dissatisfied if otherwise
 d) it was an old tradition

Statements	1	2	3	4	5	6	7
Variants							

III. Grammar Tests

Test 1 (Tenses: Present Simple and Present Progressive)

Choose the right form to complete the sentences and circle it.

1. What (do astronomers study/are astronomers studying)? 2. I'm not sure at what time exactly Rupert's bus (is arriving/arrives). 3. ("Do you dance?/Are you dancing?") "I used to when I was younger, but not now. I (am getting old/get old)". 4. I don't know what to do. Albert (is always talking/always talks) at my lessons. 5. The Halloween celebration (is starting/starts) at 6 p.m. We always (celebrate/are celebrating) it with broomsticks and pumpkins, nuts and apples. 6. Not all cuckoos (lay/are laying) their eggs in other birds' nests. 7. The pine (heads/is heading) the list of useful trees. 8. The coach (arrives/is arriving) at 9.30 a.m. 9. What in the world (do you dream/are you dreaming) about sitting here with your eyes closed? 10. She (is constantly playing/constantly plays) the piano at this time of night! I find it most annoying.

Test 2 (Tenses: Present Simple and Present Progressive)

Use the verbs in brackets in the required form — Present Simple or Present Progressive.

1. Doctors and nurses often (to help) _____ people in community clinics.
2. The book you (to wait) _____ for hasn't arrived yet.
3. What (you) (to talk) _____ about? I (not, understand) _____ you.
4. What time the concert (to begin) _____ ?
5. Hi, Bob! I'm glad to meet you here at the exhibition. How's life? What you (to do) _____ now?
6. We are told he (to arrive) on Saturday.
7. Jacob says the train (to arrive) _____ according to the time table.
8. When exactly you (to leave) _____ tomorrow?
9. I (to forget) _____ when he is going to come back.
10. Liza constantly (to lose) _____ her mobile.

Test 3 (Articles with predicative nouns)

Use the right article where necessary.

1. George Noel Gordon, _____ Lord Byron, was a poet.
2. Molière, _____ French Shakespeare, gained fame for comedies.
3. Edgar Allan Poe, _____ famous poet and writer of mystery stories, lost his parents when he was a little boy.
4. _____ composer Franz Peter Schubert did not live to be very old, but he wrote over 600 musical works in his brief lifetime of 31 years.
5. Albert Brown, _____ taxi driver, lives next door.
6. Who was _____ President of the USA in 1933?
7. In 1837 _____ Queen Victoria came to the throne.
8. William Pitt became _____ prime minister when he was only 24.
9. Tony Blair, _____ Labour leader, won the general election victory in 1997, ending 18 years of Conservative government in Britain.
10. Jane Evans, _____ girl who won the race, is my schoolmate.

IV. Vocabulary Tests Plus

Test 1 (Function words)

Write the same in English. Use function words expressing time.

1. Поверни налево в конце дороги.
-
-

2. В конце концов ему пришлось признать свою ошибку.

3. Она за пределами Москвы уже в течение полугода.

4. Жара в течение лета 2010 года была едва переносима для жителей Москвы.

5. Ты вовремя приехал на концерт?

6. Анжела никогда не приходит обедать вовремя.

7. Это произошло холодным январским утром.

8. Давай встретимся попозже сегодня утром.

9. Мои родители уехали в воскресенье, а я — три дня спустя.

10. Мы пообедали, а потом помогли маме мыть посуду.

11. Куда ты идёшь вечером?

12. Обычно он свободен в воскресенье утром.

Test 2 (Phrasal verbs)

Use the function words from the box and complete the sentences.

at	on	out	up
----	----	-----	----

1. Jim dropped his pen and bent to pick it _____. 2. Bullies often pick _____ younger children. 3. Try to eat your dinner, Jane. You've just been picking _____ it. 4. I don't know where my children have picked _____ those rude words. 5. Albert was really shocked and picked _____ the words with difficulty. 6. Can you pick _____ your sister in the crowd? 7. She started criticising my work in front of my colleagues. Everything that I did she picked _____ no matter how trivial. 8. Sarah picked _____ a plate of cheese for supper, but she wasn't really hungry. 9. They pick _____ our trash twice a week. 10. I'll pick you _____ at your place at 5.

Test 3 (Active vocabulary)

Complete the sentences using the words from the box in their right forms.

efficient, establishment, record, tame, subsequent, capture, contribute, culminate, contemporary, benefit

1. Years of waiting _____ in a tearful reunion. 2. Please _____ this collection of money to homeless families. 3. She was very _____ in reducing waste. 4. The _____ of diplomatic relations between the two countries improved the situation in that region. 5. The terrorists shot down our plane and _____ the pilot. 6. These songs _____ from a concert during last year's season. 7. My _____ destination was Vienna. 8. John Milton was born on December 9, 1608, thus being exactly _____ with Lord Claredon. 9. Justin's parents didn't think the boy would _____ from further study. 10. I'm not sure Morgan will be able _____ this panther. It's not a cub any more.

Test 4 (Active vocabulary)

Insert the necessary prepositions to make these sentences complete.

in	for	from	of (2)	to (3)	with
----	-----	------	--------	--------	------

1. a) This information is available _____ anyone. b) Are you available _____ a meeting tomorrow? 2. They were aware _____ the difficulties

that might occur. 3. The citizens of the town contributed clothing _____ the flood victims. 4. Did you benefit _____ your holidays? 5. I hope I'll have the opportunity _____ seeing you often. 6. Charles Darwin was contemporary _____ Karl Marx. 7. Some insects are beneficial _____ plants. 8. The 20th century witnessed a lot of outstanding achievements _____ science.

Test 5 (Active vocabulary)

Match the words in columns A and B and then use the collocations in their right forms to complete the sentences below.

A

- 1) achieved
- 2) benefit
- 3) captured
- 4) contribute
- 5) establish
- 6) record
- 7) tame

B

- a) earthquake shocks
- b) my interest
- c) wild horses
- d) a decorations committee
- e) to your magazine
- f) fame
- g) the farmers' crops

1. Mary and Pierre Curie _____ as scientists. 2. Rain will _____ as the soil is dry and the plants need water. 3. The film's strange title _____ and I decided to watch it on Saturday. 4. It's an honour to be invited to _____. I certainly accept the invitation. 5. The school authorities decided to _____ to prepare the gym for the school dance. 6. The recently bought seismograph can _____ even at such a distance. 7. They _____ at that ranch.

Test 6 (Plurals)

Give plurals for these nouns. Where possible give 2 versions.

- | | |
|-----------------------|--------------------|
| 1) an analysis _____ | 6) a cactus _____ |
| 2) a criterion _____ | 7) a formula _____ |
| 3) a datum _____ | 8) a medium _____ |
| 4) a phenomenon _____ | 9) a genius _____ |
| 5) a stratum _____ | 10) an index _____ |

Test 7 ("Historic" or "historical")

Give English equivalents for these Russian combinations of words.

- 1) исторический фильм _____
- 2) исторический музей _____

- 3) урок истории _____
- 4) исторический роман _____
- 5) историческое значение _____
- 6) историческое место _____
- 7) исторический факультет _____
- 8) историческая пьеса _____
- 9) исторические изменения _____
- 10) учитель истории _____

Test 8 (Articles with the noun "man")

Use *a*, *the* or *the zero article* before the noun *man*.

1. The ability of _____ man to talk is due to the way in which the larynx is made. 2. Larry was _____ handsome man in his early fifties. 3. I won't see Dr Jackson again. I don't like _____ man. 4. _____ modern man is responsible for a lot of disastrous events. 5. Unlike so many other great developments, no _____ man can claim credit for inventing the automobile. 6. One of the first fibers _____ man used for making cloth is wool. 7. "Do you know Edwin Hudson?" "No, I have never heard of _____ man." 8. Leonardo da Vinci was _____ many-sided man. 9. Davis Todd, _____ little plump man, turned out to be a brilliant member of our club. 10. Lewis Clark, _____ tall thin man of about 30, entered the building at 8 o'clock in the morning.

Test 9 (Topical vocabulary)

Give English equivalents for these Russian combinations of words.

- 1) объявить войну какой-либо стране _____
- 2) нести тяжёлые потери _____
- 3) осадить город _____
- 4) отразить атаки врага _____
- 5) стать беженцами (военнопленными, заложниками) _____
- 6) штаб главнокомандующего _____
- 7) закончиться победой (поражением) после тяжёлых боёв _____
- 8) захватить территорию врага _____
- 9) вести военные действия _____
- 10) освободить пленных _____
- 11) взять трёх офицеров в плен _____
- 12) развязать войну _____

Test 10 (Word building)

Read the text "War and Peace (1916—1941)" and make it complete with derivatives formed from the words on the right.

War and Peace (1916—1941)

<p>The two World Wars were the most important instruments of 1. _____ as well as political change in the 20th century. The rapid 2. _____ of the aeroplane is a 3. _____ illustration of this process, while the 4. _____ of the tank in the first conflict and of the 5. _____ bomb in the second show the same response to an urgent military stimulus. The wars were thus responsible for speeding the 6. _____ of ideas into practicalities and this period saw the beginnings of what was to be one of the greatest areas of 7. _____ in Britain; that of the communication industries. This was the period of the birth of television as well as the spur for 8. _____ the greatest 20th century communication advance, the computer.</p>	<p>techno- logy evolute strike appear atom transform grow possible</p>
---	--

TESTS TO UNIT TWO

People and Society

I. Listening Comprehension Tests

Test 1



Listen to the text "Benjamin Franklin" and decide which of the sentences below are True (T), False (F) or Not stated (NS).

1. At the end of the 18th century Philadelphia was the capital of the US.
2. The 1787 Constitution turned the confederation of several states into one national state.
3. Benjamin was the son of a printer.
4. A bank in Philadelphia is among the institutions Franklin helped to open.

5. The educational institution Franklin helped to open doesn't exist now.
6. Among other things Franklin was interested in physics.
7. Some of the things Franklin said are still remembered.

Sentences	1	2	3	4	5	6	7
Variants							

Test 2



Listen to the text “Abraham Lincoln’s Political Career” and choose the appropriate items to complete the statements below.

1. Lincoln was a _____ educated man.
 - a) poorly
 - b) brilliantly
 - c) self
2. He began his political career in _____.
 - a) his native state
 - b) Washington, D. C.
 - c) New York
3. The presidential election of 1860 was extraordinary because _____.
 - a) Lincoln was a Republican candidate
 - b) the member of candidates was untypical
 - c) Lincoln had little support in the southern states
4. The beginning of Lincoln’s presidency was the time of national _____.
 - a) disintegration
 - b) disappointment
 - c) discrimination
5. Lincoln was _____ common people’s problems.
 - a) aware of
 - b) unaware of
 - c) far from
6. By the end of the war Lincoln had become concerned with the future of _____.
 - a) the winning side
 - b) the losing side
 - c) the northerners

7. Lincoln had _____ to show his best qualities of a leader after the war.

- a) a chance
- b) no chance
- c) many chances

Statements	1	2	3	4	5	6	7
Variants							

Test 3

 Listen to 5 texts about five outstanding people who managed to influence the views of their contemporaries. Match the texts with the statements below. There is one statement you don't need to use.

- a) This man was unpopular with the country authorities who punished him for his views.
- b) This man is better known in other countries than in his own.
- c) This man was interested in language studies.
- d) This man worked a lot for the theatre.
- e) This man started his career at military service.
- f) This man's ambition was to create a new society.

1. Churchill	2. Voltaire	3. Penn	4. Johnson	5. Shaw	Extra

II. Reading Tests

Test 1

Read the text "The Unrecognised Republic" and match its parts with the appropriate titles.

- a) The Main Law
- b) Celebrated Citizens
- c) Popular Monument
- d) Autonomy
- e) Local Montmartre*

* **Montmartre** is a hill which is 130 meters high, giving its name to the surrounding district, in the north of Paris, France. Montmartre is known for its bohemian atmosphere. It is favoured by writers, artists and musicians.

The Unrecognised Republic

“Everyone has the right to be idle”, states the constitution of Užupis, the self-declared independent part of Vilnius, Lithuania.

1. Užupis is a small part of Vilnius that declared independence from Lithuania on April 1, 1997, as an ironic commentary on globalisation. It has its own flag, currency, president, constitution, and an army of somewhere between 12 and 17 men to defend it. Although Užupis celebrates its independence day every year, no government has officially recognised the area as a sovereign state.

2. The president of Užupis is Romas Lileikis. He wasn't actually elected; he just woke up one morning and felt like being president. Fortunately, Lileikis is a renowned poet, musician, and film director with five movies to his credit. He has also done great things for his republic, including appointing 70 international ambassadors. Honorary citizens include the 14th Dalai Lama.

3. Užupis is bohemian in its character. Situated on the eastern boundary of the Old Town, the area is popular with artists and boasts numerous cafés, galleries, and workshops. The name *Užupis* literally means “on the other side of the river” because it lies across the fast-flowing River Vilnia. It is home to some of the city's most spectacular views from its steep, woody summit.

4. The constitution of Užupis contains 41 articles in several languages, including Lithuanian, Russian, French, English, Polish, and, most recently, Swedish. The articles include such gems as “Everyone has the right to be idle”, “A dog has the right to be a dog”, and “Everyone has the right to be misunderstood”.

5. A bronze angel blowing a trumpet atop a tall pillar — a symbol of artistic freedom — has been the republic's main landmark since 2002. The sculpture was paid for by locals and is frequented by visitors to the republic.

Parts of the Text	1	2	3	4	5
Titles					

Test 2

Read the text “Phyllis' Story” and complete it with the phrases below. There is one phrase you don't need to use.

- if I wanted to keep my job
- a knock at my door
- who were intelligent, bright and lively

- d) after an interview
- e) as Islamic law forbids women
- f) to buy some food
- g) before I could say anything

Phyllis' Story

My decision to become an English governess for the Saudi Arabian Royal Family was rather impulsive. I had seen an advertisement which read "English Governess for Prince and Princesses of Saudi Royal Family" and the title intrigued me. I was recently widowed, left only with my husband John's debts, and I desperately needed a new start in life. And so, 1. _____ I was offered a job.

Princess Abtah ran the Royal house expertly. She introduced me to her children, Prince Bander, 17, Princess Jowaher, 14, and nine-year-old Princess Sarah — 2. _____. The next afternoon I asked Princess Abtah if I could go out of the Palace 3. _____. Just before I was due to leave, I heard 4. _____. "Princess say wear this", said Zahara, a small African woman. She gave me a facemask with openings for my eyes 5. _____ to show their faces in public. Then she held out a black gown, a floor-length cloak with sleeves, and, a black scarf to cover my head. I hated wearing the mask and felt like I couldn't breathe, but I knew I would have to keep it on 6. _____.

Blanks	1	2	3	4	5	6	Extra
Phrases							

Test 3

Read the text "The Man Who Worked Miracles" and choose the appropriate item to complete the statements after it.

The Man Who Worked Miracles

The many facets of Leonardo's genius earned him the title "Universal Man". His head was bursting with ideas for startling new devices and inventions. Some, such as tanks, gas-masks and helicopters, were not built until the 20th century.

"I choose to work miracles," said Leonardo, known as da Vinci from the tiny Tuscan town where he was born in 1452. But none of the fantastic concepts he evolved was put into practice in his lifetime. His reputation as an inventor and scientist has been overshadowed by his outstanding skill as a portrait and religious painter.

Leonardo has been called “ten men in one”. He was a painter, inventor, lute-player, sculptor, military engineer, scientific observer, anatomist, architect, town planner and designer. The 7000 pages of his “Notebooks” contain studies of anatomy, drainage systems, flying machines, observations on nature etc. As though to keep some of his ideas to himself, Leonardo — who was left-handed — used secret signs and abbreviations in his “Notebooks”.

The central significance of Leonardo’s contribution to mankind is that he rejected the medieval tendency to rely upon what books said and decided to study what happened in real life. Perhaps the most striking aspect of his mind was his intense curiosity and interest in everything he saw.

This “universal man” was the illegitimate son of a well-to-do lawyer. Little is known of his mother, Caterina, except that she married a builder and sent Leonardo to his father’s household. In 1469 the household moved to Florence where Leonardo remained for many years until the age of 30 studying and working but earning little.

In 1482 he wrote to the Duke of Milan, offering his professional services. He offered to work out various war machines. The duke engaged him as a military engineer, but because all his projects were very costly, none of his plans was ever put into effect. At the same time, architecture absorbed him: he designed streets, canals, churches, staircases, stables and central-heating systems.

In 1503 Leonardo completed work on the “Mona Lisa”, his world-wide famous masterpiece.

In 1513 he went to Rome, and the final stage of his life was spent in France as the guest of Francis I, who granted him a pension. Leonardo died in 1519. Over the centuries a lot of notebooks, drawings, plans and diaries which Leonardo left, have been lost. Leonardo has long remained a shadowy figure, much of his work spoiled or destroyed, and is only in recent years that his full stature — as an inventor and as an artist — has been revealed.

1. The author of the article calls Leonardo a “universal man” because the latter _____.

- a) had a lot of facets in his appearance
- b) was suitable for all possible situations
- c) was a many-sided person
- d) had a lot of influence upon everybody

2. Leonardo’s unique projects in the field of science, invention and engineering _____.

- a) have never been carried out
- b) were not launched during his life
- c) were realised in 1452
- d) have no practical value

3. Leonardo has been called “ten men in one” because he _____.
 - a) was as strong as ten men
 - b) could do himself the job usually performed by ten people
 - c) had more interests in life than ten usual adult people
 - d) knew how to do any job better than 10 men put together

4. As a child, Leonardo lived with _____.
 - a) his mother Caterina
 - b) Caterina’s husband, a builder
 - c) Caterina’s husband, a lawyer
 - d) the people of his father’s family

5. At the beginning of his career in Florence Leonardo _____.
 - a) made a fortune
 - b) learned a lot but didn’t earn much
 - c) worked a lot being well-paid
 - d) earned world-wide fame

6. Leonardo spent the last years of his life _____.
 - a) earning money in France
 - b) living in France on the money regularly paid to him
 - c) working for Francis I
 - d) travelling abroad

7. Leonardo is remembered by people as _____.
 - a) a great portraitist and landscapist
 - b) an outstanding discoverer
 - c) the greatest personality that ever lived
 - d) an Italian painter, inventor and scientist

Statements	1	2	3	4	5	6	7
Variants							

III. Grammar Tests

Test 1 (Tenses: Present and Past Progressive and Past Simple)

Some of the sentences below have mistakes. Find and correct them.

1. Jane was staying in London just for three days. 2. Oh, please, stop it! You can't be serious. You're just being nasty. 3. I don't know what happened to Tom and Joe yesterday: they were quarrelling the whole day. 4. For the first time he saw that Rachel was understanding him; his arguments were beginning to work. 5. The friends were playing football in the schoolyard during the break and missed the bell. 6. That evening Sue was looking sensational. 7. I'm not surprised that you were bored: you watched television all day long. 8. Every time I'm hearing this song, I laugh.

Right							
Wrong							

Corrected sentences:

Test 2 (Articles with names of persons)

Use the right article where necessary.

1. "_____ Uncle Tom's Cabin" used to be one of my favourite books.
 2. As _____ real McKenzie, Ian would never admit defeat. 3. This is a gift from _____ certain Mr Evans. Do you know him?
 4. The name of _____ Mother Teresa is famous all over the world. 5. She drove up to the house in _____ Lincoln. 6. _____ huge white Rolls-Royce inevitably attracted everybody's attention. 7. _____ old Samuel was the patriarch of _____ Reeds Family. 8. Just look at him. Isn't he _____ true Rembo? 9. I'd like

to go to the picture gallery as I want to see _____ new Raphael with my own eyes. 10. There's some bad news: _____ poor Kate is in hospital after a road accident.

IV. Vocabulary Tests Plus

Test 1 (Function words: "as" or "like")

Use *as* or *like* to complete these sentences.

1. _____ everyone knows, smoking is extremely dangerous for our health. 2. I admire Colin's dancing. I don't think I'll ever be able to dance _____ him. 3. His words sound _____ the truth but in fact he is lying. 4. I love this portrait of my mom _____ a child. 5. Properly washed, the car looked _____ new. 6. I was surprised to see that Becky was crying _____ a baby. 7. Prepare for the exams _____ you should and don't be afraid. You'll cope. 8. _____ your friend I feel responsible for what is happening to you. 9. Please don't argue, just do _____ you're told. 10. The poor man was gasping for air _____ fish out of water. 11. I make this dish exactly _____ my mother. 12. You see, Alex is going to be late again, just _____ I thought.

Test 2 (Phrasal verbs)

Some of the sentences with the phrasal verb *to cut* have mistakes. Find and correct them.

1. "What are you talking about?" Sally cut in. 2. The little girl won't cope with this big piece of chicken breast. If I were you, I would cut it down for her. 3. The new material is believed to cut down the risk of fires. 4. — Where did you get this photo? — I cut it out of yesterday's newspaper. 5. We always cut the tops up the carrots before washing them. 6. I was sorry to see all those beautiful old trees being cut off. 7. Jim couldn't wait: he cut off a thick slice of bread and buttered it. 8. Cut up a banana and an apple. Then put them in the blender. 9. I certainly advise you to cut out on sweets and cakes: you've been putting on weight recently. 10. The girl liked to cut flowers out of old greeting cards and use them for her own floral designs.

Right										
Wrong										

Corrected sentences:

Test 3 (Active vocabulary)

Match the words in columns A and B and then use the collocations in their right forms to complete the sentences below.

A

- a) to take
- b) to emerge
- c) to reveal
- d) to deal
- e) to foresee
- f) to change
- g) to signify
- h) to identify
- i) to comprise
- j) to accept
- k) to inherit
- l) to understand

B

- 1) the truth
- 2) with historical facts
- 3) their victory
- 4) aim
- 5) the property
- 6) from behind the clouds
- 7) twelve chapters
- 8) the significance
- 9) dramatically
- 10) the body
- 11) this proposal
- 12) the future

1. _____ carefully before you shoot, don't hurry. 2. We all waited for the moon _____ to continue our way through the dark forest. 3. The papers found in the old archives _____ about the beginning of the military conflict. 4. I knew that _____ I had to be as objective as possible and take all the nuances into consideration. 5. Knowledge of history helps us _____ and avoid repeating certain mistakes. 6. After the fire the view of the familiar landscape had _____. 7. The mountain climbers _____ by erecting the flag on the top of the mountain. 8. The police could find no papers that could help them _____. 9. The author's most recent book _____ and a preface. 10. Take your time and think hard before you _____. 11. Who is going to _____?

Has Mr Benson left a will? 12. It may take the nation considerable time _____ of the new social reforms.

Test 4 (Active vocabulary)

Complete the sentences with function words where necessary.

1. Please, restrict your speech _____ five minutes. 2. All the people in the country united _____ their leader in the battle against the enemy. 3. What is the school policy _____ mobile phones in class? 4. The candidate aimed his speech _____ the factory workers who might vote for him in the election. 5. A "P" in a circle signifies _____ a multi-storey car park. 6. We inherited this house _____ our grandparents. 7. I'm looking for a book that deals _____ the early history of Russia. 8. The state of Hawaii comprise _____ eight main islands and many smaller ones. 9. The worker was discontented _____ the dull job. 10. The sun emerged _____ behind the cloud.

Test 5 ("Join" or "unite", "policy" or "politics", "economic" or "economical")

Choose one of the two words to complete the sentences and circle it.

1. The newspaper article deals with the current (economic/economical) situation in the country. 2. We're learning to play a new game. Would you like to (join in/unite)? 3. Nowadays more and more young people are getting interested in (policy/politics). 4. (Joined/United) by the noble aim of defending their country they became more powerful than ever. 5. The new generation of washing machines is supposed to be extremely (economic/economical). 6. His (policy/politics) is/are rather liberal, especially on the problem of divorce. 7. By the end of the summer the two banks of the river were (joined/united) by a new bridge. 8. Time has come for us to develop (a) new (policy/politics) for our company. 9. At hard times people need to (join/unite) behind a real leader. 10. During the crisis a lot of people (joined/united) the army of the unemployed.

Test 6 (Words expressing large quantities)

Circle the more preferable variant.

1. Do you like (lots/much) sugar in your coffee? 2. He always has (plenty/a great number) to say. 3. He is making (many/lots of) money. 4. Does Barbara have (many/a great deal of) friends in New York? 5. Have another

piece of cake — there's (lots/a great number of) more. 6. Are there (much/many) more questions to answer? 7. There's (lots/a good number) to eat in the kitchen. 8. Nick doesn't know (a lot/much) about it. 9. I don't see (lots/much) similarity between the two industries. 10. She gets sad when she thinks about him, which happens (a lot/lots).

Test 7 ("Very" and its synonyms)

Use **much, far, many, very** to complete the sentences. In some cases two variants are possible.

1. The car exploded before my _____ eyes.
2. It had been a long day and he was _____ tired.
3. The website has the _____ latest music news.
4. He knows _____ more about it.
5. _____ more people can be involved in this project.
6. Sometimes the _____ thought of the world outside these walls makes her nervous.
7. We've got _____ more visitors than we expected.
8. There's _____ less trouble in the region than there has ever been.
9. The young lady looked _____ attractive.
10. Our house is at the _____ end of the street.

Test 8 (Topical vocabulary)

Write the same in English.

1. В центре внимания журналиста — гражданские и политические права и свободы.

2. Недавно российским правительством был подписан важный международный договор.

3. В этот день все газеты мира писали о новой атаке террористов и о необходимости борьбы с терроризмом.

4. Эта встреча на высшем уровне была посвящена вопросам войны и мира.

5. Было бы правильно избавиться от оружия массового поражения.

6. Все страны имеют право на независимость, суверенитет и территориальную целостность.

7. Право на образование провозглашено во многих странах, но не везде оно обеспечено.

8. Проблема беженцев — это международная проблема, её можно решить только сообща.

9. Каждый может пожаловаться на нарушения прав человека.

10. Было бы разумно (sensible), если бы все страны обязались не использовать силу в международных отношениях.

Test 9 (Word building)

Read the text “Who Was Socrates” and make it complete with derivatives formed from the words on the right.

Who Was Socrates

Socrates was born in Athens, Greece, about 470 BC. Little is known of his parents and childhood. He left no 1. _____s. His disciple, the great 2. _____ Plato, wrote down in the form of dialogues Socrates’ teachings and ideas. One of them is that it is wise to know that your 3. _____ is worth nothing. According

write
philosophy

wise

to Plato, Socrates spent his time in the market place of Athens talking to anybody who would listen. He liked to show people how 4. _____ they were by asking questions. The 5. _____ disliked him. Therefore they said that he did not believe in the gods and in the year 399 BC he was brought to trial on the charge of neglecting his 6. _____ duties. No one believed the 7. _____ s. But Socrates knew he would be condemned to 8. _____. His behavior while in prison was 9. _____. He took the cup with poison, drank it and died with a smile on his lips.

ignorance
Athens

religion
accuse
die
courage

TESTS TO UNIT THREE

You Are Only a Teenager Once

I. Listening Comprehension Tests

Test 1

 Listen to the text "Changing the Nation's Eating Habits" and decide which of the sentences below are True (T), False (F) or Not stated (NS).

1. The UK Government show anxiety about schoolchildren's eating preferences.
2. The Government do not permit certain junk food on schools' menus.
3. The campaign against burgers, chips and chicken nuggets started last year.
4. Junk food can't lead to disastrous results.
5. Everybody agrees that new school menus will make students have healthier meals.
6. Schools are going to have new educational programmes about food.

Sentences	1	2	3	4	5	6
Variants						

Test 2

 Listen to the text “Students’ Life” and choose the appropriate item to complete the statements below.

1. _____ get used to Cambridge.
 - a) It took the narrator a long time to
 - b) It didn’t require much time and effort on the part of the narrator to
 - c) Time passed but the narrator couldn’t

2. The narrator shares the rooms with _____.
 - a) an Indian
 - b) a Chinese
 - c) an Englishman

3. The narrator’s rooms _____.
 - a) faced the College gardens
 - b) were pleasant to look at
 - c) didn’t have much furniture

4. Students at Cambridge have a tradition of _____.
 - a) having tea in the morning together with their friends
 - b) inviting friends to their rooms to solve common problems
 - c) having a cup of afternoon tea with friends

5. Students at Cambridge _____.
 - a) should discipline themselves
 - b) are severely punished for misbehavior
 - c) are treated like schoolchildren

6. At Cambridge students _____.
 - a) work every day till midnight
 - b) are fined if they don’t work properly
 - c) have time for academic work as well as for entertainment

Statements	1	2	3	4	5	6
Variants						

Test 3



Listen to 5 texts about the books recommended to teenagers. Match the titles with the statements below.

Titles:

- 1) *Checkmate*
- 2) *The Lion, the Witch and the Wardrobe*
- 3) *Pride and Prejudice*
- 4) *Ark Angel*
- 5) *Gangsta Rap*

Statements:

- a) This book tells about some real events
- b) This book is for lovers of the romantic story
- c) This book attracted public interest by its topicality
- d) This book describes a lot of events which can hardly happen in life
- e) This book was inspired by certain films

Titles	1	2	3	4	5
Statements					

II. Reading Tests

Test 1

Read the text “Parents *versus* Friends” and match its parts with their main ideas.

- a) Though teens are becoming grown-ups at a younger age they rely on their parents for money much longer than before.
- b) The need for teens to emotionally separate from their parents is a natural part of human development.
- c) Separation from parents may help teens become independent people as adults.
- d) Youths and their female counterparts develop differently in the adolescent period.

Parents versus Friends

1. What is it about teenage social life that causes so much worry in so many people? The first great teenage upheaval* is that their relationship with their parents changes. During the early teenage years parents change from being the central force in their lives to being far more unimportant. Teenagers undergo an active process of rejection of their parents which is probably essential for their development as individuals. They become defensive, naturally aggressive and often unpleasant in their dealings with their parents.

2. Girls and boys may differ in the way they reject their parents. Boys develop slowly, and because of this they must wait longer to challenge their father in social dominance. The fact which often prevents conflict within the family may be rather irritating for boys. Girls, who develop their mental abilities more quickly, may have very strong desires to achieve something throughout their adolescent years. Maybe this explains why teenage girls emotionally distance themselves from their parents more actively than boys do.

3. Nowadays teenagers try to separate from their parents in favour of friends more actively than in the previous centuries and the gap between teenagers and parents may be made more stressful by certain aspects of modern life. It is clear that teenagers are becoming physically, and possibly mentally mature at an earlier age than at any other time in our species' history. So they now often reject their parents at a younger age — a shift that parents find painful, and that teenagers find hard to cope with. At the same time, the structure of many modern societies means that teenagers are financially dependent on their parents for longer than ever.

4. At the same time that teenagers are rejecting their parents, they are undergoing a second profound social upheaval: they are becoming more attached to friends. They talk to their friends for four times as long each day as to adults. Many teenagers report that they are happiest when chatting to their friends. This drive to commune with adolescent peers is very important because teens learn to help each other out for mutual gain, they learn to interact socially, which becomes the basis of adult social interaction and it helps develop a teen's identity and self-esteem.

Parts of the Text	1	2	3	4
Main Ideas				

* **upheaval** [ʌp'hi:v] — сдвиг, переворот.

Test 2

Read the text “Five Great Hobbies for Teens” and choose the appropriate item to complete the statements after it.

Five Great Hobbies for Teens

Hobbies are an important part of a teenager’s life. They help teenagers learn a lot about so many things. Depending on the hobby, a teen can become more familiar with history, social sciences, and varying cultures. The importance of a hobby can be demonstrated in the statistics that show teens with a great hobby are less likely to get into trouble than teens who don’t have such a passionate pursuit in their lives. Writing, collecting, building, music and photography are often regarded as hobbies that will challenge, educate and motivate teens all year round.

Collecting is a great hobby since it can involve collecting just about anything that appeals to the teen. While stamps and coins may not be exciting enough for today’s teens; postcards, bookmarks, even posters or T-shirts can be great ideas for collecting. Many teenagers enjoy collecting items that relate to places they have visited. Collecting gives teens a sense of purpose and a focus for their energies.

Writing stories or poems can be a great hobby for teens too. Often teens need a channel for expressing themselves without the fear of judgment. Writing a diary or secret notebook helps teenagers gain a sense of privacy. And this is important for their development. Writing also increases the language skills of teens, which will help them better communicate later in life. Writing is also a very inexpensive hobby to have.

By building we understand woodworking, metalworking or anything else that refers to working with your hands and results in a finished product. Whether it is airplane models or birdhouses, most teenagers can find something interesting and enjoyable to build. Building helps teens learn to concentrate. It is good for our young people to learn how to make their own goods.

What kid hasn’t at one time or another dreamed of being a music star? Music is very important in the life of a young. It promotes creativity, self-expression, and self-confidence. Although music as a hobby can end up costing a lot of money, there are stores that offer used instruments and equipment. Renting an instrument is a good place to start out too.

In this day and age, photography can mean anything from taking pictures and self-developing them to taking digital photographs which are then “touched-up” with Photoshop.

With the invention of digital cameras, taking up photography as a hobby has never been easier or less expensive. But as teens become more interested,

more advanced equipment can be added. Obviously there are many more hobbies that may appeal to teens. The trick is to let them figure it out through trial and error. But hobbies certainly may help make great teens turn out to be even greater adults.

1. Hobbies are important for teens as _____.
 - a) all of them develop creativity
 - b) they can demonstrate the young's success in life
 - c) they never lead to trouble
 - d) they possess a certain educational value
2. Writing, collecting, building, music and photography are _____.
 - a) five of the really great hobbies available for teenagers
 - b) the only available great hobbies for teenagers
 - c) much more interesting hobbies available for teenagers than the rest
 - d) the only inexpensive hobbies available for teenagers
3. Collecting seems interesting for teens as it _____.
 - a) helps them express themselves through the odd things that they collect
 - b) develops their imagination far better than other hobbies
 - c) involves possession of such things as posters and T-shirts
 - d) gives an opportunity to collect whatever young people like
4. Writing seems an excellent hobby for teens as _____.
 - a) they can express all their adolescent fears on paper
 - b) they can write whatever they want and not be frightened of criticism
 - c) most of them love to play games with a hint of secrecy
 - d) they will develop profound abilities as future orators
5. The word *building* in the article is a term that is used to denote _____.
 - a) creating various structures
 - b) making something by joining things together
 - c) making something from the materials teens have using their own skills and abilities
 - d) accomplishing something from next to nothing
6. Music as a hobby is _____.
 - a) always a very expensive thing
 - b) something that develops self-assurance

- c) something every kid dreams of
- d) a way of becoming a pop star

7. Photography is a hobby that _____.
- a) not all the kids can afford
 - b) not all the kids can cope with
 - c) consists of using a digital camera
 - d) nowadays is not difficult at all

Statements	1	2	3	4	5	6	7
Variants							

Test 3

Read the text “Britain’s 16-Year-Olds Want to Vote” and complete it with the phrases below.

- a) 16-year-old girl
- b) was the first European country
- c) 66% of British people
- d) until you are 18
- e) are too immature to vote
- f) ridiculous it was that there was a time

Britain’s 16-Year-Olds Want to Vote

In the UK, you can’t vote 1. _____. Many people in the country think that now it is time to change the voting age. New research shows that 2. _____ are in favour of a new voting age at 16. Julie Morgan put the idea to Parliament, but not enough MPs arrived to vote it into law. “I hope one day when 16-year-olds can vote”, she says, “we will look back and think how 3. _____ when they couldn’t vote”.

Lulu Shooter, a 4. _____, thinks that 16-year-olds should have the right to vote. She says that she is part of society and she wants to be represented. The girl say, “If I get a job, I have to pay tax but I can’t vote. I can get married at 16, I can drive at 17, I can join the army and go to war, so I’ve already got lots of responsibility.”

But many people are against the idea because in their opinion young people at 16 5. _____. Lulu disagrees with them. “I’m affected as much as everyone else and I’m mature enough to make up my own

mind. I read the newspapers so I know what's going on. We had politics lessons at school so I understand the system. And do you know that Austria 6. _____ to introduce the right to vote at 16. in 2007?"

Blanks	1	2	3	4	5	6
Phrases						

III. Grammar Tests

Test 1 (Tenses: Present Perfect and Past Perfect)

Use the verbs in brackets in the required form – Present Perfect or Past Perfect.

1. It was the beginning of a new year. Both young women were full of good spirits and happier than they (to be) _____ for years. 2. "I'm a little tired. All these people in the Market. I never (to see) _____ it so busy." 3. Betty said she (to have) _____ enough of crowds for one day. 4. After Maggie (to wash) _____ and (to dry) _____ her hands, she went to the child's bed. 5. It's lovely to see you, Gwen. I (to miss) _____ you a lot. 6. As soon as John (to finish) _____ his painting he went for a stroll. 7. The light (to change) _____ in the last few hours and High Street looked different. 8. It didn't seem possible that Jane (to leave) _____ for New York the day before. 9. When Jill (to do) _____ the ironing she felt she was exhausted. 10. The storm (to stop) _____ and a light breeze was blowing.

Test 2 (Articles with countable and uncountable nouns)

Use the indefinite article where necessary.

1. a) We use the extra bedroom as _____ study. b) Many hours of _____ study are needed to learn French well. 2. a) George delivered _____ wonderful speech on computers. b) Animals do not have the power of _____ speech. 3. a) That is _____ very expensive medicine. b) I don't think Henry plans to have a career in _____ medicine. 4. a) _____ wood is cut and prepared for use as building material or fuel. b) _____ wood is a large area of trees growing near each other. 5. a) The new player has _____ youth but lacks experience. b) The car was driven by _____ youth of about eighteen years of age.

Test 3 (Articles with countable and uncountable nouns)

Write the same in Russian.

1. Iron is the most important metal of grey-white color.

2. I think we need a new iron, Mary.

3. On the way home we bought an evening paper.

4. Two chicken salads, please.

5. There was a nickel on the table.

6. There was fried chicken and mashed potato for dinner.

7. Would you like fish or meat as the main course?

8. How many fish have you got in your aquarium?

9. There were three potatoes in the bowl.

10. Where do deer usually live?

Test 4 (Plurals)

Give plurals for these nouns.

- | | |
|--------------------|-------------------|
| 1) a fish _____ | 6) a potato _____ |
| 2) a chicken _____ | 7) an iron _____ |
| 3) a deer _____ | 8) a stone _____ |
| 4) an apple _____ | 9) a brick _____ |
| 5) a sheep _____ | |

IV. Vocabulary Tests Plus

Test 1 (Prepositions "to", "for", "on" with nouns)

Give English equivalents for these Russian combinations of words.

- 1) ключ от двери _____
- 2) наша любовь к родителям _____
- 3) приглашение на вечеринку _____
- 4) ответ на вопрос _____
- 5) реакция на слова _____
- 6) по делам _____
- 7) наше уважение к даме _____
- 8) в огне _____
- 9) моё отношение к проблеме _____
- 10) исключение из правила _____

Test 2 (Active vocabulary)

Use the words from the box and complete the sentences.

as	at	for (2)	on	through	to (3)	with
----	----	---------	----	---------	--------	------

1. Barbara Taylor Bradford dedicated her novel "Act of Will" _____ her parents Winston and Freda Taylor. 2. Laura cast a glance _____ her wedding ring. 3. This hotel has accommodation _____ 350 people. 4. I never spread jam _____ my toast; I don't like it. 5. I. Smoktunovsky was cast _____ Hamlet in G. Kozintsev's black-and-white film. 6. I am provided _____ everything I need. 7. John is notorious _____ his wild behavior. 8. I demand absolute obedience _____ School Rules. 9. Never refer _____ these words of mine. 10. Last year he tramped _____ Scotland.

Test 3 (Active vocabulary)

Use the words from the box and complete the sentences.

volunteer, provide, notorious, dedicated, adults, obedient, spread, tramped, rebel, cast-off

1. The epidemic _____ to neighboring countries. 2. Alice now helps in a local school as a _____ three days a week. 3. Mrs Thomas Bell said Robin had been a _____ at school. On the contrary, he was well-behaved and quiet. 4. The book was _____ to her mother. 5. The government will _____ temporary accommodation for these people. 6. I don't think I can allow you to watch the film. It's for _____ only. 7. I'm sick of wearing my sisters' _____ clothes. 8. Gerald was a(n) _____ patient and always followed the doctors' advice. 9. Alex _____ the streets looking for a job. 10. Florence is a(n) _____ gossip. She easily spreads rumours about people.

Test 4 (Active vocabulary)

Match the words in columns A and B and then use the collocations to complete the sentences below.

A

- a) adult
- b) devoted
- c) notorious
- d) obedient
- e) rebellious
- f) voluntary

B

- 1) criminal
- 2) basis
- 3) speeches
- 4) life
- 5) servant
- 6) mother

1. You say he is a(n) _____ but we have never heard of him in our locality. 2. Do you think it is really easy to lead a(n) _____? 3. I couldn't approve of his _____, as you understand. 4. Mrs Evans has always been a caring and _____. 5. The last line of the letter was: "Your _____." 6. We all work here on an entirely _____.

Test 5 (Active vocabulary)

Choose the correct item to complete the sentences.

1. I think we'll be able to _____ you with the money you need.
a) produce b) provide c) enable d) manage
2. I've known James all my life and can say he has always been a _____ liar.
a) famous b) celebrated c) notorious d) known
3. They demanded an immediate _____ as they couldn't move further without it.
a) provision b) obedience c) accommodation d) answer
4. The work was _____ and not interesting at all but it had to be done.
a) hard b) voluntary c) captivating d) efficient
5. I'm not sure Vicky was a willing _____ in this affair.
a) participate b) participation c) participant d) participative
6. Allan has always been a _____ and disapproved of the accepted ways of doing things.
a) criminal b) opponent c) rebel d) remover
7. How dare you _____ his name?
a) refer b) mention c) comment d) tell

Test 6 (Phrasal verbs)

Use the function words from the box and complete the sentences.

for	out	to	up
-----	-----	----	----

1. I'll speak _____ the director about a pay rise for you.
2. Uncle Philip never argued, never spoke _____ himself.
3. I'm quite deaf, you'll have to speak _____.
4. This fact spoke _____ itself.
5. You must choose one person to speak _____ the whole group.
6. Don't you dare speak _____ her like that again!
7. Nothing can be done till they speak _____. It is their opinion that his majesty is waiting for.
8. As the tempers rose, he spoke _____ strongly against the strike.

Test 7 (Spelling)

Double the consonant where necessary.

- | | |
|------------------|-----------------|
| 1) forget__ing, | 7) regret__ing, |
| 2) confer__ing, | 8) begin__ing, |
| 3) permit__ed, | 9) visit__ed, |
| 4) develop__ing, | 10) prefer__ed, |
| 5) cover__ed, | 11) occur__ing, |
| 6) refer__ed, | 12) limit__ed |

Test 8 (Topical vocabulary)

Give English equivalents for these Russian combinations of words.

1) смущать родителей скандальным поведением

2) стать компьютерным фанатом («подсесть на комп»)

3) пренебрегать школьными занятиями и домашними заданиями

4) стать болельщиками спортивной команды

5) стараться быть во всём независимым

6) плохо воспитанные и дерзкие подростки

7) сверхамбициозные планы

8) смущаться (стесняться) своего внешнего вида

9) «круто» выглядеть в глазах друзей

10) рисковать собственным будущим

Test 9 (Word building)

Read the text “Childhood Friends” and make it complete with derivatives formed from the words on the right.

Childhood Friends

Friends from our childhood or 1. _____ are special, no matter how much time has elapsed between visits. These compelling 2. _____s are the result of shared roots during the 3. _____ years. Our childhood friends and teenage sweethearts experienced with us all the 4. _____, 5. _____, boring and embarrassing moments that helped to make us who we are today.	adolescent connect format wonder horror
Yet, when children are young, parents may regard these relationship as 6. _____. If the family must move to a new community and the children’s close friends must be left behind, so what? They will make new friends, the parents assure them. But, is a friend as 7. _____ as a new toy for an old one? Isn’t there more to 8. _____ than that? Why are we so elated to 9. _____ long lost friends in our adult years if, as some parents believe, they were so 10. _____ to us as children?	significant interchange friend discover dispense

TESTS TO UNIT FOUR

Family Matters

I. Listening Comprehension Tests

Test 1

 Listen to the interview with Ronan, a pop singer, and decide which of the sentences below are True (T), False (F) or Not stated (NS).

1. At the moment Ronan performs on his own.
2. Ronan believes it’s easier to perform on his own.

3. Ronan has a lot of admirers in France.
4. Ronan thinks that his family is of greatest value for him.
5. Ronan and Yvonne got married when she was 23.
6. Ronan feels the happiest when he, Yvonne and Jack go out together.
7. Ronan comes from a big family.
8. Ronan has always adored his father.

Sentences	1	2	3	4	5	6	7	8
Variants								

Test 2



Four people are speaking about their holidays with families and friends. Match their names with the statements. There is one statement you don't need to use.

- a) This person speaks about his/her love of the sea.
- b) This person speaks about his/her love of a European city.
- c) This person doesn't like lazy holidays on the beach.
- d) This person has children of his/her own.
- e) This person had to get adjusted to new circumstances.

Names	Bill	Jilly	Jackie	Simon	Extra
Statements					

Test 3



Listen to the text about Queen Elizabeth II and choose the appropriate items to complete the statements below.

1. _____ people wanted to see Queen Elizabeth II on her coronation day.
 - a) Eight thousand
 - b) Three million
 - c) Twenty million
2. Buckingham Palace was _____ place during the Second World War.
 - a) the safest
 - b) a safe
 - c) an unsafe

3. At some stage the monarchy began to lose its popularity because of _____.

- a) the attacks of the press
- b) family problems
- c) new tendencies in modern life

4. The British monarchy can last only if it becomes _____.

- a) different
- b) more popular
- c) tax-paying

5. Now a member of the royal family _____ to marry someone who doesn't belong to the Church of England.

- a) is able
- b) is not allowed
- c) can only dream

Statements	1	2	3	4	5
Variants					

II. Reading Tests

Test 1

Helen McCrory played the title role in a popular screen adaptation of "Anna Karenina". Read what she feels about herself and her family and choose the right items in the statements that follow.

Helen McCrory:

I'm the kind of person who would get on with anybody. This ability to fit in probably comes from my background as a diplomat's daughter. When I was a child, my family travelled the world. I met the most extraordinary people — royals, politicians, nuclear physicists, actors. The best legacy that my parents left me is that everybody is extraordinary and you don't have to be like anybody else. When we lived in Dares Salaam, Tanzania, I was like Mowgli in "The Jungle Book". When we came back to England I wouldn't wear any clothes and I cried and cried because there were no trees. I would come out with lines like, "They've killed the world with concrete, Mummy."

In due time I went to boarding school in England and quickly adapted. On the day I went my father gave me a train ticket and told me if I didn't

like it I could go home. That gave me some choice, whereas a lot of other children had been sent there because their parents were divorced and they were unhappy children. On my first day at school, a girl said to me, "I'm the boss round here and you'd better treat me like the boss." I laughed and she drew a flick-knife, so I gave her a black eye. After that I didn't have any problems.

I found boarding school fascinating. It was very posh and I'd never been in that world of money before. I'd seen a world where people earned money because of their talent, but these girls had been brought up with money and had never known anything else. They had so much potential power but had no sense of responsibility or interest in society. It was that which made me want to become an actress because, even though it's not the same as being a politician, at least it makes me feel part of the real world.

It was during a visit to the National Theatre to see Judi Dench in "Mother Courage" that I really decided to become an actress, but my father didn't like the idea. We had big arguments. Although my parents were broad-minded, they'd met actors and knew what kind of lives they had when there wasn't any work around. So I studied very hard, got accepted at Oxford and didn't take up my place to prove to him how serious I was.

You see, I am my parents' daughter. If I'd listened to them too much I think they would have thought they hadn't brought me up properly. We are a family of Celts so we argue about everything but we still love each other. So it was tricky for a while, but they finally accepted my choice. My mum came to see me in "Elektra" at drama school and afterwards she said, "You've made the right decision." The first time my father saw me was at the National Theatre. He didn't say anything but when I saw the expression on his face I knew everything was fine.

1. Helen is a _____ person.

- a) social
- b) socialised
- c) sociable
- d) sociological

2. Helen's parents taught her that every person is _____.

- a) a child of nature
- b) an eager traveller
- c) a good diplomat
- d) a unique personality

3. Helen _____ the boarding school.

- a) soon got adjusted to
- b) never liked

- c) always hated
d) quickly left
4. Her school _____ Helen's choice of a career.
- a) had no influence on
b) had real influence on
c) stood in the way of
d) jeopardised
5. Helen's father didn't want her to become an actress because _____.
- a) he had met a lot of actors
b) actors couldn't earn a living
c) an actor's professional life has no stability
d) he wanted his daughter to go to Oxford
6. Helen's parents realised that _____.
- a) she was strong-willed
b) it was no good arguing with her
c) she would never go back on her word
d) she was made for the stage

Test 2

Read the extracts (1–5) from newspaper articles and match them with the headlines (a–f). There is one headline you don't need to use.

- a) What Love and Care Can Do
b) Why Not Turn Your Leisure Time into Pleasure Time
c) A Bitter Finale to the Secret War between a Young Soprano and Her Producer
d) How We Chased Nessie
e) How Junk Food Is Wrecking Our Children's Teeth
f) The Urge to See the World

1. She is the 14-year-old with the voice of an angel, who has sung for the Pope and Prince Charles. He is the show business guru who discovered her and masterminded her rise to superstardom, which has brought her a £10 million fortune. But the partnership between them has exploded. At the moment the young singer is taking her former teacher and supervisor to High Court.

2. The thrill of life on the road and discovering new countries has turned backpacking into a multi-billion-pound industry. Each year at least 200,000 Britons — often middle-class, idealistic and on a gap year after finishing university — set out with nothing but a rucksack on their back.

A spokesman for Trailfinders said: "Backpacking is very popular among young people as it is a cheap and efficient way of travelling."

3. Levels of decay were highest in Scotland, where 66 per cent of youngsters were affected, and lowest in the south east of England, with 44 percent.

Researchers found "significantly higher" levels of decay among children whose parents were manual workers, living on benefits, or whose mother had no formal qualifications.

The survey also looked at how much sugary and acidic products children were consuming. Older children were found to eat more chocolate and confectionery.

4. Our mother had taught Kathleen to write block capitals, and I began to find words printed between the lines of some of my reading books. Gradually, she learned to write sentences, and by the time she was 12, she was writing very quickly in extremely small, neat, block capitals.

Mother also taught Kathleen to read, and although for many years her progress was slow, suddenly, at the age of 17, everything seemed to come together. She was reading the newspapers, books, stories about film stars — everything.

No one could have given her more time or loving patience in teaching than our mother. Her often repeated advice to me was: "Never raise your voice, never lose your patience, and Kathleen will always do her best for you."

5. "Right," I said as we settled down to lunch at Fiddler's bar and café in the village of Drumnadrochit. "You've heard the pros and cons. Now, does the monster exist?"

My daughter, Catherine, and her friend, Elena, both 16 and on half-term leave, addressed the question seriously. "There's some unusual fish or reptile there but it isn't a monster," said Elena. Catherine was more cautious: "The exhibition tries to tell you the question is still open."

Extracts	1	2	3	4	5	Extra
Headlines						

Test 3

Read the text "Born at the Turn of the Century" about Lady Elizabeth Bowes-Lyon, the Queen Mother, and complete it with the phrases below.

- the first of Scotland's Stuart Kings
- were sometimes taken for their parents' grandchildren
- am sure you will be sorry to know
- Prime Minister twice and Home Secretary under Pitt the younger
- the death of Oscar Wilde in Paris

- f) knowing the right thing to say
- g) the family's beloved Glamis Castle in Scotland
- h) the unchallenged ruler of the household

Born at the Turn of the Century

Elizabeth was born on Saturday, August 4, 1900, in London. Her mother, Lady Cecilia, was 38, the daughter of clergyman and great-granddaughter of the 3rd Duke of Portland, who had been 1. _____. Upright and God-fearing, she was 2. _____ and passed on to Elizabeth a genius for family life.

Elizabeth's father, Claudie, became the 14th Earl of Strathmore in 1904, inheriting estates in Durham and 3. _____. He prided himself on being a descendant of Robert II 4. _____.

Claudie was tall, with white whiskers, a military bearing and a mildly eccentric manner. Elizabeth, the second youngest of ten children was born in a summer marked by other important events: a General Election victory for the Tories, 5. _____, the first flight of a Zeppelin airship, and the last months of Queen Victoria's reign. Victoria died on January 22, 1901.

At 13 months, Lady Elizabeth was running about; at three she was self-possessed enough to ask the doctor at Glamis Castle: "How do you do, Mr Ralston? I haven't seen you look so well, not for years and years, but I 6. _____ that Lord Glamis has got the toothache."

At four she was enjoying her copy of *Little Folks* magazine. A guest who arrived early one day thought her "the most astonishing child for 7. _____". The little girl had suggested: "Shall us sit and chat?"

Her younger brother David, was born in 1902. Coming at the tail-end of such a long line of siblings the two 8. _____. David called her "Elizabuff", which soon became "Buffy" to all the family. Buffy and David were inseparable.

Blanks	1	2	3	4	5	6	7	8
Phrases								

III. Grammar Tests

Test 1 (Passive voice. Sentences with two objects)

Decide which sentences in these pairs are wrong. In some cases both sentences are grammatically correct.

1. a) Staying in the hotel until the next flight was suggested to the passengers.

- b) The passengers were suggested staying in the hotel until the next flight.
2. a) Remember that the pie bakes very quickly, don't burn it.
b) Remember that the pie is baked very quickly, don't burn it.
 3. a) We were repeated the new rule several times.
b) The new rule was repeated to us several times.
 4. a) The delay of the London express was announced to the travellers.
b) The travellers were announced the delay of the London express.
 5. a) In this restaurant seafood is served to customers.
b) Customers in this restaurant are served seafood.
 6. a) I'm sure this old model won't sell any longer.
b) I'm sure this old model won't be sold any longer.
 7. a) The important information was mentioned to us in passing.
b) We were mentioned the important information in passing.
 8. a) The pleasures of travelling by sea were described to the group.
b) The group was described the pleasures of travelling by sea.
 9. a) Several words were dictated for us to write them down.
b) We were dictated several words so that we could write them down.
 10. a) The difficulties of camping were explained to everyone.
b) Everyone was explained the difficulties of camping.

1	2	3	4	5	6	7	8	9	10

Test 2 (Passive structures with the infinitive)

Paraphrase these sentences. Use passive structures with the infinitive.

1. People believe that the climate on our planet is changing.

2. They fear that the next train is late.

3. They understand that the problem has been solved.

4. They hope that the humanity is getting wiser.

5. People say that marriages are made in heaven.

6. They report that the weather in Western Europe has radically changed.

7. They feel that some important events are coming.

8. People know that reading books develops children's intellect.

9. They consider football to be a national English sport.

10. They declare that the talks have turned out to be very useful.

Test 3 (Articles with *geographical names and place names*)

Use the definite article with these geographical names where necessary.

- 1) _____ Cornwall (a peninsula)
- 2) _____ Hebrides (a group of islands)
- 3) _____ North Channel
- 4) _____ Isle of Man
- 5) _____ Cambrian Mountains
- 6) _____ Niagara Falls
- 7) _____ Ben Nevis (a mountain)
- 8) _____ City of Paris
- 9) _____ Madagascar (an Island)
- 10) _____ Sahara Desert
- 11) _____ Durham Cathedral
- 12) _____ Bank of Scotland
- 13) _____ Antonio's (a restaurant)
- 14) _____ London University
- 15) _____ King's Cross Railway Station
- 16) _____ Central (a restaurant)
- 17) _____ Prado (a museum)
- 18) _____ Royal Opera House
- 19) _____ Sheremetyevo Airport
- 20) _____ White House

Test 4 (Articles with geographical names and place names)

Complete the text with articles where necessary.

1. _____ Ireland

1. _____ Ireland is one of the two large islands of 2. _____ British Isles. It is surrounded in the north, west and south by 3. _____ Atlantic Ocean. In the east it is separated from 4. _____ Great Britain by 5. _____ Irish Sea, which narrows to 6. _____ North Channel in the North and St. George's Channel in the South. Irish mountains are low; the highest, 7. _____ Carrantuohill, is only 3414 feet high. The most important river is 8. _____ Shannon. There are many small islands in it, 9. _____ Lough Corrib and 10. _____ Lough Mask are two of the largest.

Most of the island is occupied by 11. _____ Irish Republic. The capital of the country is 12. _____ Dublin situated on the banks of 13. _____ Liffey. 12. _____ Dublin is an attractive city, with wide streets and squares. The city spreads out in all directions, even to the northernmost foothills of 14. _____ Wicklow Mountains. 12. _____ Dublin is the home of the oldest university in 1. _____ Ireland, 15. _____ Trinity College, founded in 1591. 16. _____ National University of 1. _____ Ireland is also located in 12. _____ Dublin, as are important libraries, galleries, museums and theatres like 17. _____ Irish Literary Theatre or 18. _____ Abbey Theatre.

Test 5 (Articles in some prepositional phrases)

Use the right article where necessary.

1. On his birthday Steve invited his colleagues for _____ drink after work. 2. I'd like to watch the new film but at _____ moment I'm too busy preparing for the test. 3. James talked with someone on the phone in _____ low voice covering the mouthpiece with his hand. 4. The tourists had covered 20 km on _____ foot and were really tired. 5. The car was driving at _____ high speed so we couldn't see the face of the driver. 6. The date and time are shown at _____ bottom of your computer screen. 7. With _____ nod she gave us to understand that she was on our side. 8. By the time the fire brigade arrived the whole building was on _____ fire. 9. My dream is to go on _____ tour of Europe. 10. Nick's papers are always in _____ mess.

Test 6 (Prepositions used with verbs)

Insert the necessary prepositions to make these sentences complete.

A. 1. I know Jill lives in the north of England but at the moment I can't think _____ the name of the town. 2. Shouting _____ people is very rude, never do it. 3. Everyone dreams _____ a happy marriage. 4. I'm reading a new book by Tony Parsons. Have you heard _____ him? 5. Teenagers usually begin thinking seriously _____ their future careers. 6. I haven't heard _____ my cousin Tina for a long time. I'm going to give her a call myself. 7. With three kids on her hands Polly couldn't even dream _____ continuing her education. 8. The man on the opposite bank of the river was shouting something _____ me but I couldn't hear him.

B. 1. Tom, please stop fidgeting and concentrate _____ the work. 2. You know, you can always complain _____ the Head Manager if something goes wrong. 3. I wonder if Sally has apologised _____ Mrs Smith for using her money. 4. Their future depends _____ how well they do in these exams. 5. Dad, have you got a minute? I'd like to talk _____ you. 6. Little Alice loves sweets. She simply lives _____ them. 7. Mrs Johnson is suffering _____ arthritis and finds it difficult to walk. 8. We can always rely _____ Alec for help. 9. The company advertised three jobs, and over 50 people applied _____ them.

IV. Vocabulary Tests Plus

Test 1 (Phrasal verbs)

Paraphrase these sentences. Use the phrasal verb "put".

1. The strong wind blew out the candles in our hands.

2. In actual fact Polly is not so upset; she is just pretending.

3. You shouldn't delay your visit to the dentist any longer. If you wish, I can make an appointment for you.

4. I don't advise you to wear a green skirt with a red jacket.

5. The new monument was erected in the place of the old one.

6. We found it rather difficult to stand the noise our neighbours were making.

7. Smith's kindness and sympathy turned out to be affected.

8. Unable to accept Tom's bad manners Sally decided to break up with him.

Test 2 (Active vocabulary)

Choose one of the two words to complete the sentences and circle it.

1. Our teacher said our test results were quite (satisfied/satisfying). 2. By Ben's (amusing/amused) look we understood that he was enjoying the programme. 3. (Forbidden/Forbidding) fruit always tastes sweet. 4. I've never seen Max (recited/reciting) poetry; literature isn't his strong point. 5. She stopped him from entering the room with a (forbidden/forbidding) gesture. 6. The show was so (amusing/amused) that we decided to watch it again. 7. Everyone felt (satisfied/satisfying) with the work we had done. 8. The poem (recited/reciting) by my friend made a great impression on the audience.

Test 3 (Active vocabulary)

Complete the sentences using the words from the table in their right forms.

nouns	verbs	adjectives
gadget	amuse	solemn
household	draw	rare
breadwinner	treat	dull
	satisfy	contented
	kneel	amusing
	forbid	forbidden
	recite	permanent
	take	

1. Becky liked to _____ her nephew to something nice every time he came to see her on Friday evenings. 2. These birds are _____ visitors to this part of the country. We are really lucky to have seen one. 3. This time I'd like to _____ your attention to the period in history called the Renaissance. 4. Jane's was a two person _____ consisting of herself and her elder sister. 5. James always considered himself to be the _____ in his family. 6. Last summer all my friends and I _____ to roller-skating. 7. By the _____ expression on his face we understood that Joe was very pleased with himself. 8. I wonder if it is _____ to take pictures inside the church — I'd like to make some snaps. 9. The school has a _____ staff of 37 teachers. 10. While their parents were away, the children _____ themselves with playing "Snakes and Ladders." 11. Hats should be worn to marriages and other _____ occasions. 12. The answer "no" won't _____ me, I'd like you to think about my suggestion again. 13. The woman _____ to look into the little boy's eyes. 14. The film I watched yesterday may be the _____ I've ever watched; I was bored to death. 15. There are several fables I can _____ from memory. 16. A strong fence surrounded the _____ zone. 17. To be honest, I didn't find the book _____ at all — I hardly ever smiled while reading it. 18. It's difficult to imagine modern life without all those clever _____.

Test 4 (Idioms with the word "head")

Give English equivalents for these Russian combinations of words. Use idioms with the word *head*.

- 1) потерять голову _____
- 2) болтать без умолку _____
- 3) прятать голову в песок _____
- 4) влюбиться по уши _____
- 5) во главе стола _____
- 6) иметь голову на плечах _____
- 7) вбить себе в голову _____
- 8) биться головой о каменную стену _____
- 9) быть идеалистом, мечтателем _____
- 10) сохранять контроль над собой _____
- 11) вскружить кому-то голову (лестью, обещаниями и т. п.) _____

Test 5 (Synonymy)

A. Match the verbs with their definitions.

Verbs	Definitions
a) to gaze	1) to look angrily
b) to glance	2) to look steadily for a long time in surprise, shock or deep thought
c) to glare	3) to look at something or somebody quickly
d) to look	4) to look steadily, often with admiration or pleasure
e) to stare	5) to move your eyes so as to see something

B. Use *boring* or *dull* to complete these sentences. In some cases both variants are possible.

1. We would go for a swim if the day were not so _____ and cold.
2. I started reading the new book, found it _____ and put it aside.
3. Don't you see that these false friends of yours are using you? Oh, Jack, how can you be so _____!
4. Jane preferred young people who could entertain her and make her laugh but not _____ boys like Roy who kept silent most of the time.
5. The play was so _____ that we decided to leave after the first act.
6. The colours of the old picture were _____ and at first sight I didn't like it or pay much attention to it.
7. I hate arranging books on the shelves and find it monotonous and _____.
8. The razor blade was old and _____ and needed replacing.

Test 6 (British and American spelling)

Divide the following words into two categories according to their spelling.

- 1) neighbor, 2) programme, 3) flavor, 4) centered, 5) colorful, 6) spectre, 7) jewellery, 8) theater, 9) offence, 10) labour, 11) skilful, 12) defense, 13) behavior, 14) litre

British English

American English

Test 7 (Topical vocabulary)

Match the words in columns A and B and use the word combinations in their right forms to complete the sentences below.

A

- a) arranged
- b) second
- c) distant
- d) marriage
- e) single
- f) generation
- g) church
- h) newly
- i) cheerful
- j) first-born

B

- 1) contract
- 2) gap
- 3) married
- 4) child
- 5) marriage
- 6) atmosphere
- 7) relative
- 8) wedding
- 9) cousin
- 10) parent

1. Not all people choose to have a _____, some just register their marriage. 2. Signing a _____ was their common decision; both Ron and Becky believe it to be necessary. 3. Charlie was their _____; later a girl and two more boys were born to them. 4. In some countries of the world _____ are traditional and even preferable to marriages of love. 5. The _____ often causes problems between older and younger people. 6. Pauline is my _____ we don't see much of each other. 7. After the divorce you begin to understand how difficult it is to be a _____. 8. A _____ in the Wilsons' family has always attracted friends and relatives. 9. _____ couples often go to Venice, one of the most romantic cities of the world. 10. A child of the cousin of one of your parents is called a _____.

Test 8 (Topical vocabulary)

Write the same in English.

1. Я не понимаю людей, которые вступают в брак ради денег. 2. Очень важно научить детей быть порядочными по отношению к другим людям. 3. Бабушки и дедушки часто балуют своих внуков. 4. Не всегда просто идти на компромисс с родителями, но это часто бывает необходимо. 5. Если даёшь обещание, не нарушай его. 6. После развода многие снова вступают в брак. 7. Чувство ответственности поможет вашим детям в их будущей взрослой жизни. 8. Мои родители говорят, что полюбили друг друга с первого взгляда. 9. Мне жаль людей без роду и племени. 10. В наше время многие хотели бы знать больше о своих предках.

11. В этой семье все сводные братья и сёстры очень близки друг другу.
 12. Моя старшая сестра обручена, она собирается выйти замуж в июле.

Test 9 (Word building)

Read the text and make it complete with derivatives formed from the words on the right.

<p>My little niece Danielle, 1. _____ 6, has long had a 2. _____ with the “Big Pen-cil”, the 3. _____ Washington Monument glimpses of which she saw during drives through the Dis-trict. Her first visit to the top of the monument inspired a closer 4. _____ with dead presidents made of metal and stone. It was on the way to the Lincoln Memorial that she made the 5. _____ remark. “Is the president really in there?” my niece wanted to know. “No, it’s a big 6. _____ of him.” “Is he 7. _____ dead, though?” she asked. “Yes.” She got 8. _____ for a moment, trying to reason this through. “So, you mean, after they get rid of the presidents, they use them for 9. _____?” It was my turn to think. “10. _____”.</p>	<p>age fascinate fame acquaint forget sculptor true silence decorate exact</p>
---	---

LISTENING COMPREHENSION TEXTS

Unit One

Text 1 to Test 1

When Were the First Police Organised?

Police date back to the very earliest history of man. The leader or ruler of a tribe or clan in primitive times depended on his warriors to keep peace among the people and enforce rules of conduct. The pharaohs of ancient Egypt did the same thing. They used their soldiers as police.

About the time of the birth of Christ, Caesar Augustus formed a special police force for the city of Rome. This lasted for about 350 years. But the job of this police force was still to carry out the emperors’ orders.

Much later between the years 700 and 800 AD a new idea arose regarding a police force. Instead of carrying out the king's orders against the people, it was felt that a police force should provide the law and protect the people. It was this idea which influenced the development of the police force in England, and later in the United States.

The English developed a system of "watch" and "ward". The watch was a night guard and the ward a day guard for the local area. The colonists brought this system to the United States. The use of daytime police started in Boston in 1838. The early policemen didn't wear uniforms or badges. But finally, in 1856 New York City police adopted full police uniforms, and soon other cities followed this idea.

It's interesting to mention that in almost all the countries of the world, the police force is a national organisation and is part of the national government. But the United States has the most decentralised or independent police system in the world. There are town police, city police, county police, and state police!

Text 2 to Test 2

A Trip Around the World

A man named Ferdinand Magellan is important in our history because his ship was the first to sail around the world. Magellan's expedition showed that if a ship started sailing west and kept sailing west, it would come back to the place where it started, in other words, that the Earth is really round.

Magellan was born into a noble family. He grew at the court of Portugal as a page to the Queen. Later he entered the king's service. He became a skilled navigator and sailed with Portugal's ships to the Far East. At one time he even went farther eastward than the Philippines.

In 1514 Magellan lost favour with the King of Portugal who no longer wanted his service. Hurt and angry, Magellan gave up his citizenship and moved to Spain. He offered his services to the King of Spain and laid his plan before him. Magellan said that he would sail west as Columbus had done but he would change the route a little bit.

He assured the king that he would be able to go South around the new land through a strait which he had learned about. In that way the adventurer wanted to win the spice trade for Spain.

The King helped Magellan to carry out his plan by giving him several ships. On a peaceful day in September of 1519 the ships set sail for America. But Magellan hadn't been sincere with the King. In fact he didn't know of

any strait or water passage through the continent to the South Sea. There was nothing to do but sail down the coast and look for one.

The search went on for months. Magellan was ready to give up when he finally found a passage near the southern tip of South America. It took Magellan 38 days to find a way through this passage into the new ocean. "How calm and peaceful this ocean is," one of the sailors said. "It is not at all like the rough Atlantic."

"Perhaps that is what we should call it," Magellan replied, the Peaceful Ocean, the Pacific Ocean. That is how the great Pacific Ocean came to have its name. And the water passage through the tip of South America is called the Strait of Magellan to this day.

Text 3 to Test 3

Speaker 1. In 1789 George Washington became the first US President. Everyone voted for him. He is remembered in history as "the father of his country". He was born in Virginia in 1732. When he was three years old his family moved to Mount Vernon, which was to be his lifelong home. When the French and Indian war broke out, he joined the militia and became a colonel of Virginia forces. In 1775, when the American War of Independence began, General George Washington was chosen to lead the American Troops. His job was difficult. The American soldiers were untrained and had few guns. The British army was large and strong. But Washington was a great leader. He thought only about helping his country. George Washington was elected President for the first two terms. He then retired to Mount Vernon, where he died in 1799.

Speaker 2. John Adams was the second President of the United States. He was born into a Massachusetts farmer's family. At the age of 20 he graduated from Harvard University, and for a while taught school in Worcester. Later he practiced law in Boston. John Adams was one of signers of the Declaration of Independence. When George Washington retired, John Adams was elected President. He served from 1797 to 1801.

Speaker 3. Thomas Jefferson, third President of the United States, was born in Virginia. He studied law but was also interested in many fields of science. Early in the American Revolution Jefferson was chosen to draft the Declaration of Independence. The stirring words he wrote are still the finest expression of what American democracy means. In 1800 Jefferson was chosen President. He was re-elected in 1804.

Speaker 4. Franklin Delano Roosevelt, 32nd president of the United States, died suddenly in April 1945. The news of his death shocked and sad-

dened not only the American people but millions throughout the world who looked upon him as a symbol of the freedom of mankind. He was the only American president who had been elected to the highest office in the land for four times. As President, he led the nation through the worst financial depression in its history, and after the United States entered World War II, he piloted the country through some of its darkest hours. He died just too soon to see the collapse of Germany in 1945.

Speaker 5. Harry Truman, thirty-third President of the US, was born on a farm near the town of Independence. The Truman family didn't have much money, and after graduating from high school, young Harry worked for ten years on a farm. In 1919 he married Bess Wallace, who he had known since she was five years old. Mr Truman's political career was successful. In January 1945, he became Vice-President of the United States. However, he was to serve his country in that capacity only for a few months. He became President of the USA in April, just a few hours after the death of Franklin Delano Roosevelt.

Unit Two

Text 1 to Test 1

Benjamin Franklin

The name of Benjamin Franklin is well known to every American and a lot of people outside the US. His name is closely connected with Philadelphia. In the late 1700 Philadelphia was America's most important city. In 1787, representatives from all the states met in Philadelphia to discuss some vital problems. They soon decided that a new system of government was needed and wrote the United States Constitution, the constitution which united the states into one country.

Sixty-four years before the Constitution was written, in 1723, at the age of 17, Benjamin Franklin ran away to Philadelphia, looking for work. He wanted to learn to be a printer. A few years later, he had his own print shop and was publishing one of the most widely read newspapers in the colonies. Franklin became one of the most respected citizens in Philadelphia and did a lot for the city. For example, he started a library which was the first in the colonies. He also started a fire department, a city hospital, and a school that is now the University of Pennsylvania.

Franklin did a lot for his country. He helped write the Declaration of Independence. During the war, he persuaded the French to help the colonists. Without French help, the colonists might not have won the war. When the

Constitution was being written, Franklin was already 81, much older than most of the other men who were working at the constitution but he was greatly respected by them. It was Benjamin Franklin who solved some serious disagreements they faced while writing the document.

Franklin was one of the best educated people of his time. He was a writer, philosopher, scientist, and inventor. In a famous experiment with a kite and key, he proved that lightning is electricity.

Franklin was known for his humour and common sense. His many sayings are remembered. Here are some of them:

Remember that time is money.

God helps them that help themselves.

Experience keeps a dear school but fools will learn in no other.

Text 2 to Test 2

Abraham Lincoln's Political Career

Abraham Lincoln was a man of great ambitions. He educated himself, studied law and became a lawyer in Springfield, Illinois. In 1834, at the age of 25, he was elected to the Illinois House of Representatives. His political career began at a time when Americans were divided over the problem of slavery. Lincoln made a number of brilliant speeches on the subject which brought him national recognition.

In 1860 he became the Republican candidate for President. There was an unusual election with four candidates. Lincoln won, although he had almost no support in the South.

Soon after Lincoln's election the southern states separated from the Union. Despite his lack of experience, Lincoln was a very capable political and military leader. He brought the country through four years of civil war.

Lincoln never lost touch with the people. He visited soldiers in hospitals and on battlefields. He often opened the White House to ordinary citizens, meeting with them and listening to their problems.

As the war neared its end, Lincoln showed his compassion for those on the other side — those who had been and would again be part of the nation. He stated clearly: "With malice towards none, with charity for all, let us try to finish the work we are in."

Could Lincoln lead the country successfully in this process of healing? Peace would bring problems almost as difficult as war. Unfortunately, the answer to this question would never be known. On April 14, 1865, Lincoln went to the theatre to see a comedy. John Wilkes Booth who sympathised with southerners slipped into Lincoln's theater box and assassinated him.

Text 3 to Test 3

Outstanding People

Text 1. Winston Leonard Spencer Churchill is an outstanding English statesman, soldier, orator, writer and historian.

“Winnie”, as Churchill was called throughout the British Empire, was educated at Harrow and at Sandhurst, a military college. He entered the army in 1895 and served as a correspondent during the South African War. Elected to Parliament in 1900, he was appointed First Lord of the Admiralty in 1911. Churchill was responsible for the creation of the Royal Air Force in World War I. The future of his countrymen as free people was laid in his hands when he became Prime Minister in 1940 and the war in Europe had already begun.

Text 2. François Marie Arouet de Voltaire, French philosopher, poet and dramatist, was a powerful influence upon his time. In his famous book “Candide” and others he laughed at established traditions, and did much to prepare people’s minds for the changes brought about by the French Revolution. Voltaire was imprisoned and exiled for his openly expressed opinions. After twenty-eight years of exile he returned to Paris at the age of eighty-four.

Text 3. William Penn, who founded Pennsylvania, was born in London, England. While a student he was expelled from Oxford University for becoming a Quaker. But as soon as he inherited his father’s wealth he used all his money and social position to put Quaker ideas into effect.

One fact of Penn’s biography is widely known: once he refused to take off his hat to the king. But king Charles II liked him and in 1682 he gave Penn some land in America, west of the Delaware River. Here Penn founded Philadelphia, the “City of Brotherly Love”. Penn wanted the society to be based on freedom, gentleness, and fairness.

Text 4. Samuel Johnson, famous because of his books, is still more famous for the humour and judgment of his conversation. He had a strong influence on the London of his time.

Johnson was too poor to finish his course of studies at Oxford, where his professors called him the best scholar they had ever examined. In 1737 Johnson went to London where he edited a magazine and worked on his famous big dictionary, wrote poems, plays and stories, and gathered around him the best men of letters of England. He became a symbol of literary London of the 18th century.

Text 5. George Bernard Shaw had a sharp tongue and an acid pen. He made himself an enviable reputation as music, drama and art critic and his satirical social dramas have made him one of the most famous dramatists of the 20th century.

Shaw was born in Dublin and left school when he was fourteen years old. At twenty he went to London, where he lived in poverty and wrote unsuccessful novels and extremely successful plays.

A socialist, Shaw demonstrated his contempt for the weakness and vanity of the human race and the evils of the contemporary society. He received the Nobel Prize for literature in 1925.

Unit Three

Text 1 to Test 1

Changing the Nation's Eating Habits

Nowadays the UK government wants to change the nation's eating habits. First schools were not officially allowed to sell chocolate and fizzy drinks. Now they are banning burgers, chips and chicken nuggets too. Why is it happening? Doctors say all these things are not healthy enough. Too much junk food, like chips and chicken nuggets, and too little exercise causes overweight or obesity. The results of medical check-ups are not very satisfying. One in three children under 16 in the United Kingdom is either overweight or obese. And this is becoming a real problem.

The Government say that schools must provide more fruit and vegetables. They should offer their pupils food with less fat, salt and sugar. The Government think it necessary to reduce obesity and protect the children's health. The Government are sure that children can learn to like healthy food.

But not everybody agrees that the Government should tell young people what to eat. The cooks say that the new rules are too strict. They are sure that new school meals will cost more and students will stop buying them. They say that students like junk food very much and will go out to fast food shops at lunchtime.

And what would students like to see on their school canteen menu? Some say they would like to get food they like — burgers and chips, crisps and cheese sandwiches. Others are on the Government's side. They agree that it's time to ban junk food from school. But everybody agrees that people need better education about food.

Text 2 to Test 2

Student's Life

In another fortnight I shall have finished my first term at Cambridge. Let me tell you something about my life and impressions of it.

At first it was all so confusing and new. There were new customs and words to be learnt, and of course new rules and regulations. But remembering that

I was not the only “Freshman” (as first-year students are called) I cheered up and very soon made friends.

There are more than 6,000 students at Cambridge this year. So naturally the colleges are crowded. I share rooms with a young Englishman named John Smith who is studying Spanish. I find we share interests and we get on together well.

The students are mainly English but there are plenty of others. My neighbors include a Chinese studying Law, an Indian studying English, a Canadian studying History and a Frenchman studying Science. As you can see there is a variety of races, religions and points of view. It is really strange how quickly all of us have become united.

Our rooms have a pleasant outlook over the College gardens and are pleasantly furnished to suit all the needs of a student. There is even a small stove on which we make coffee or tea. There is a popular custom here to invite friends along in the afternoon for tea and hot buttered toast and jam. And then, very likely, an argument or discussion develops and we talk and keep on talking with never a thought of work.

We are free, by the way, to decorate our rooms to suit our own tastes. And it is surprising how soon each room reflects the personalities of the owners.

Speaking of punishments, in general the discipline is not strict. There are rules, of course, but the undergraduate is treated as a sensible person able to discipline himself and no longer a schoolchild who must be told everything. We can stay out as late as we wish up to midnight, but after eleven o'clock a fine (that is a small sum of money) is imposed. Unlike school, most of our work is not done in class but in our rooms or in one of the libraries, and each student arranges his timetable to suit himself, leaving time for other activities apart from study.

Text 3 to Test 3

Cool Reads for Teens

1. The book “Checkmate” by Malorie Blackman is a novel about a mixed-race teenage girl who’s trained to be a terrorist, a suicide bomber. The book was published in June, 2005, before four terrorists attacked London. Not surprisingly, its up-to-date theme became a bestseller. It is the final part of a trilogy of novels about race and inequality problems.

2. The book by Clive Lewis “The Lion, the Witch and the Wardrobe” is world-famous. After “Harry Potter” and the “Lord of the Rings”, this is the latest children’s series that has been made into films. It’s about a magi-

cal wardrobe that can take you to a secret land. So, if you haven't read the Narnia series, get on with it now. Everybody's reading children's books, so why shouldn't you?

3. There are very few people who haven't heard about "Pride and Prejudice" by Jane Austen. You loved the film based on it, now try the book. "Pride and Prejudice" is the story of Mr and Mrs Bennett, their five daughters and their search for love and happiness. Elizabeth Bennett was, undoubtedly, Jane Austen's favourite character from her own books. At the end of the novel Elizabeth finds her happiness with a worthy and handsome man.

4. The book "Ark Angel" is written by Antony Horowitz. The main character's name is Alex Rider who is no ordinary teenager. He's a 15-year-old spy, a kind of teenager James Bond. The author of the book says: "I started writing the book because I thought the actors in the James Bond films were all too old. To be really "cool" I thought Bond should be a teenager."

5. "Gangsta Rap" is the latest novel by the writer and poet Benjamin Zephaniah. The story is about a boy called Ray, who has given up school. Ray and his friends start a rap band. They get a record deal and become heroes. But another rap band dislikes Ray's music and a gang war starts. "Gangsta Rap" is based on the author's own life.

Unit Four

Text 1 to Test 1

Interview with Ronan

Journalist: You've earned yourself the image of a good boy, Ronan. Is it difficult to live up to it?

Ronan: I'm a normal person. I don't deliberately behave like a saint to please people. Journalists make me out to be some kind of angel, but I have a crazy side like most people.

Journalist: Do you feel more pressure as a solo artist?

Ronan: Oh God, yeah! A lot more. When you're on your own, there's nobody there to back you up when things go wrong or stressful. If you get something wrong, it feels so much worse and you feel it's your own fault. But if you get it right you feel really on top of the world. Being a flop terrifies me, especially as music is my greatest passion in life — after my family, that is.

Journalist: So what are the real advantages of fame?

Ronan: The travelling is fantastic. I have visited some beautiful and interesting countries, such as Bali and Bangkok. I've also been to Paris many

times. I love it and have many friends there. My job gives me a chance to see so much of the world. And the best thing is seeing people sing along to my songs and knowing that my music's made them happy.

Journalist: You enjoy fame — but does it have down sides?

Ronan: There aren't many, apart from lack of sleep, having to work long hours and spending too much time on planes. Luckily, I don't get too lonely on the road because Yvonne, my wife, and Jack, my son, travel with me most of the time.

Journalist: At 23, you've already done so much. What's been the highlight?

Ronan: Marrying Yvonne and having my son, Jack. I thought I could quite happily be on my own forever, but as soon as I met Yvonne, I realised I wanted to be with her for the rest of my life. She makes me smile, understands me, and is always there for me. We get on so well and can talk about anything. Nothing makes me happier than when the two of us are at home playing with Jack.

Journalist: Do you want a large family?

Ronan: Yes, we'd love to have three or four children. I adore being a father and believe that having kids brings you a wonderful feeling of love, contentment and pleasure.

Text 2 to Test 2

Bill: My favourite holiday is going to Spain with my family. We love sitting on the beach, swimming and enjoying the sunshine. I've been going to Spain since the 80s. First I went there with friends from my boxing club. It was then I fell in love with the beauty of Spain. Now we have a small holiday home in the mountains of Valencia. The beach nearby is where I taught my kids to swim. I think families should holiday together as it brings them closer.

Jilly: I was born in Australia with the Great Barrier Reef on my doorstep, so my early life seemed like one long holiday. But when I was nine, my family moved to England. First I didn't like it but once my mum and dad took me and my younger sister Margo to Cornwall and I promptly fell in love with it. I made lots of friends and did all the things that kids do on holiday, like play leapfrog and eat huge ice creams. Dad took us in his car to some interesting historic places. It was great, I enjoyed every minute of it. I even loved swimming in the freezing cold sea. Though it took me some time to get used to it.

Jackie: I was four when my parents took us camping to Spain. One night I was woken by my dad, Jeffrey, who said: "Come on! You have to get up and dig a trench." There'd been such heavy rain that the tent was in danger of being washed away. Dad was more worried than he let on but everyone helped. I was given a spoon to dig with! Now my ideal holiday would be

going to Venice. It always looks so unreal, like a fairytale land. I went there three years ago with my friend and just couldn't believe the sights, the great food — everything. I thought I'd gone to Heaven.

Simon: When I was three years old my mum Joan, and dad, Terry, took me to Greece — and I still vividly remember the sandy beach and the crystal clear water. It started my lifelong affair with the sea. Probably the best holiday I had was last summer when mates Sam, Tony and I went to Majorca. We stayed in the same hotel and partied all night. We often kept dancing until the early morning. Then we'd get up after just a couple of hours in bed and kip throughout the day on the beach. It was boy heaven.

Text 3 to Test 3

On June 2, 1953, Queen Elizabeth II was crowned in London. Eight thousand guests attended the ceremony. Three million people lined the streets of London to watch the new Queen's carriage pass by. And over 20 million people in the UK and around the world watched the television coverage, broadcast in 44 languages, on BBC. The whole nation, it seemed, felt joy and excitement about the new, young Queen.

Memories of the Second World War were still fresh. The cities of England, especially London, had been bombed heavily. Many people had suffered and died. King George VI and his wife, the Queen's parents, bravely stayed in London, in Buckingham Palace. The palace was bombed nine times. The British people saw the Royal Family as a symbol of hope and strength.

Elizabeth II has been the Queen of England for many years. The world has changed. In the 1990s, when Elizabeth's son Prince Charles and his wife Lady Diana began to speak to the press about their difficult marriage, the monarchy became less popular than ever. There was strong public disapproval of the Queen's reaction to the death of Princess Diana in 1997. Quite a number of people in Britain think that monarchy should be abolished. Could this be the beginning of the end for England's crown? The only thing that can help the monarchy to survive is its ability to change. And the change is under way.

In the 1990s the Queen began paying taxes for the first time in the history of the monarchy. And until recently, an English monarch had to marry a member of the Church of England. That law had been changed to allow marriage to members of other religions. Rules that favour male royals over female royals also are being changed to make the monarchy work in a fairer, more modern way.

KEYS

Unit One

I. Listening Comprehension Tests

Test 1 1. T, 2. F, 3. F, 4. T, 5. NS, 6. NS, 7. T

Test 2 1. b, 2. c, 3. a, 4. b, 5. a, 6. c

Test 3 1. b, 2. c, 3. d, 4. e, 5. a

II. Reading Tests

Test 1 1. c, 2. f, 3. a, 4. h, 5. g, 6. b, 7. e, Extra d

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

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

III. Grammar Tests

Test 1 1. do astronomers study, 2. arrives, 3. Do you dance?; am getting old, 4. is always talking, 5. starts; celebrate, 6. lay, 7. heads, 8. arrives, 9. are you dreaming, 10. is constantly playing

Test 2 1. help, 2. are waiting, 3. are you talking, don't understand, 4. does the concert begin, 5. are you doing now, 6. is arriving, 7. arrives, 8. are you leaving, 9. forget, 10. is constantly losing

Test 3 1. —, 2. the, 3. the, 4. the, 5. a, 6. —, 7. —, 8. —, 9. the, 10. the

IV. Vocabulary Tests Plus

Test 1 1. Make a left turn (Turn left) at the end of the road. 2. In the end he had to admit his mistake (error). 3. She has been away from Moscow for six months (half a year). 4. The heat during the summer of 2010 was hardly bearable for Muscovites (citizens of Moscow). 5. Did you arrive at (get to) the concert on time? 6. Angela is never in time for dinner. 7. That happened on a cold January morning. 8. Let's meet later this morning. 9. My parents left on Sunday, and

I left three days after. 10. We had dinner (lunch) and helped Mother with washing up afterwards. 11. Where are you going in the evening? 12. He is usually free on Sunday morning.

Test 2 1. up, 2. on, 3. at, 4. up, 5. out, 6. out, 7. on, 8. at, 9. up, 10. up

Test 3 1. culminated, 2. contribute, 3. efficient, 4. establishment, 5. captured, 6. were recorded, 7. subsequent, 8. contemporary, 9. benefit, 10. to tame

Test 4 1. a) to, b) for, 2. of, 3. to, 4. from, 5. of, 6. with, 7. to, 8. in

Test 5 1. f, 2. g, 3. b, 4. e, 5. d, 6. a, 7. c;

1. achieve fame, 2. benefit the farmers' crops, 3. captured my interest, 4. contribute to your magazine, 5. establish a decorations committee, 6. record earthquake shocks, 7. tame wild horses

Test 6 1. analyses, 2. criteria, 3. data, 4. phenomena, 5. strata, 6. cacti, cactuses, 7. formulae, formulas, 8. media, mediums, 9. geniuses, 10. indices, indexes

Test 7 1. (a) historical film, 2. (a) history museum, 3. (a) history lesson, 4. (a) historical novel, 5. (a) historical importance, 6. (a) historic place, 7. (a) history department, 8. (a) historical play, 9. historic changes, 10. (a) history teacher

Test 8 1. —, 2. a, 3. the, 4. —, 5. —, 6. —, 7. the, 8. a, 9. a, 10. a

Test 9 1. to declare a war on some/a country
2. to suffer heavy casualties
3. to lay siege to a town
4. to repel the enemy's attacks
5. to become refugees (prisoners of war, hostages)
6. the Commander-in-Chief's headquarters
7. to end in a victory or a defeat after heavy fighting
8. to invade the enemy's territory
9. to conduct hostilities
10. to set the prisoners free
11. to take three officers prisoner
12. to launch (unleash, start) a war

Test 10 1. technological, 2. evolution, 3. striking, 4. appearance, 5. atomic, 6. transformation, 7. growth, 8. possibly

Unit Two

I. Listening Comprehension Tests

Test 1 1. F, 2. T, 3. NS, 4. NS, 5. F, 6. T, 7. T

Test 2 1. c, 2. a, 3. b, 4. a, 5. a, 6. b, 7. b

Test 3 1. e, 2. a, 3. f, 4. c, 5. d, Extra b

II. Reading Tests

Test 1 1. d, 2. b, 3. e, 4. a, 5. c

Test 2 1. d, 2. c, 3. f, 4. b, 5. e, 6. a, Extra g

Test 3 1. c, 2. b, 3. c, 4. d, 5. b, 6. b, 7. d

III. Grammar Tests

Test 1 Right: 2, 3, 4, 6

Wrong: 1, 5, 7, 8

Corrected sentences:

1. Jane stayed in London just for three days.

5. The friends played football in the schoolyard during the break and missed the bell.

7. I'm not surprised that you were bored: you were watching television all day long.

8. Every time I hear this song I laugh.

Test 2 1. —, 2. a, 3. a, 4. —, 5. a, 6. the, 7. —/the, 8. a, 9. the, 10. —

IV. Vocabulary Tests Plus

Test 1 1. as, 2. like, 3. like, 4. as, 5. like, 6. like, 7. as, 8. as, 9. as, 10. like, 11. like, 12. as

Test 2 Right: 1, 3, 4, 7, 8, 10

Wrong: 2. cut up, 5. cut off, 6. cut down, 9. cut down

Test 3 a) 4, b) 6, c) 1, d) 2, e) 12, f) 9, g) 3, h) 10, i) 7, j) 11, k) 5, l) 8;

1. Take aim, 2. to emerge from behind the clouds, 3. reveal(ed) the truth, 4. dealing with historical facts, 5 (to) foresee the future, 6. changed dramatically, 7. signified their victory, 8. (to) identify

- the body, 9. comprises twelve chapters, 10. accept this proposal, 11. inherit the property, 12. to understand the significance
- Test 4 1. to, 2. behind, 3. on, 4. at, 5. —, 6. from, 7. with, 8. —, 9. with, 10. from
- Test 5 1. economic, 2. join in, 3. politics, 4. United, 5. economic, 6. politics, 7. joined, 8. policy, 9. unite, 10. joined
- Test 6 1. much, 2. plenty, 3. lots of, 4. many, 5. lots, 6. many, 7. lots, 8. much, 9. much, 10. a lot
- Test 7 1. very, 2. much/very, 3. very, 4. much/far, 5. Many/Few, 6. very, 7. many/far, 8. far, 9. very, 10. very
- Test 8 1. In the centre (focus) of the journalist's attention are civil and political rights and liberties (freedoms).
2. Recently (lately) an important international treaty was signed by the Russian government.
3. That day all the papers of the world wrote (were writing) about the new terrorist attack and the necessity to fight against terrorism.
4. This summit (meeting) was devoted (dedicated) to the problem of war and peace.
5. It would be right to eliminate weapons of mass destruction.
6. All countries are entitled to (have the right to) independence, sovereignty and territorial integrity.
7. The right to education is declared in many countries but is not provided everywhere.
8. The problem of refugees is an international one; it can be only solved together.
9. Everyone can complain about human rights violations.
10. It would be sensible if all the countries pledged not to use force in international relations.
- Test 9 1. writings, 2. philosopher, 3. wisdom, 4. ignorant, 5. Athenians, 6. religious, 7. accusations, 8. death, 9. courageous

Unit Three

I. Listening Comprehension Tests

Test 1 1. T, 2. T, 3. NS, 4. F, 5. F, 6. NS

Test 2 1. b, 2. c, 3. a, 4. c, 5. a, 6. c

Test 3 1. c, 2. d, 3. b, 4. e, 5. a

II. Reading Tests

- Test 1 1. b, 2. d, 3. a, 4. c
Test 2 1. d, 2. a, 3. d, 4. b, 5. c, 6. c, 7. d
Test 3 1. d, 2. c, 3. f, 4. a, 5. e, 6. b

III. Grammar Tests

- Test 1 1. had been, 2. I have never seen, 3. had had, 4. had washed and (had) dried, 5. have missed, 6. had finished, 7. had changed, 8. had left, 9. had done, 10. had stopped
- Test 2 1. a) a, b) —, 2. a) a, b) —, 3. a) a, b) —, 4. a) —, b) a, 5. a) —, b) a
- Test 3 1. Железо — самый важный металл серовато-белого цвета. 2. Я думаю, нам нужен новый уют, Мэри. 3. По дороге домой мы купили вечернюю газету. 4. Две порции салата с курицей, пожалуйста. 5. На столе лежала монета в 5 центов. 6. На обед была жареная курица с картофельным пюре. 7. Тебе рыбу или мясо в качестве основного блюда? 8. Сколько у тебя рыбок в аквариуме? 9. В миске было три картофелины. 10. Где обычно живут олени?
- Test 4 1. fish, 2. chickens, 3. deer, 4. apples, 5. sheep, 6. potatoes, 7. irons, 8. stones, 9. bricks

IV. Vocabulary Tests Plus

- Test 1 1. a key to the door, 2. our love for our parents, 3. an invitation to the party, 4. a reply (an answer) to the question, 5. a reaction to the words, 6. on business, 7. our respect for the lady, 8. on fire, 9. my attitude to the problem, 10. an exception to the rule
- Test 2 1. to, 2. at, 3. for, 4. on, 5. as, 6. with, 7. for, 8. to, 9. to, 10. through
- Test 3 1. spread, 2. volunteer, 3. rebel, 4. dedicated, 5. provide, 6. adults, 7. cast-off, 8. obedient, 9. tramped, 10. notorious
- Test 4 a) 4, b) 6, c) 1, d) 5, e) 3, f) 2
1. a notorious criminal, 2. an adult life, 3. rebellious speeches, 4. devoted mother, 5. obedient servant, 6. voluntary basis

- Test 5 1. b, 2. c, 3. d, 4. a, 5. c, 6. c, 7. b
- Test 6 1. to, 2. up, for, 3. up, 4. for, 5. for, 6. to, 7. out, 8. out
- Test 7 1. tt, 2. rr, 3. tt, 4. —, 5. —, 6. rr, 7. tt, 8. nn, 9. —, 10. 11. rr, 12. —
- Test 8 1. to embarrass one's parents with outrageous behavior 2. to become a net addict 3. to neglect one's school and home work 4. to become fans of a sports team 5. to seek independence 6. everything 7. ill-mannered and impertinent (cheeeky) teenage 8. overambitious plans 9. over-conscious about one's looks 10. to look cool in front of one's friends 11. to put one's future at risk
- Test 9 1. adolescence, 2. connections, 3. formative, 4. wonderful, 5. horrible, 6. insignificant, 7. interchangeable, 8. friendship, 9. rediscover, 10. dispensable

Unit Four

I. Listening Comprehension Tests

- Test 1 1. T, 2. F, 3. NS, 4. T, 5. NS, 6. F, 7. NS, 8. NS
- Test 2 Bill — d, Jilly — e, Jackie — b, Simon — a, Extra — c
- Test 3 1. b, 2. c, 3. b, 4. a, 5. a

II. Reading Tests

- Test 1 1. c, 2. d, 3. a, 4. b, 5. c, 6. d
- Test 2 1. c, 2. f, 3. e, 4. a, 5. d, Extra — b
- Test 3 1. d, 2. h, 3. g, 4. a, 5. e, 6. c, 7. f, 8. b

III. Grammar Tests

- Test 1 1. a, 2. a, b, 3. b, 4. a, 5. a, b, 6. a, b, 7. a, 8. a, 9. a, 10. a
- Test 2 1. The climate on our planet is believed to be changing. 2. The next train is feared to be late. 3. The problem is understood to have been solved. 4. The humanity is hoped to be getting wise. 5. Marriages are said to be made in heaven. 6. The weather in western Europe is reported to have radically changed. 7. Some

important events are felt to be coming. 8. Reading books is known to develop children's intellect. 9. Football is considered to be a national English sport. 10. The talks are declared to have turned out (to be) very useful.

Test 3 the — 2, 3, 4, 5, 6, 8, 10, 12, 16, 17, 18, 20

Test 4 1. —, 2. the, 3. the, 4. —, 5. the, 6. the, 7. —, 8. the, 9. —, 10. —, 11. the, 12. —, 13. the, 14. the, 15. —, 16. the, 17. the, 18. the

Test 5 1. a, 2. the, 3. a, 4. —, 5. a, 6. the, 7. a, 8. —, 9. a, 10. a

Test 6 **A.** 1. of, 2. at, 3. of/about, 4. of/about, 5. of/about, 6. from, 7. of, 8. to;

B. 1. on, 2. to, 3. to, 4. on, 5. to/with, 6. on, 7. from, 8. on, 9. for

IV. Vocabulary Tests Plus

Test 1 1. put out, 2. putting it on, 3. put off, 4. put on, 5. put up, 6. put up with, 7. put on, 8. put up with

Test 2 1. satisfying, 2. amused, 3. Forbidden, 4. reciting, 5. forbidding, 6. amusing, 7. satisfied, 8. recited

Test 3 1. treat, 2. rare, 3. draw, 4. household, 5. breadwinner, 6. took, 7. contented, 8. forbidden, 9. permanent, 10. amused, 11. solemn, 12. satisfy, 13. knelt, 14. dullest, 15. recite, 16. forbidden, 17. amusing, 18. gadgets

Test 4 1) to lose your head, 2) to talk your head off, 3) to bury your head in the sand, 4) to be head over heels in love, 5) at the head of the table, 6) to have a good head on your shoulders, 7) to take something into your head, 8) to knock your head against a brick wall, 9) to have your head in the clouds, 10) to keep your head, 11) to turn someone's head

Test 5 **A.** a. 4, b. 3, c. 1, d. 5, e. 2

B. 1. dull, 2. boring/dull, 3. dull, 4. boring, 5. dull/boring, 6. dull, 7. boring, 8. dull

Test 6 **B. E.:** 2, 6, 7, 9, 10, 11, 14; **Am. E.:** 1, 3, 4, 5, 8, 12, 13

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

1. church wedding, 2. marriage contract, 3. first-born child, 4. arranged marriages, 5. generation gap, 6. distant relative, 7. single parent, 8. cheerful atmosphere, 9. Newly married, 10. second cousin

Test 8

1. I don't understand people who marry for money. 2. It is very important to teach children to be decent to other people. 3. Grandparents often spoil their grandchildren. 4. It is not always easy to compromise with your parents (to meet your parents half way) but it is often necessary. 5. If you give a promise, keep it (don't break it). 6. After the divorce a lot of people remarry. 7. A sense of responsibility will help your children in their future adult (grown-up) life (lives). 8. My parents and (that) they fell in love with each other at first sight. 9. I feel sorry for people without kith or kin. 10. Nowadays a lot of people would like to know more about their ancestors (forefathers). 11. In this family all the stepbrothers and stepsisters are very close to each other. 12. My elder sister is engaged, she is going to get married (to marry) in July.

Test 9

1. aged, 2. fascination, 3. famous, 4. acquaintance, 5. unforgeable, 6. sculpture, 7. truly, 8. silent, 9. decoration, 10. exact

CONTENTS

TESTS TO UNIT ONE. Pages of History: Linking Past and Present

I. Listening Comprehension Tests	3
Test 1	3
Test 2	3
Test 3	4
II. Reading Tests	5
Test 1	5
Test 2	6
Test 3	7
III. Grammar Tests	9
Test 1 (Tenses: Present Simple and Present Progressive)	9
Test 2 (Tenses: Present Simple and Present Progressive)	10
Test 3 (Articles with predicative nouns).....	10
IV. Vocabulary Tests Plus	10
Test 1 (Function words).....	10
Test 2 (Phrasal verbs).....	12
Test 3 (Active vocabulary)	12
Test 4 (Active vocabulary)	12
Test 5 (Active vocabulary)	13
Test 6 (Plurals)	13
Test 7 (" <i>Historic</i> " or " <i>historical</i> ")	13
Test 8 (Articles with the noun " <i>man</i> ").....	14
Test 9 (Topical vocabulary)	14
Test 10 (Word building)	15

TESTS TO UNIT TWO. *People and Society*

I. Listening Comprehension Tests	15
Test 1	15
Test 2	16
Test 3	17
II. Reading Tests	17
Test 1	17
Test 2	18
Test 3	19
III. Grammar Tests	22
Test 1 (Tenses: Present and Past Progressive and Past Simple)	22
Test 2 (Articles with names of persons)	22
IV. Vocabulary Tests Plus	23
Test 1 (Function words: “as” or “like”)	23
Test 2 (Phrasal verbs).....	23
Test 3 (Active vocabulary).....	24
Test 4 (Active vocabulary).....	25
Test 5 (“Join” or “unite”, “policy” or “politics”, “economic” or “economical”).....	25
Test 6 (Words expressing large quantities).....	25
Test 7 (“Very” and its synonyms).....	26
Test 8 (Topical vocabulary)	26
Test 9 (Word building).....	27

TESTS TO UNIT THREE. *You Are Only a Teenager Once*

I. Listening Comprehension Tests	28
Test 1	29
Test 2	29
Test 3	30

II. Reading Tests	30
Test 1	30
Test 2	32
Test 3	34
III. Grammar Tests	35
Test 1 (Tenses: Present Perfect and Past Perfect)	35
Test 2 (Articles with countable and uncountable nouns)	35
Test 3 (Articles with countable and uncountable nouns)	36
Test 4 (Plurals)	37
IV. Vocabulary Tests Plus	37
Test 1 (Prepositions “to”, “for”, “on” with nouns)	37
Test 2 (Active vocabulary)	37
Test 3 (Active vocabulary)	38
Test 4 (Active vocabulary)	38
Test 5 (Active vocabulary)	39
Test 6 (Phrasal verbs)	39
Test 7 (Spelling)	40
Test 8 (Topical vocabulary)	40
Test 9 (Word building)	41

TESTS TO UNIT FOUR. Family Matters

I. Listening Comprehension Tests	41
Test 1	41
Test 2	42
Test 3	42
II. Reading Tests	43
Test 1	43
Test 2	45
Test 3	46

III. Grammar Tests	47
Test 1 (Passive voice. Sentences with two objects).....	47
Test 2 (Passive structures with the infinitive).....	48
Test 3 (Articles with geographical names and place names)....	49
Test 4 (Articles with geographical names and place names)....	50
Test 5 (Articles in some prepositional phrases).....	50
Test 6 (Prepositions used with verbs).....	51
IV. Vocabulary Tests Plus	51
Test 1 (Phrasal verbs).....	51
Test 2 (Active vocabulary).....	52
Test 3 (Active vocabulary).....	52
Test 4 (Idioms with the word “head”).....	53
Test 5 (Synonyms).....	54
Test 6 (British and American spelling).....	54
Test 7 (Topical vocabulary).....	55
Test 8 (Topical vocabulary).....	55
Test 9 (Word building).....	56
LISTENING COMPREHENSION TEXTS	56
KEYS	67

Учебное издание

Афанасьева Ольга Васильевна
Михеева Ирина Владимировна

АНГЛИЙСКИЙ ЯЗЫК

Контрольные задания
IX класс

**Пособие для общеобразовательных учреждений и школ
с углублённым изучением английского языка**

Центр группы германских языков
Руководитель Центра *В. В. Копылова*
Зам. руководителя *Н. И. Максименко*
Редактор *Е. Ю. Туйцына*

Художественный редактор *Н. В. Дождѐга*
Технический редактор и верстальщик *М. С. Давыдова*
Корректоры *В. Г. Голуб, Е. Д. Светозарова*

Налоговая льгота — Общероссийский классификатор продукции
ОК 005-93—953000. Изд. лиц. Серия ИД № 05824 от 12.09.01.

Подписано в печать 16.05.12. Формат 70 × 90^{1/16}.

Бумага офсетная. Гарнитура Ньютон. Печать офсетная.
Уч.-изд. л. 4,71. Тираж 7 000 экз. Заказ № 1649.

Открытое акционерное общество «Издательство «Просвещение».
127521, Москва, 3-й проезд Марьиной роши, 41.

Отпечатано в полном соответствии с качеством предоставленных издательством
материалов в ОАО «Тверской ордена Трудового Красного Знамени полиграфкомбинат
детской литературы им. 50-летия СССР». 170040, г. Тверь, проспект 50 лет Октября, 46



T E S T S

Учебно-методический комплект «Английский язык»
авторов О. В. Афанасьевой, И. В. Михеевой
для IX класса включает:

- программы общеобразовательных учреждений
- учебник
- рабочую тетрадь
- книгу для чтения
- книгу для учителя
- **контрольные задания**
- электронное приложение ABBYY Lingvo с аудиокурсом на CD
- <http://prosv.ru/umk/vereshchagina>

ISBN 978-5-09-029140-8



9 785090 291408


ПРОСВЕЩЕНИЕ
ИЗДАТЕЛЬСТВО

676527



2 050006 765272

У-50-3-1-1

1 шт 1184