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Н. В. Бутенко, М. В. Ільїна

# **ЗАВДАННЯ ПІДВИЩЕНОЇ СКЛАДНОСТІ З АНГЛІЙСЬКОЇ МОВИ. 5–11 класи**

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Посібник містить завдання, які сприятимуть поглибленню знань з граматики, лексики та розвитку навичок розуміння незнайомого тексту, необхідних для підготовки до всіх форм тестування у школі.

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## ПЕРЕДМОВА

Пропонований посібник складається із шести головних частин.

Перша частина — це уведення в іншомовну атмосферу. Запропоновані нами пісні допоможуть зробити уроки цікавішими, учні можуть виправляти помилку в тексті під час прослуховування пісень.

Друга частина — це розвиток навичок аудіювання. Вона розрахована на учнів 5–11 класів. До кожного тексту додається завдання.

Третя частина використовується для розвитку навичок читання в 5–11 класі. Після кожного прочитаного тексту учні виконують завдання.

Четверта частина — це граматичний матеріал, що містить основні розділи граматики. Це вживання часів (в активному та пасивному станах), узгодження часів, пряма й непряма мова, безособові форми дієслова (прислівник, герундій, інфінітив), умовний спосіб, модальні дієслова, речення та типи підрядних речень тощо.

П'ята частина стосується розвитку монологічного мовлення. На кожному тему учень має усно скласти відповідь, використовуючи вивчений матеріал підвищеної складності.

Шоста частина використовується для розвитку та вдосконалення письма. Учень письмово розкриває зміст теми.

Викладач може вибирати той чи інший текст (діалог) до граматичного матеріалу. До кожного тексту пропонується декілька завдань, більшість із яких мають творчий характер і спрямовані на розвиток навичок уживання граматичних явищ у розмовній мові. Учні, працюючи над текстом, зважають не тільки на ті чи інші граматичні конструкції в ньому, але й на його зміст.

Різноманітні граматичні вправи та тексти й діалоги до них сприятимуть збагаченню лексики загалом і повторенню та закріпленню граматичного матеріалу зокрема, а це поліпшить опанування англійською мовою.

Завдання для письмових робіт сприятимуть збагаченню розмовної лексики та підготовки до всіх форм тестування.

Тексти для аудіювання можна використовувати для усного й письмового переказу.

Увесь граматичний матеріал і вправи до нього складено відповідно до вимог програми з англійської мови для середньої школи та розраховано на два роки навчання. Він допоможе учням набути навичок уживання граматичних конструкцій, типових для сучасної англійської мови.

# I

## WARMING-UP ACTIVITIES

### УВЕДЕННЯ В ІНШОМОВНУ АТМОСФЕРУ

1. Заповніть пропуски словами з таблиці.

Put the words from the table into the song

Name, by, what's (twice), Richard (twice), is (twice), Will (four), meet, nice, your (twice), you, Mr. Monkey (twice), Aygo (four)
------------------------------------------------------------------------------------------------------------------------------------

What's your \_\_ ?

by \_\_ Graham

What's your name?

What's your name?

\_\_ your name?

(clap, clap)

What's your name?

What's your name?

What's your name?

(clap, clap)

My name is Richard.

My name is \_\_ .

My name is \_\_ .

My name is \_\_ .

Nice to \_\_ you

What's your name?

\_\_ your name?

What's your name?

(clap, clap)

What's your name?

What's \_\_ name?

What's \_\_ name?

(clap, clap)

My name \_\_ \_\_ .

My name is \_\_ .

My name is \_\_ .

My name is \_\_ .

Nice to meet you

(Repeat chorus)

My name \_\_\_ .

My name is \_\_\_ .

My name is Richard

My name is Richard

\_\_\_ to meet you

(Repeat chorus)

My name is Richard.

My name is Richard.

My name is \_\_\_ .

My name is \_\_\_ .

Nice to meet \_\_\_ .

(Repeat chorus)

2. **Розташуйте слова пісні у правильному порядку.**

**Put the song's word in correct order.**

little, twinkle, twinkle, star,  
what, I, you, how, are, wonder!  
so, the, above, high, world, up

a, in, like, sky, diamond, the  
little, twinkle, twinkle, star,  
what, I, you, how, are, wonder!

3. **Виправте помилки в пісні. Кожен рядок містить дві помилки.  
Correct the mistakes in the song. Each line has TWO mistakes.**

*Verse 1*

I am sitting in the morning at the diner is on the corner.

I waiting at the counter for the man is to pour the coffee.

And he is fills it only half way, and before I am even argue

He looking out the window at somebody is coming in.

*Verse 2*

“It always nice to see you”, says the man is behind the counter

To the woman who come in. She shaking her umbrella.

And I am look the other way as they kissing their hellos,

And I pretending not to see them and instead I am pour the milk.

*Verse 3*

And I am open up the paper. There a story of an actor,

Who had died while he drinking. It no one I had heard of.

And I turning to the horoscope, is looking for the funnies,

But I feeling someone watching me, and so I am raise my head.

In Verses 4 and 5 each line will have only one mistake for you to correct.

*Verse 4*

There a woman on the outside,  
Looking inside. She see me?  
No, she not really see me,  
'Cause she does sees her own reflection.  
And I trying not to notice,  
That she hitching up her skirt,  
And while she straightening her stockings,  
Her hair gotten wet.

*Verse 5*

Oh this rain, it continue  
Through the morning as I listening  
Is to the bells of the cathedral  
I thinking of your voice \_\_ .

4. **Змініть минулу форму дієслів на теперішню, замінюючи займенники третьої особи однини на першу.**  
**Change from the Past tense into Present and the 3rd person singular on the 1st person singular.**

*Verse 1*

He dreamt of rain,  
He dreamt of gardens  
In the desert sand.  
He woke in pain,  
He dreamt of love  
As time ran through his hand

*Verse 2*

He dreamt of fire  
Those dreams were tied  
To a horse that would never tire.  
And in the flames  
Her shadows played  
In the shape of man's desire.

*Verse 3*

That desert rose, each of her veil  
Was a secret promise.  
That desert flower,  
No sweet perfume had ever  
Tortured him more than that.

*Verse 4*

And as she turned  
That way she moved  
In the logic of all his dreams.  
That fire burnt,  
He realised that nothing was  
As it seemed.

*Verse 5*

He dreamt of rain,  
He lifted his gaze  
To empty skies above.  
He closed his eyes,  
That rare perfume  
Was the sweet intoxication of her love

*Verse 6*

Sweet desert rose,  
That memory of Eden  
Haunted them all.  
That desert flower,  
That rare perfume  
Was the sweet intoxication of the fall



# II

## LISTENING АУДИЮВАННЯ

### 5TH FORM

#### Text № 1

A little sister

Pete and Jane have a little sister. Her name is Nelly. Their little sister doesn't go to school. She cannot read, she cannot write; she is only four years old.

In the morning Pete and Jane take their bags with books and exercise-books and go to school. Little Nelly says, "Oh, Pete, give me your bag! I want to go to school with you. I do not want to stay at home. I don't want to play with my toys. I want to read books. I want to look at the pictures in Jane's English book. Take me with you".

But the children say, "You are very little, Nelly! We come back after school, and we read books for you and play with you".

#### Tasks

##### I. True or false sentences.

1. Nelly is only four years old.
2. She can read.
3. "I want to stay at home", Nelly says.

##### II. Choose a), b), c).

1. Pete has a \_\_ .
  - a) brother
  - b) sister
  - c) friend
2. She is \_\_ .
  - a) five
  - b) three
  - c) four
3. Her name is \_\_ .
  - a) Nelly
  - b) Helen
  - c) Jenny

**III. Fill up the sentences.**

1. Pete and Jane have a \_\_\_ .
2. In the morning Pete and Jane take their \_\_\_ .
3. I want to read \_\_\_ .

**IV. Answer the questions.**

1. Is Nelly big or little?
2. Can she read?
3. Where do children go?
4. Does Nelly want to play with toys?
5. Is she four or five?

**Text № 2**

In the schoolyard

We have a schoolyard near our school. You can see many children in the schoolyard. The children like to play and run in the schoolyard.

Many children like to sit in the school garden. They like to sit on the benches under the big green trees.

Nick and Dan are in the schoolyard. They like to play under the big trees. They don't like to stand under the trees; they like to run in the garden.

Nick has a bag in his hand.

Dan has a book in his hand.

**Tasks****I. True or false sentences.**

1. We have not a schoolyard near our school.
2. Many children like to sit in the school garden.
3. Nick has a bag in his hand.

**II. Choose a), b), c).**

1. We have a \_\_\_ .
  - a) house
  - b) schoolyard
  - c) school garden
2. Pupils like to sit \_\_\_ .
  - a) on the desk
  - b) under the bed
  - c) on the bench

3. Nick has a \_\_\_ .  
a) bag  
b) book  
c) boot

**III. Fill up the sentences.**

1. We have a schoolyard near \_\_\_ .
2. They like to sit under the big \_\_\_ .
3. Dan has a book in his \_\_\_ .

**IV. Answer the questions.**

1. Where do children like to sit?
2. What do children like to do?
3. Are Nick and Dan in the schoolyard?
4. What has Nick?
5. Has Dan a book or a bag?

**Text № 3**

Where is the berry jam?

“Where is the berry jam?” says Nick’s grandmother to Nick and to his friends. Nick is only six. His friends are a little white dog and a big black cat. The dog’s name is Jessy; the cat’s name is Pussy.

“Where is the berry jam?” says Nick’s grandmother again. Jessy says, “Wow-wow”. He wants to say, “I don’t know”. Pussy says, “Mew-mew”. She wants to say, “I don’t know, Granny”.

The grandmother looks at Nick. His face is red from the berry jam. He doesn’t look at his Granny. Nick’s grandmother says, “Don’t you know, Nick, where’s the berry jam?” And Nick says, “I don’t know, Granny”.

“But I know now. And I can see!” says the grandmother.

**Tasks**

**I. True or false sentences.**

1. Nick is only seven.
2. Nick’s face is red from the berry jam.
3. The grandmother does not look at Nick.

**II. Choose a), b), c).**

1. Whom has Nick \_\_\_ .  
a) mother  
b) grandmother  
c) grandfather

2. Jessie is \_\_\_ .
  - a) cat
  - b) dog
  - c) mouse
3. Nick's face is \_\_\_ .
  - a) red
  - b) blue
  - c) rosy

### III. Fill up the sentences.

1. Nick is only \_\_\_ .
2. The cat's name is \_\_\_ .
3. The grandmother looks at \_\_\_ .

### IV. Answer the questions.

1. What has Nick?
2. What colour is the Pussy?
3. Is Jessie a dog or cat?
4. Who eats jam?
5. Is it a berry jam?

### Text № 4

In the park

We have a nice park. The children go to the park. They see benches in the park. They sit in the park under the trees.

Ann has many apples in her bag. The apples are green and red. The children take the apples. They like the apples. The apples are big and sweet.

The children play in the park. They run in the park. They are happy. The dog sees the stick. It takes the stick and runs to the pond.

### Tasks

#### I. True or false sentences.

1. The children go to the park.
2. Ann has many apples in her hand.
3. The children do not like apples.

#### II. Choose a), b), c).

1. We have \_\_\_ .
  - a) house
  - b) park
  - c) yard

2. Ann has \_\_\_\_ .
  - a) apples
  - b) plumps
  - c) oranges
3. Nick takes \_\_\_\_ .
  - a) bag
  - b) apple
  - c) stick

### III. Fill up the sentences.

1. The children go to \_\_\_\_ .
2. The apples are big and \_\_\_\_ .
3. The dog sees \_\_\_\_ .

### IV. Answer the questions.

1. What kind of park do we have?
2. Who run in the park?
3. Where are Ann's apples?
4. Where do children sit?
5. Are children happy?

## 6TH FORM

### Text № 1

Little foxes and their mother

A family of foxes lives in the forest. They are four: Mother Fox, two daughters and one son. Mother Fox is very pretty, she is clever, big and red. She loves her little children and wants them to be clever, tidy and strong.

It is seven o'clock in the morning. It's time to get up. Mother Fox says to her little children: "Get up, children! It's time to go to school!" the little foxes don't like to get up early, they like to sleep, but they get up and say "Good morning, Mummy!"

"Don't forget to do your morning exercises!" says Mother to her three little foxes. And the children do their morning exercises. Then they wash their faces and paws. Mother Fox makes breakfast for her little children. They eat fish or meat and drink some water.

Now it's time to go to school. The three little foxes take their schoolbags, kiss their mother "goodbye" and go to the lessons.

"Behave yourselves!" says their mother to little children.

**Tasks****I. True or false sentences.**

1. A family of foxes lives in the zoo.
2. Mother Fox is very pretty and clever.
3. It is six o'clock in the morning.
4. Little foxes do not wash their faces and paws.

**II. Choose a), b), c).**

1. A family of foxes lives in the  
a) forest  
b) zoo  
c) city
2. Mother Fox is \_\_\_\_ .  
a) big and black  
b) little and red  
c) big and red
3. For breakfast they eat \_\_\_\_ .  
a) fish or carrot  
b) fish or potatoes  
c) fish or meat
4. The three little foxes take their schoolbags and \_\_\_\_ .  
a) kiss their mother  
b) go to sleep again  
c) play different games

**III. Answer the questions.**

1. How many daughters has Mother Fox?
2. Who prepares breakfast?
3. Do foxes like to get up early?
4. Do the little foxes love their Mother Fox?

**Text № 2**

Beatrix Potter

Many years ago there lived a small girl in a big house in London. Her name was Beatrix. Her parents didn't ask other children to come and play with their daughter.

Beatrix had only animals for her friends. She had dogs, cats, frogs and a rabbit. Beatrix played with her animals and talked to them. The animals understood the girl and loved her very much. Beatrix wrote stories about her animal friends and told those stories to her little

brother, her parents and their friends. She drew pictures for her stories too.

Time went on. Beatrix became a young lady, but she continued to write stories about animals. She knew the animals so well, that they were like people to her.

In 1900 Beatrix Potter published her first book “The Tale of Peter Rabbit”. Then she wrote other books and made pictures for them. Children read Beatrix Potter’s books and liked them very much.

So the hobby of a little girl helped her to find an interesting profession.

### Tasks

#### I. True or false sentences.

1. Many children came to play with Beatrix in her home.
2. Beatrix wrote songs about her animals.
3. The animals understood the girl and loved her very much.
4. In 1901 Beatrix Potter published her first book “The Tale of Peter Rabbit”.

#### II. Choose a), b), c).

1. Beatrix lived in \_\_\_\_ .
  - a) New York
  - b) London
  - c) Paris
2. She had \_\_\_\_ .
  - a) sister
  - b) elder brother
  - c) little brother
3. Beatrix wrote \_\_\_\_ .
  - a) stories
  - b) poems
  - c) fairy-tales
4. In 1901 Beatrix Potter published her \_\_\_\_ book.
  - a) last
  - b) first
  - c) third

#### III. Answer the questions.

1. Who were her friends?
2. Did she draw pictures for her stories?
3. What was her hobby?
4. Did she know the animals?

**Text № 3**

Traveling on foot. Hiking

A long walk in the country is very interesting. Such a walk is called a hike. And when you go for a walk in the country, you say that you are going on a hike.

Why is hiking such a nice thing for many people, especially for schoolchildren and students?

Well, a hike is a walk for pleasure in the open air. You don't need to think about tickets, timetables and other things like these. Usually a hike is a good time for friends to spend some days or even a day together in the forest, on a bank of the river or in the countryside. What you need is a rucksack with all the things you will use on a hike and a group of your best friends or classmates.

It has become a very good tradition for the pupils of some schools to go hiking. At the beginning of the school year when the classmates meet again after their summer holidays, they go on a hike. They take some tents, rucksacks and a guitar with them and go somewhere to the forest not far from the town. They have a very good time together: walk in the forest, have sport competitions. In the evening they sit round the campfire, sing favourite songs and speak about their last summer holidays.

**Tasks****I. Fill the sentences.**

1. A hike is a walk for pleasure in the \_\_\_ .
2. They have a very \_\_\_ .
3. In the evening they sit round \_\_\_ .
4. Only thing you need is \_\_\_ .

**II. Choose a), b), c).**

1. Hiking is very popular among \_\_\_ .
  - a) old people
  - b) young people
  - c) little children
2. On a hike you take \_\_\_ .
  - a) a suitcase
  - b) a school bag
  - c) a rucksack



3. On a hike you don't need \_\_\_\_ .
  - a) to take food
  - b) to buy tickets
  - c) to put on comfortable shoes
4. Hiking is \_\_\_\_ .
  - a) a long walk in the country
  - b) riding a bike
  - c) driving a car

### III. Answer the questions.

1. Do you need to think about tickets?
2. How do we call the long walk in the country?
3. Where do the children go for hiking?
4. When do they sing songs?

### Text № 4

#### Paper

You know that books are made of paper. And what is paper made of?

Long, long ago the people of Egypt made paper from the tall grass that grew on the banks of the river Nile. On the stalk of this plant was a white skin. The Egyptians took off this skin and laid heavy things on it until it became dry and flat. Then because it was white and flat, people could write on it. This grass from which people made this kind of paper was called the papyrus and from this name we have our word "paper".

Later people used the skins of sheep and goats to write on. They called this parchment. Parchment is stronger than paper. It is thick that is why the first books were very large and heavy. Monks who made books of those days worked very hard and very slowly.

Now paper is made from many different things and materials. It is made from rags of silk, cotton, and even from old ropes. It is made from straw, wood and from old paper.

### Tasks

#### I. Fill up the sentences.

1. Egyptians made paper from \_\_\_\_ .
2. Later people used the skins of \_\_\_\_ .
3. The first books were \_\_\_\_ .
4. Parchment is stronger than \_\_\_\_ .

**II. Choose a), b), c).**

1. The tall grass grew on the banks of the river \_\_\_\_ .
  - a) Dnipro
  - b) Nile
  - c) Lena
2. Who made the books of those days?
  - a) Monks
  - b) writers
  - c) workers
3. What colour was the stalk of the grass?
  - a) grey
  - b) white
  - c) green
4. The first books were \_\_\_\_ .
  - a) dry
  - b) light
  - c) heavy

**III. Answer the questions.**

1. Who began to make the paper?
2. Who made the first books?
3. How did the people call the grass?
4. What did people use to write on?

**7TH FORM****Text № 1**

Robert Burns

Robert Burns, a Scottish national poet, was born on January 25, 1759 in the north of Scotland. His father William Burns was a fanner. There were seven children in the family and Robert was the eldest.

Although he was poor, William Burns wanted to give his children the best education he could. So Robert went to local school and for a short time had a teacher at home. He learned English, English literature, French and Math. His mother had a wonderful voice and knew many Scottish songs and ballads which she sang to her children. At thirteen Robert was in the fields all day helping his father. At fifteen he did most of the work on the farm. At this time he began to write his first poems. They were about his native country and about the life of

poor people. Robert was 24 when his father died. Robert and his brother became fanners after his father's death but they were not successful.

Burns published his first book of poems in 1786. It was very popular.

Robert became famous in Scotland but he was as poor as he had been before and had to work hard on the farm again to support his family. R. Burns died at the age of 37 in poverty.

He became famous in Great Britain and in other countries only after his death. Burns' Night, the day of poet's birth, is celebrated all over the world by Scotsmen. It is the festival of poetry and music.

### Tasks

#### I. Mark the true (T) and false (F) statements.

1. Robert Burns was a famous Scottish writer.
2. He lived in the 18-th century.
3. Robert came from a rich family.
4. Robert was the youngest son in the family.
5. Robert's father sent his children to university.
6. Robert Burns worked as a teacher at home.
7. He learned French and Italian.
8. His mother was a good singer.
9. Robert Burns began to write first poem when he was twenty-four.
10. Robert became a rich farmer.
11. His first book of poems was not successful.
12. Robert Burns became famous before his death.

#### II. Choose the correct variant and circle it.

1. Robert Burns was born \_\_ .
  - a) in the south of England.
  - b) in the north of Scotland
  - c) in the west of the land
2. His father, William Burns, was \_\_ .
  - a) a poor teacher;
  - b) a rich writer;
  - c) a poor farmer.
3. Robert's mother was fond of \_\_ .
  - a) working in the field;
  - b) singing Scottish songs and ballads;
  - c) reading books.

4. Robert received \_\_\_\_ .
  - a) a good education;
  - b) no education at all;
  - b) a lot of money after his father's death.
5. At thirteen Robert \_\_\_\_ .
  - a) helped his father in the fields;
  - b) went to London;
  - c) studied at college.
6. He began to write his poems \_\_\_\_ .
  - a) at the age of 30;
  - b) at the age of 15;
  - c) at the age of 10.
7. In his poems he wrote about \_\_\_\_ .
  - a) is native country and the life of poor people;
  - b) his travels around the world;
  - c) the life of the rich people.
8. After his father's death Robert became a farmer himself \_\_\_\_ .
  - a) and he became rich;
  - b) and he was happy;
  - c) but he was not successful.
9. His first book of poems was published in 1786. It was \_\_\_\_ .
  - a) not interesting for people;
  - b) very popular;
  - c) not popular.
10. Robert Burns died at the age of 37 \_\_\_\_ .
  - a) being very poor;
  - b) being a rich man;
  - c) having a lot of money.
11. Nowadays the day of the poet's birth is celebrated \_\_\_\_ .
  - a) in Scotland;
  - b) all over the world;
  - c) only in his native city.
12. The birthday of Robert Burns is \_\_\_\_ .
  - a) he festival of poetry and music;
  - b) the day of all farmers throughout the world;
  - c) a very sad day.

### III. Complete the sentences.

1. Robert Burns was \_\_\_\_ .
2. His father wanted \_\_\_\_ .

3. In the family there were \_\_\_ .
4. Robert went to \_\_\_ .
5. The boy studied \_\_\_ .
6. His mother \_\_\_ .
7. At thirteen \_\_\_ .
8. He began to write \_\_\_ .
9. His poems were about \_\_\_ .
10. After his father's death \_\_\_ .
11. Robert Burns published \_\_\_ .
12. Now his birthday \_\_\_ .

### **Text № 2**

William Caxton

William Caxton is the first English printer. He was born in Kent in 1422. His father was a farmer. William did not want to become a farmer like his father. So his father sent him to London. He worked in an office which traded with different countries. William liked to read new books which were printed in Europe.

When William Caxton was thirty, after his master's death he started his own business in Belgium. In 1471 he left his business and began to translate French books into English. He became interested in printing and at last he learnt it. William wanted to have his own press one day and he did.

In 1476 he brought his printing-press to London. Printing was something new at that time and most people thought that it was the work of the devil. Some of the people wanted to break his press. Caxton printed his first book in 1477. It was the first book printed in the English language. The book was Caxton's translation of the French 'Tales of Troy'.

William Caxton printed about eighty books. He translated thirty-one books from French. Caxton died in 1491.

### **Tasks**

#### **I. Mark the true (T) and false (F) statements.**

1. William Caxton is the first English writer.
2. He was born in the 15th century.
3. William came from a very rich family.
4. He liked the profession of his father.
5. The boy studied at university in London.
6. A lot of books were printed in England at that time.

7. William's master died when William was thirty.
8. William started his own business in England.
9. William printed his first book in Belgium.
10. People were afraid of his printing press.
11. William printed hundreds of English books.
12. He translated books from French.

**II. Choose the correct variant and circle it.**

- I. William Caxton was the first English \_\_ .
  - a) writer;
  - b) poet;
  - c) printer.
2. His father was \_\_ .
  - a) a doctor;
  - b) a sailor;
  - c) a farmer.
3. In London William worked \_\_ .
  - a) in the port;
  - b) in an office;
  - c) at the factory.
4. He liked to read books printed \_\_ .
  - a) in America;
  - b) in Asia;
  - c) in Europe.
5. When William was thirty \_\_ died.
  - a) his father;
  - b) his mother;
  - c) his master.
6. He started his own business at the age \_\_ .
  - a) of twenty;
  - b) of thirty;
  - c) of forty.
7. Later he left his business and began \_\_ .
  - a) to print books;
  - b) to write books;
  - c) to translate books.
8. William decided to have \_\_ .
  - a) a printing press;
  - b) a bookstore;
  - c) a publishing house.

9. Caxton printed his first book ..
  - a) in the 14-th century;
  - b) in the 15-th century;
  - c) in the 16-th century.
10. It was the first book printed \_\_ .
  - a) in Europe;
  - b) in the English language;
  - c) in France.
11. William Caxton printed about \_\_ books.
  - a) fifty;
  - b) eighty;
  - c) hundred.
12. Caxton translated \_\_ books from French.
  - a) thirty-one;
  - b) forty-one;
  - c) fifty-one.

### III. Complete the sentences.

1. William Caxton was \_\_ .
2. He was born \_\_ .
3. His father was \_\_ .
4. William didn't like \_\_ .
5. Father sent him \_\_ .
6. In London he \_\_ .
7. William like to read \_\_ .
8. After his master's death \_\_ .
9. He began to \_\_ .
10. He wanted to have \_\_ .
11. People didn't like \_\_ .
12. William Caxton printed \_\_ .

### Text № 3

#### The Doctor's Help

There was a bookseller in a small town who did not like to spend his money. One day a big box of books fell down and hurt his foot.

"Go to the doctor", said his wife, "and show that foot to him".

"No", he said, "I'll wait until the doctor comes into the shop next time. Then I'll ask him what to do about my foot. If I go to see him, I shall have to pay him".

The next day the doctor came into the shop and bought some books.

As the bookseller was wrapping up the books, he told the doctor about his bad foot. The doctor examined it.

“Yes”, said the doctor. “You must put that foot in hot water every night. Then you must put some ointment on it”.

He took out a piece of paper and wrote a prescription on it. “Buy this and put it on the foot before you go to bed every night”, he said.

“Thank you”, said the bookseller. “And now, sir, here are your books”.

“How much?” said the doctor. “Two pounds”.

“Good”, said the doctor. “I won’t need to pay you anything”. “Why not?” asked the bookseller in surprise.

“You asked me to look at your foot. I did so and wrote out a prescription. If people come to my house, I ask them to pay one pound for a small thing like that. But when I go to their houses, I want two pounds. And I came here, didn’t I?”

### Tasks

#### I. Mark the true (T) and false (F) statements.

1. There was a bookseller who liked to spend much money.
2. One day some books fell on his foot.
3. The bookseller’s wife called the doctor.
4. The bookseller went to the doctor to show him his foot.
5. The doctor wrote a prescription on a piece of paper.
6. He told the man to put some ointment on the foot.
7. The man had to put his foot in cold water every night too.
8. The bookseller had to pay one pound for the doctor’s advice.
9. He didn’t pay anything to the doctor.
10. The doctor usually bought books at the man’s shop.
11. One day he came to the bookseller and chose a book.
12. The doctor had to pay two pounds for that.

#### II. Choose the correct word and circle it.

1. The story is about \_\_\_\_ .
  - a) a man who wrote poems;
  - b) a man who sold books;
  - c) a man who bought books.
2. The bookseller lived in \_\_\_\_ .
  - a) a big city;
  - b) a small village;
  - c) a town.



3. The man didn't like \_\_\_\_ .
  - a) to spend his money;
  - b) to buy books;
  - c) to read books
4. \_\_\_\_ fell down on his foot.
  - a) A big box;
  - b) A box of books;
  - c) A bookshelf.
5. The bookseller \_\_\_\_ right after that.
  - a) went to see the doctor;
  - b) asked his wife to call for the doctor;
  - c) waited for the doctor in his shop.
6. The man \_\_\_\_ .
  - a) couldn't walk;
  - b) didn't want to pay money;
  - c) decided not to see the doctor.
7. One day the doctor came to the man \_\_\_\_ .
  - a) to help him;
  - b) to buy some books;
  - c) to see the doctor's wife.
8. The doctor examined his patient \_\_\_\_ .
  - a) at home;
  - b) in the hospital;
  - c) in the shop.
9. The bookseller \_\_\_\_ to the doctor that time.
  - a) showed his foot;
  - b) sold new books;
  - c) told an anecdote.
10. The doctor prescribed some \_\_\_\_ .
  - a) pills;
  - b) ointment;
  - c) cold water baths.
11. The bookseller didn't want to go to the hospital because \_\_\_\_ .
  - a) he was afraid of doctors;
  - b) he didn't want to pay money;
  - c) he couldn't walk.
12. The doctor \_\_\_\_ for the books.
  - a) didn't pay anything;
  - b) paid two pounds;
  - c) paid one pound.

**III. Complete the sentences.**

1. The bookseller lived \_\_\_ .
2. He did not like \_\_\_ .
3. A big box of books \_\_\_ .
4. His wife told him \_\_\_ .
5. The man decided \_\_\_ .
6. The next day \_\_\_ .
7. The doctor wanted \_\_\_ .
8. The man asked the doctor to \_\_\_ .
9. The doctor took \_\_\_ .
10. He prescribed \_\_\_ .
11. The man was surprised \_\_\_ .
12. The doctor explained \_\_\_ .

**8TH FORM****Text № 1**

Too big for our boots?

Every ten years, the average person in Europe grows about another 13 millimeters. Every year, more and more truly big people are born. So welcome to the high society, or, to be more accurate, welcome back to it. To understand the reasons for this return to our former height it is necessary to look back on our history. For most of our evolutionary past, our ancestors got their food from a wide variety of sources: while women were gathering herbs, fruits and berries, men were adding to our diet by killing wild animals. One study found that the “hunter-gatherers” used to have a diet of 85 different plants, for example.

Then, about 9,000 years ago, agriculture was invented — with disastrous results. Most of our planet’s green places were taken over by farmers, which meant that just three plants — wheat, rice and maize — became the staple diet of the human race. This left us smaller and less healthy. Still, agriculture spread because a piece of farmland could support ten times the number of people who lived off it as hunter-gatherers.

During the last ice age, ‘10,000 years ago, people were slightly rounder and taller as an answer to the cold. Large round bodies are undoubtedly better at keeping in the heat! Since our climate began to get hotter, we appear to have become slightly thinner and smaller. As global warming begins to take effect, we may shrink even further.

Mankind's future could be that of a couch potato, a lazy creature, with a taste for far too much junk food, comfortable sofas and home entertainment. Some scientists say that not enough exercise will result in humans developing smaller skeletons and bodies, which are too fat. On the other hand, nowadays, in Europe, America and Japan, diets are beginning to be what they were before.

As a result, heights in some countries are soaring, but the world has not yet been intelligent enough to come to terms with this. A standard European bed length was fixed in 1860, while the height of a door was decided in 1880 and both have remained the same ever since. Even worse, the leg room in some planes and trains seems to have shrunk rather than grown. The question is, where will it all end? We cannot carry on growing forever!

### Tasks

#### I. Listen the text and put “-“ or “+” near the sentences

1. Humans are rapidly reaching the height they were long ago.
2. Our ancestors were never short of food.
3. The hunter-gatherers had a healthier, more varied diet.
4. Agriculture had been invented before the last ice age.
5. As global warming begins to take effect, people grow faster.
6. According to some experts, our future is rather gloomy.
7. Invention of agriculture had disastrous results for the mankind.
8. Our diets are beginning to be what, they were before.
9. A standard European bed length was fixed in the last century.
10. Humans change their size and shape according to their environment.

#### II. Listen the text once more and choose the right letter.

11. How much does the average person in Europe grow every ten years?
  - a) 13 millimeters;
  - b) 23 millimeters;
  - c) 30 millimeters.
12. What were ancient women gathering?
  - a) Vegetables. Fruits and berries;
  - b) Herbs, vegetables and fruits;
  - c) Herbs, fruits and berries.
13. When was agriculture invented?
  - a) About 8,000 years ago;
  - b) About 9,000 years ago;
  - c) About 10,000 years ago.

14. Which three plants were feeding the human race?
  - a) Wheat, rice and potatoes;
  - b) Wheat, potatoes and maize;
  - c) Wheat, rice and maize.
15. How many people could a piece of arable land support?
  - a) Five times the number of people who lived off it as hunter-gatherers.
  - b) Nine times the number of people who lived off it as hunter-gatherers.
  - c) Ten times the number of people who lived off it as hunter-gatherers.
16. How did the last ice age affect people?
  - a) They were slightly rounder and taller.
  - b) They were slightly rounder and shorter.
  - c) They were slightly heavier and taller.
17. What nickname is given to a lazy person in the text?
  - a) Coach potato;
  - b) Couch potato;
  - c) Conch potato.
18. Where are diets beginning to be what they were before?
  - a) In Europe, America and Japan;
  - b) in Europe, North America and Japan;
  - c) in Europe, Africa and Asia.
19. When was a standard European door height fixed?
  - a) In 1860;
  - b) in 1870;
  - c) in 1880.
20. Has the leg room changed in some planes and trains?
  - a) It hasn't changed.
  - b) It seems to have shrunk.
  - c) It seems to have grown.

## Text № 2

### History Jokes

His name was Fleming, and he was a poor Scottish farmer. One day, while trying to make a living for his family, he heard a cry for help coming from a nearby boy. He dropped his tools and ran to the boy. There, mired to his waist in black muck, was a terrified boy, screaming and struggling to free himself. Farmer Fleming saved the boy from what could have been a slow and terrifying death.

The next day, a fancy carriage pulled up to the Scotsman's place. An elegantly dressed nobleman stepped out and introduced himself as the father of the boy farmer Fleming had saved.

"I want to repay you", said the nobleman. "You saved my son's life". "No, I can't accept payment for what I did", the Scottish farmer replied, waving off the offer. At that moment, the farmer's own son came to the door of the family hovel. "Is that your son?" the nobleman asked. "Yes", the farmer replied proudly. "I'll make you a deal. Let me take him and give him a good education. If the fellow is anything like his father, he'll grow to a man you can be proud of".

And that he did. In time, farmer Fleming's son graduated from St. Mary's Hospital Medical School in London, and went on to become known throughout the world as the noted Sir Alexander Fleming, the discoverer of Penicillin.

Years afterward, the nobleman's son was close to death from pneumonia.

What saved him? Penicillin. The name of the nobleman? Lord Randolph Churchill. His son's name?

## Tasks

### Task 1

For each of the questions 1–10 decide which of the statements are true or false on the basis of what is stated or implied in what you have heard and put a "+" if a statement is true and a "-" if a statement is false next to the corresponding number on your answer sheet.

*Remember:* you are NOT allowed to take notes at ANY time when the text is being read to you.

1. The text mainly tells about ordinary events in history.
2. At the beginning of the story, the farmer was bathing in a river.
3. There must have been an accident with a little boy.
4. The action takes place nowadays.
5. The farmer's children were all girls.
6. The little boy's father wanted to give the farmer a sum of money.
7. The farmer seemed to know the importance of knowledge.
8. The nobleman's prediction did not come true.
9. The boy glorified his family name.
10. Sometimes wonderful coincidences happen in life.

**Task 2**

For each of the questions 11–20 decide which of the answers (a, b, c or d) best complete the statements on the basis of what is stated or implied in what you have heard and mark the corresponding letter with a “+” on your answer sheet.

11. It may be inferred from the text that the Fleming family lived:
  - a) In the south of Great Britain;
  - b) in the north of Great Britain;
  - c) in the centre of Great Britain;
  - d) outside Great Britain.
12. The farmer must have been:
  - a) Kind and wealthy;
  - b) noble and proud;
  - c) Hardly able to make ends meet;
  - d) idle and suspicious.
13. One can make a conclusion that the saved boy’s father was:
  - a) a successful farmer;
  - b) a good hunter;
  - c) an aristocrat;
  - d) a beggar.
14. The farmer’s son must have been:
  - a) worth pride;
  - b) a wonder kid
  - c) a nobleman;
  - d) from Ireland
15. The nobleman’s offer was:
  - a) rather stupid;
  - b) just and generous;
  - c) not worth considering;
  - d) never accepted.
16. After receiving his education, young Fleming was supposed to to:
  - a) work with customers;
  - b) sell medicines;
  - c) look for criminals;
  - d) treat patients.
17. Alexander Fleming discovered:
  - a) a penny ceiling;
  - b) a pan sealing
  - c) penicillin;
  - d) pennies while peeling

18. Fleming's discovery made him:
  - a) cruel and dangerous;
  - b) famous worldwide;
  - c) thrilling and exciting;
  - d) quite boring.
19. The word "sir" before Fleming's name may mean that he:
  - a) became as noble as Churchill;
  - b) came from Syracuse;
  - c) performed in a circle;
  - d) was a sergeant in the British Army.
20. One can infer from the text that:
  - a) the Flemings and the Churchills were close friends;
  - b) Alexander Fleming may not necessarily have seen Winston Churchill after the childhood accident;
  - c) Winston Churchill almost died from the medicines given by Fleming;
  - d) Alexander Fleming was Winston Churchill's personal doctor.

## 9TH FORM

### Text № 1

The internet, a computer-based worldwide information network, is composed of a large number of smaller interconnected networks called internets. These internets may connect tens, hundreds, or thousands of computers, enabling them to share information with each other and to share various resources, such as powerful supercomputers and databases of information. The Internet has made it possible for people all over the world to effectively and inexpensively communicate with each other. Unlike traditional broadcasting media, such as radio and television, the Internet is a decentralized system. Each connected individual can communicate with anyone else on the Internet, can publish ideas, and can sell products with a minimum overhead cost. In the future, the Internet may have a dramatic impact on higher education and business as more universities offer courses and, more companies offer goods and services online.

The internets from which the Internet is composed are usually public access networks, meaning that the resources of the network can be shared with anyone accessing the network. Other types of internets,

called intranets, are closed to public use. Intranets are the most common type of computer network used in companies and organizations where it is important to restrict access to the information contained on the network. During the 1990s the Internet has grown tremendously in the number of people using it and the amount of information contained on it. According to the Internet Society, a non-profit society that studies and promotes the use of the Internet, 134 countries had full Internet connection and an additional 52 countries had limited access (for example, e-mail only) in 1996. Surveys performed by International Data Corporation and Matrix Information and Directory Services found that as of September 1997 there were between 53 and 57 million users of the Internet worldwide.

## Tasks

### Task 1

For each of the questions 1–10 decide which of the statements are true or false on the basis of what is stated or implied in what you have heard and put a “+” if a statement is true and a “–” if a statement is false next to the corresponding number on your answer sheet.

*Remember:* you are NOT allowed to take notes at ANY time when the text is being read to you.

1. The main function of the Internet is information exchange.
2. The Internet is made of supercomputers.
3. You should be quite well off to use the Internet efficiently.
4. The Internet has a strong central authority.
5. There may be a great change in higher education soon.
6. The only thing you need to get on the Internet is a computer with the Internet access.
7. You can easily find what you need on the intranet.
8. There has been an Internet boom in the recent decade.
9. More countries in the world have only limited Internet access.
10. It is rather difficult to count the number of Internet users in the world.

### Task 2

For each of the questions 11–20 decide which of the answers (a, b, c or d) best complete the statements on the basis of what is stated or implied in what you have heard and mark the corresponding letter with a “+” on your answer sheet.



11. The Internet is most likely to be associated with:
  - a) an ad work;
  - b) a Ned work;
  - c) a neat work;
  - d) a network.
12. The computers in the Internet are:
  - a) connected to each other;
  - b) standing on each other
  - c) looking for each other;
  - d) not needed at all.
13. One can make a conclusion that:
  - a) corresponding with a distant friend is much easier now;
  - b) there are fewer powerful computers now than before;
  - c) it is difficult to afford using the Internet;
  - d) you need to be an expert to use the Internet.
14. It can be inferred from the text that:
  - a) it is more difficult to post an advertisement on the radio than on the Internet;
  - b) it is more expensive to use the Internet for selling goods;
  - c) using the Internet for educational purposes is not considered;
  - d) some universities offer complete Internet training.
15. Where from is it least possible for general public to connect to the Internet?
  - a) From home;
  - b) from public library;
  - c) from a private company;
  - d) from an Internet cafe.
16. Internets and intranets differ in:
  - a) the cost of use;
  - b) accessibility;
  - c) the number of supercomputers;
  - d) the way of connecting computers together.
17. Companies create intranets to:
  - a) protect the environment;
  - b) prevent misuse of important data;
  - c) restrict working areas;
  - d) predict the future.

18. It may be inferred from the text that the Internet Society:
  - a) has the aim of earning money;
  - b) does a database research;
  - c) wants more people in the world to use the Internet;
  - d) died out in the 1990s.
19. The researches mentioned in the text:
  - a) were carried out at the same time;
  - b) could not be trusted;
  - c) promoted using e-mail;
  - d) were done independently on each other.
20. One can infer from the text that because of the Internet:
  - a) more information is now used by fewer people;
  - b) less information is available;
  - c) there's recently been a great increase in the information exchange;
  - d) about 57 million people will never use the Internet.

### **Text № 2**

The process of domesticating animals started long ago. The first animal to be domesticated was the dog. No one knows when or where the dog was first domesticated. It's believed, however, that the process took place more than 10,000 years ago. The remains of what is thought to be an early example of a domesticated dog were found in a cave in Idaho. These remains are believed to be around 10,500 years old. So, domestication took place during humankind's earliest stage of development — the hunter-gatherer period.

All of the dogs you see today, from Chihuahuas to Great Danes, are descendants of wolves. Obviously, domestication of these wild creatures required that humans select the most useful and easily trained young animals as breeding stock. As such selection continued over countless generations, dogs became adapted to many tasks.

Dogs apparently first served as guards. With their keen sense of smell and hearing, dogs made it almost impossible for strangers to approach a sleeping village by surprise. And later, humans took advantage of dogs' hunting instincts. Dogs learned to help humans procure meat and skins from wild animals. Then, after humans domesticated herd animals such as goats, cattle, and sheep, dogs helped round these herd animals up and move them from place to place by barking and nipping at their heels. Take a look at this fresco from the wall of a sandstone grotto in the Sahara. It's probably about 5,000 years old. The

herders are driving their oxen home from the field, while their “best friend” is apparently helping them.

Of course, after that, at some unknown time, dogs began to take on a new role, the role that most of them have today. They began to be valued not so much for the work they did as for the company they provided.

## Tasks

### Task 1

For each of the questions 1–10 decide which of the statements are true or false on the basis of what is stated or implied in what you have heard and put a “+” if a statement is true and a “–”, if a statement is false next to the corresponding number on your answer sheet.

*Remember:* you are NOT allowed to take notes at ANY time when the text is being read to you.

1. The first animal to be tamed was the dog.
2. The remains of a domesticated dog were found in a cave in Africa.
3. Domestication took place during the harvest-gatherer period.
4. All of the dogs you see today are ancestors of wolves.
5. The most useful and easily trained young animals were selected as breeding stock.
6. Dogs learned to help humans obtain meat and skins from wild animals.
7. After the dog humans domesticated herd animals.
8. There is a fresco on the wall of a sandstone grotto in the Alps.
9. Dogs helped move herd animals by barking and stinging.
10. Nowadays dogs are valued just for the company they provide.

### Task 2

For each of the questions 11–20 decide which of the answers (a, b, c or d) best complete the statements on the basis of what is stated or implied in what you have heard and mark the corresponding letter with a “+” on your answer sheet.

11. They say that the process of domestication took place:
  - a) more than 10 centuries ago;
  - b) less than 10,000 years ago;
  - c) more than 100 centuries ago;
  - d) more than 1000 decade ago.

12. So, domestication took place during humankind's:
  - a) latest period of improvement;
  - b) earliest stage of expansion;
  - c) former point of development;
  - d) newest stage of introduction.
13. The selection of dogs continued over:
  - a) favorite relations;
  - b) numerous adaptations;
  - c) few generations;
  - d) infinite generations.
14. One can easily make a conclusion that:
  - a) the dog was disciplined;
  - b) the dog was handsome;
  - c) the dog was barking;
  - d) the dog was generous.
15. Dogs apparently first served as:
  - a) guards;
  - b) herds
  - c) shepherd;
  - d) guides
16. Humans took advantage of dogs'
  - a) haunted instincts;
  - b) hunting insects
  - c) hunted sixth sense;
  - d) hunting intuition.
17. Dogs learned to help humans:
  - a) obtain pork and skins from undomesticated animals;
  - b) get hold of me at and hides from wild animals;
  - c) secure meat and skins from tamed animals;
  - d) procure lamb and hides from natural animals.
18. It may be inferred from the text that there is:
  - a) a fresco in the fortification of a stone grotto;
  - b) a fresco on the partition of a granite cavern;
  - c) a fresco in the hedge of a brickwork grotto;
  - d) a fresco on the wall of a sandstone cave.
19. It was mentioned in the text that:
  - a) the shepherds are driving their cattle home;
  - b) the herders are making homes for their oxen;
  - c) the shepherds are driving their cars home;
  - d) the herders are riding their oxen home.

20. Nowadays most of the dogs have:

- a) a new character;
- b) a new role-play
- c) a new function;
- d) a new part

## 10TH FORM

### Text № 1

#### Keep On Dancing

After forty-five minutes of dancing the bell rang. The dancers left the dance floor and slowly headed for the beds in the next room. Fifteen minutes later, the bell rang again and the weary dancers straggled back to the dance floor. All day and all night, the same dancers continued to dance. Weeks passed and they kept on dancing. They were called dance marathons and people were crazy about them in the 1930s. In the longest marathon, the dancing went on for 5,148 hours or nearly 215 days. It was just after the stock market crash of 1929 in the United States. The Great Depression that followed affected everyone, and thousands of people were out of jobs. For some young people, entering a dance marathon was simply a way to earn money for food. As long as they continued to dance, they got food to eat.

The first 500 hours of a dance marathon were the most difficult. Dancers had to get used to sleeping while leaning on their partners. Feet got sore and swollen, and tempers flared as dancers got tired. Three times a day, tables were pilled out onto the dance floor and the dancers ate — while dancing.

For many people, watching a dance marathon was a cheap form of entertainment. At any time of day or night they could go and watch the dancers in the marathon. They yelled and threw money at their favorite dancers to encourage them to keep dancing. Some made bets on who would quit or fall down next.

Dancers in a marathon were pushed to their limits. Without proper sleep, many got sick. When several dancers died from overexertion in a 1929 dance marathon, government officials tried unsuccessfully to outlaw marathons. Instead, marathons continued to be popular until the United States entered World War II. The wartime economy brought the country out of the Depression and people finally began to lose interest in dance marathons.

**Tasks****Task 1**

For each of the questions 1–10 decide which of the statements are true or false on the basis of what is stated or implied in what you have heard and put a “+” if a statement is true and a “–”, if a statement is false next to the corresponding number on your answer sheet.

*Remember:* you are NOT allowed to take notes at ANY time when the text is being read to you.

1. Nowadays, people are crazy about dance marathons.
2. In the longest marathon, the dancing went on for nearly seven months.
3. Dance marathons appeared during the Great Depression.
4. Entering a dance marathon was a way to become rich.
5. Professional dancers only had a right to participate in a marathon.
5. Watching a dance marathon was an expensive form of entertainment.
6. Bets were made on who would quit or fall down next.
7. Several dancers died from indigestion in 1929.
8. Government officials outlawed marathons when the USA entered World War II.
9. People finally began to lose interest in dance marathons in the 1990s.

**Task 2**

For each of the questions 11–20 decide which of the answers (a, b, c or d) best complete the statements on the basis of what is stated or implied in what you have heard and mark the corresponding letter with a “+” on your answer sheet.

11. How long did hourly breaks last?
  - a) Five minutes;
  - b) ten minutes;
  - c) fifteen minutes.
12. When did people become crazy about dance marathons?
  - a) In the 1920s;
  - b) in the 1930s;
  - c) in the 1940s.
13. When did the US stock market crash?
  - a) In 1929;
  - b) in 1930;
  - c) in 2001.

14. How long did 'the longest dance marathon last?
  - a) 115 days.
  - b) 215 days;
  - c) 250 days.
15. What did the dancers get as long as they participate in the contest?
  - a) Bed and breakfast;
  - b) free meals;
  - c) pocket money.
16. When could people watch the dancers in the marathon?
  - a) At any time of day or night;
  - b) in the evening;
  - c) at night.
17. What did spectators throw at their favorite dancers?
  - a) Some food;
  - b) some towels;
  - c) some money.
18. Why did several dancers die?
  - a) They got poisoned;
  - b) they got exhausted;
  - c) they got bribed.
19. Did the government ban dance marathons?
  - a) Yes, it did;
  - b) no, it did not;
  - c) it failed.
20. Why did people finally begin to lose interest in dance marathons?
  - a) The USA entered World War II;
  - b) people became fed up with them;
  - c) the marathons were outlawed.

## Text № 2

### Natural Classic

I'm a very keen reader, but selecting the book with a natural-history theme, which has influenced me most, was some challenge, until I thought back to my childhood. Then it was easy.

Where the book came from is a mystery, and I have never met anyone who has heard of it. It is Rita Richie's *The Golden Hawks of Genghis Khan*. I read it when I was about 10 years old and I remember to this day the effect it had on me.

Set in 1218, it is a story of a rich boy whose parents are dead. He is growing up in the splendid city of Samarkand and has a fascination for hawks, those magnificent hunting birds. There is a great deal of mystery surrounding his past, but he is led to believe that a band of Mongols killed his father to steal a rare type of bird — the golden hawk. Determined to get these birds back, he runs away from Samarkand and joins a group of people travelling to the country of Mongolia. What follows is a grand adventure centered on the city of Karakorum, where the great Mongol chief Genghis Khan was then based.

The book combines adventure, mystery, honour, friendship, danger, suffering — all seen through the eyes of the young hero, Jalair. I still find this fantasy a thrilling read. Jalair's great love for the birds was enviable and inspiring. But most of all it was the sense of place that stayed with me. The book gives the reader an idea of the vast open spaces of central Asia and its huge skies, without the use of the long descriptive passages that would bore a child. There are no boundaries. The emptiness of the Gobi Desert, the Tian Shan mountains and the excitement of riding through forests and over rolling hills fascinated me.

The book gave me more than hawks, horses and a desire for wild places. It also gave me a set of values. The Mongols in *The Golden Hawks* were totally uninterested in possessions, a characteristic that is absolutely essential for people who spent their lives travelling from place to place. They were never mean. Generosity, good will and optimism were highly valued, hard work was enjoyed and the rest was pure fun. They simply loved life.

Two years ago, I fulfilled a life-long ambition and went riding in Mongolia's mountains. I was not disappointed.

## **Tasks**

### **Task 1**

For each of the questions 1–10 decide which of the statements are true or false on the basis of what is stated or implied in what you have heard and put a “+” if a statement is true and a “–” if a statement is false next to the corresponding number on your answer sheet.

*Remember:* you are NOT allowed to take notes at ANY time when the text is being read to you.

1. The author hasn't read a good history book for a long time.
2. The book the author is telling about was borrowed from a library.



3. The main character of the book is Genghis Khan.
4. The action takes place in the 13th century.
5. Jalair is an orphan.
6. Mongols take the boy as prisoner.
7. The Mongols' chief is dead at the beginning of the story.
8. Jalair's father's nickname was Golden Hawk.
9. The boy is eager to find those who killed his father.
10. The book was interesting to read because it had a lot of pictures in it.

### Task 2

For each of the questions 11–20 decide which of the answers (a, b, c or d) best complete the statements on the basis of what is stated or implied in what you have heard and mark the corresponding letter with a “+” on your answer sheet.

11. One can make a conclusion that the writer:
  - a) is an educated person;
  - b) can hardly read;
  - c) has always been fond of nothing but history;
  - d) is an experienced traveller.
12. The city where the boy lived was probably:
  - a) like slums;
  - b) a wonderful place to live;
  - c) the capital city of Mongols;
  - d) the place for training hunting birds.
13. One can make a conclusion that the boy's father was:
  - a) a successful businessman;
  - b) a good hunter;
  - c) a Mongol;
  - d) a beggar.
14. Jalair seems to:
  - a) be a promising traveller;
  - b) become a merchant in future;
  - c) follow in his father's footsteps;
  - d) be a relative of Genghis Khan.
15. The geographical name NOT mentioned in the text is:
  - a) Karakorum;
  - b) Gobi;
  - c) Tian Shan;
  - d) Everest.

16. Jalair is trying to get to:
  - a) the heart of Mongolia;
  - b) Asia;
  - c) Mongolia's mountains;
  - d) Samarkand.
17. The book most probably was written:
  - a) with a lot of facts and details;
  - b) in a pretty simple language
  - c) in Mongolia;
  - d) by an eyewitness.
18. Jalair's travel must have been:
  - a) hard and, dangerous;
  - b) extremely boring;
  - c) thrilling and exciting;
  - d) quite simple
19. The Mongols in the book:
  - a) are strong and merciless warriors;
  - b) differ from the traditional image;
  - c) are keen on collecting valuables;
  - d) have no positive features at all.
20. Which of the following is NOT true about the writer?
  - a) She has not regretted going to Mongolia;
  - b) she is an unemotional person;
  - c) she was able to realize her old dream;
  - d) she knows how to handle a horse.

### **Text № 3**

The technology of the North American colonies did not differ from that of Europe, but in one respect, the colonists enjoyed a great advantage. Especially by comparison with Britain, American had wonderfully plentiful supply of wood.

The first colonists did not, as many people imagine, find an entire continent covered by a climax forest. Even along the Atlantic seaboard the forest was broken at many points. Nevertheless, there was an abundant supply of fine trees of all types, and through the early colonial period, those who pushed westward encountered new forests. By the end of the end of the colonial era, the price of wood had risen slightly in eastern cities, but wood was still readily available.

The availability of wood brought advantage that has seldom been appreciated. Wood was a foundation of the economy. Houses and all

manner of buildings were made of wood to a degree unknown in Britain. Secondly, wood was used as a fuel for heating and cooking. Thirdly, it was used as the source of important industrial compounds, such as potash, an industrial alkali; charcoal, a component of gunpowder; and tannic acid, used for tanning leather.

The supply of wood conferred advantages, but had some negative aspects as well. Iron at that time was produced by heating iron ore with charcoal. Because Britain was so stripped of trees, she was unable to exploit her rich iron mines. But the American colonies had both iron ore and wood; iron production was encouraged and became successful. Britain had to abandon the charcoal method and went on to develop coke smelting. The colonies did not follow suit because they had plenty of wood and, besides, charcoal iron was stronger than coke iron. Coke smelting led to technological innovations and was linked to the emergence of the Industrial Revolution. The former colonies lagged behind Britain in industrial development because their supply of wood led them to cling to charcoal iron.

## Tasks

### Task 1

For each of the questions 1–10 decide which of the statements are true or false on the basis of what is stated or implied in what you have heard and put a “+” if a statement is true and a “–” if a statement is false next to the corresponding number on your answer sheet.

*Remember:* you are NOT allowed to take notes at ANY time when the text is being read to you.

1. The passage mainly describes the first British colonies in North America.
2. The technological development in Britain was higher than in the North American colonies.
3. The first colonists found the entire continent covered by forest.
4. The price of wood went up in the eastern cities.
5. Wood was a foundation of the British economy.
6. Potash was a component of gunpowder.
7. The abundant supply of wood had some negative aspects.
8. Britain had both wood and iron ore.
9. Coke iron was better than charcoal iron.
10. Technological innovations in Britain were caused by the demand for iron ore.

**Task 2**

For each of the questions 11–20 decide which of the answers (a, b, c or d) best complete the statements on the basis of what is stated or implied in what you have heard and mark the corresponding letter with a “+” on your answer sheet.

11. One can make a conclusion that the colonists enjoyed a great:
  - a) holiday,
  - b) benefit
  - c) disadvantage
  - d) fame
12. Through the early colonial period the supply of wood was:
  - a) scarce,
  - b) on make,
  - c) bounty,
  - d) profuse
13. In the end of the colonial era wood was still:
  - a) on hand,
  - b) on make,
  - c) on site,
  - d) on demand
14. The availability of wood brought advantages that have seldom been:
  - a) valued,
  - b) considered,
  - c) apprehended,
  - d) regarded.
15. The word “manner” in line 10 is most likely to mean:
  - a) mode,
  - b) method,
  - c) approach,
  - d) style
16. Houses in the colonies were made of wood to a degree \_\_\_ in Britain.
  - a) unspecified,
  - b) useless,
  - c) unheard of,
  - d) mysterious
17. To produce gunpowder you need:
  - a) alkali,
  - b) acid,
  - c) coal,
  - d) potash

18. The supply of wood had some negative aspects such as:
  - a) stagnation,
  - b) water pollution,
  - c) iron ore deficit,
  - d) redundancy
19. Britain had to abandon the charcoal method and went on to develop:
  - a) smoke smelting,
  - b) snow melting,
  - c) cow smelling,
  - d) coke smelting
20. The industrial development in Britain was caused by:
  - a) conquest of firewood
  - b) altered form of wood
  - c) shortage of timber
  - d) abundance of lumber

## **11TH FORM**

### **Text № 1**

#### **What Is Being Done to Protect the Environment?**

It seems that all we hear is bad news about the environment. But in some ways, things are looking up. Tough new laws are being passed to prevent further damage to the environment. More factories are being forced to stop polluting the air and water.

More of our trash is being recycled. If you just look around, you'll see that many interesting and unusual ways are being found to protect the environment. Here are a few examples: to cut down on air pollution, employees of some U.S. companies are being encouraged to leave their cars at home. One company in California gives employees a dollar a day if they walk, carpool, or bike to work. In Seattle, Washington, a 12-mile path is being used every day by 800 bikers on their way to work. The Seattle bike trail goes from the centre of the city out to the suburbs. It is paved and it even has traffic signals, signs, and speed limits. At some time during this decade, Seattle will be connected to the surrounding suburbs by a total of 140 miles of trails. This should encourage more people to leave their cars at home.

The average American produces about 3.5 pounds of trash a day. Half of it is packaging. It took a family picnic to get Lois Harbaugh

involved in doing something about this problem. At the end of the picnic, Harbaugh was shocked to see all the trash the family had produced. This made her wonder why so many things are packaged in non-recyclable paper and plastic. To draw attention to the problem, Harbaugh decided to start a packaging contest. Harbaugh took her idea to Washington Citizens for Recycling, a nonprofit environmental group. With their help, the contest has become an annual event. Rewards are given to products whose packaging can be refilled or recycled. Booby prizes are given to products whose packaging is wasteful. The contest has made a lot of people think about the wastefulness of most packaging. And when customers start complaining, businesses will start to change the way their products are packaged.

Imagine that you own a large piece of land in the United States, much of it forest or farmland. As the value of land has gone up, you can no longer afford to pay the taxes. Developers would like to buy your land, divide it up, and build houses on it. But you think the land should be kept as open space. So what can be done to save the land? One option is to give an easement on your land to a conservation organization. When you give an easement, you give up the rights to develop the land at any time in the future. In return, your land is taxed at a much lower rate. You can still farm the land, but it can never be divided up and built on. You may also sell the land, but you sell the land with the easement. This means that the person who buys your land can't develop it either. Many landowners have already given easements on their land. In fact, over two million acres of land in the United States are already being protected because of this program.

Who says that laws can't be made by children? A group of young people in Freeport, Maine, have proved that they can be. The eighteen young environmentalists, aged 6 to 11, decided that products that are made of or packaged in Styrofoam should be banned from sale in their community. First they collected information about the problems that are caused by Styrofoam. Then they presented this information to the town government. But not everyone agreed with the kids. One restaurant, whose food was sold in Styrofoam containers, argued against the ban. Restaurant executives said that the ban wasn't necessary because the company had a good recycling program. But the kids claimed that the recycling program wasn't working. To prove it, they brought in two large bags of trash that they had collected in twenty minutes. Well over 50 per cent was Styrofoam. One kid said,

“If your program is so good, how come we were able to collect all this [Styrofoam] in twenty minutes?” Two weeks later, the Town Council voted on the issue. The kids won, and today food and drinks cannot be sold or served in Styrofoam containers in their community. The company later announced that it was phasing out the use of Styrofoam boxes nationwide.

## Tasks

### Task 1

For each of the questions 1-10 decide which of the statements are true or false on the basis of what is stated or implied in what you have heard and put a “+” if a statements true and a “-” if a statements is false next to the corresponding number on your answer sheet.

*Remember:* you are NOT allowed to take notes at ANY time when the text is being read to you.

1. All we hear is bad news about the environment.
2. Less of our trash is being recycled.
3. More people leave their cars at home to save on petrol.
4. Special bicycle paths are built in Seattle, Washington.
5. An average American produces about 24.5 pounds of trash a week.
6. Some companies have stalled using ecologically friendly packaging.
7. An easement doesn't allow selling the land.
8. Many landowners have already given an easement on their land.
9. Styrofoam containers are banned in the USA.
10. The eighteen young environmentalists, aged 6 to 11, have won over the restaurant executives.

### Task 2

For each of the questions 11-20 decide which of the answers (a, b, c or d) best complete the statements on the basis of what is stated or implied in what you have heard and mark the corresponding letter with a “+” on your answer sheet.

11. What do the federal authorities do to prevent further damage to the environment?
  - a) They hold elections;
  - b) they pass laws;
  - c) they recycle trash.

12. Why does the company give employees a dollar a day?
  - a) To pay for parking space;
  - b) to save up for the new petrol tax;
  - c) to leave their cars at home.
13. How many kilometers of bike trails will be built in Seattle?
  - a) About 140;
  - b) about 200;
  - c) about 226.
14. How did Lois Harbaugh get involved into doing something to prevent pollution?
  - a) She went to the country;
  - b) she went to a factory;
  - c) she went to a meeting.
15. How often is the packaging contest held?
  - a) Every decade;
  - b) every year;
  - c) every month.
16. Why can't landowners in the USA afford to pay the taxes?
  - a) They don't have enough money;
  - b) the price of land went up;
  - c) the tax went up.
17. What option do the landowners have?
  - a) To give an easement;
  - b) to take an easement;
  - c) to bring an easement.
18. Where did the kids want to ban Styrofoam from sale?
  - a) In their area;
  - b) in their community;
  - c) in their region.
19. What was sold in Styrofoam containers?
  - a) Drinks;
  - b) food;
  - c) food and drinks.
20. What did the kids do to prove that the recycling program wasn't working?
  - a) They led the Town Council members out of the building;
  - b) they gathered three sacks of trash;
  - c) they brought in two bags of trash.



**Text № 2****Show Me the Way to Go Home**

Unexpected numbers of young adults are living with their parents. This fact is becoming abundantly familiar as American parents are forced to make room for their adult children. There is a naive notion that children grow up and leave home when they are 18, and the truth is far from that. Today, 59 % of men and 47 % of women between 18 and 24 depend on their parents for housing in this or that way and this is part of a major shift in the middle class.

Analysts cite a variety of reasons for this return to the nest. The marriage age is rising, a condition that makes home and its amenities particularly attractive to young people. A high divorce rate and a declining remarriage rate are sending economically pressed and emotionally battered survivors back to parental shelters. For some, the expense of an away-from-home college has become so exorbitant that many students now attend local schools. Even after graduation young people find their wings clipped by skyrocketing housing costs.

Sharing the family home requires adjustments for all. There are the hassles over bathrooms, telephones, and privacy. Some families, however, manage the delicate balancing act.

Still, most psychologists feel lengthy homecomings are a mistake. Offspring, struggling to establish separate identities, can wind up with a sense of inadequacy, defeat, and failure. And aging parents, who should be enjoying some financial and personal freedom, find themselves bogged down with responsibilities. Living with children of any age involves compromise and obligation, factors that can be detrimental to some aspects of well-being. All children, even adult children, require accommodation and create stress.

Brief visits, however, can work beneficially. They may make parents and their children much closer to each other without being a burden for either part.

**Tasks****Task 1**

For each of the questions 1–10 decide which of the statements are true or false on the basis of what is stated or implied in what you have heard and put a “+” if a statement is true and a “–” if a statement is false next to the corresponding number on your answer sheet.

*Remember:* you are NOT allowed to take notes at ANY time when the text is being read to you.

1. Leaving home after school used to be a tradition in the US.
2. Children do not want to leave their parents' houses.
3. There is a variety of choices for children to make.
4. Students nowadays have fewer options for studying than before.
5. More females than males depend on their parents for housing.
6. Living with adult children is relaxing in most cases.
7. When adult children return home, it is them who need to get used to their parents' way of life.
8. Most parents expect their lives will change for the better without their children living with them.
9. Living with parents may be psychologically harmful.
10. There seems to be no possible way to handle the problem today.

### Task 2

For each of the questions 11–20 decide which of the answers (a, b, c or d) best complete the statements on the basis of what is stated or implied in what you have heard and mark the corresponding letter with a “+” on your answer sheet.

11. The situation described is something:
  - a) not very well known;
  - b) not very much waited for;
  - c) not very embarrassing;
  - d) not very naive.
12. It can be inferred from the text that:
  - a) the life of the middle class has changed;
  - b) middle class people have to work in two shifts;
  - c) middle class students major in housing;
  - d) middle class houses are different from what they used to be.
13. You may be most likely expected to live with your parents if you are:
  - a) 21;
  - b) 28;
  - c) 42;
  - d) 81.
14. Americans today tend to get married:
  - a) earlier than before;
  - b) at the same age as before;
  - c) later than before;
  - d) only after being forced to.

15. The text states that the cost of housing:
  - a) is slowly getting more expensive;
  - b) remains the same;
  - c) is going down a bit;
  - d) is increasing at a high speed.
16. It is implied in the text that:
  - a) most families feel comfortable when living together;
  - b) a few families are able to find a compromise;
  - c) there is no problem with personal space;
  - d) no efforts to solve the problem are made.
17. Living in the parents' house may produce a negative effect on children's:
  - a) self-esteem;
  - b) selfishness;
  - c) attitude to parents;
  - d) intentions to get married.
18. In the families where parents and adult children live together, it is more likely to find the atmosphere of:
  - a) friendliness;
  - b) hopefulness;
  - c) nervousness;
  - d) ruthlessness.
19. According to the text, parents believe that they must:
  - a) provide their children with a place to live;
  - b) improve their children's well-being;
  - c) enjoy their children;
  - d) establish children's identities.
20. One can make a conclusion that parents and children in America are traditionally:
  - a) very close;
  - b) a bit distant from each other;
  - c) glad to visit each other;
  - d) a burden for each other.

### Text № 3

The spectacular and famous eruptions of Old Faithful geyser in Yellowstone National Park do not occur like clockwork. Before the earthquake of 1959, eruptions came every 60 to 65 minutes; today they are as little as 30 minutes or as much as 90 minutes apart. Changes in weather and in atmospheric pressure can influence the regularity

of the eruptions and the height of the column. The geyser usually gives a warning: a short burst of steam. Then a graceful jet of water and steam rises up to 150 feet in the air, unfurling in the sunlight with the colors of the rainbow playing across it.

The eruption is only the visible part of the spectacle. In order for a geyser to erupt, there are three necessary ingredients: a heat source, a water supply, and a plumbing system. In the geyser fields of Yellowstone, a steady supply of heat provided by hot spots of molten rock as little as two miles below the surface. The water supply of Old Faithful comes from groundwater and rainfall, but other geysers in Yellowstone are located on river banks. Geysers have various types of plumbing systems. Geologists studying Old Faithful theorized that it had a relatively simple one consisting of an underground reservoir connected to the surface by a long, narrow tube. In 1992 a probe equipped with a video camera and heat sensors was lowered into the geyser and confirmed the existence of a deep, narrow shaft and of a cavern, about the size of a large automobile, about 45 feet beneath the surface.

As water seeps into Old Faithful underground system, it is heated at the bottom like water in a tea kettle. But while water in a kettle rises because of convection, the narrow tube of the plumbing system prevents free circulation. Thus, the water in the upper tube is far cooler than the water at the bottom. The weight of the water puts pressure on the column, and this raises the boiling point of the water near the bottom. Finally, the confined, superheated water rises, and the water in the upper part of the column warms and expands, some of it welling out of the mouth of the geyser. This abruptly decreases the pressure on the superheated water, and sudden, violent boiling occurs throughout much of the length of the tube, producing a tremendous amount of steam and forcing the water out of the vent in a superheated mass. This is the eruption, and it continues until the water reservoir is emptied or the steam runs out.

There are two main types of geysers. A fountain geyser shoots water out in various directions through a pool. A columnar geyser such as Old Faithful shoots water in a fairly narrow jet from a conical formation at the mouth of the geyser that looks like a miniature volcano.

## **Tasks**

### **Task 1**

For each of the questions 1-10 decide which of the statements are true or false on the basis of what is stated or implied in what you have

heard and put a “+” if a statement is true and a “-” if a statement is false next to the corresponding number on your answer sheet.

1. The eruptions of Old Faithful geyser in Yellowstone National Park do not happen every hour.
2. Changes in weather can influence the depth and regularity of the eruptions.
3. The geyser usually gives warnings after eruptions.
4. Some geysers in Yellowstone are located on river banks.
5. Some time ago a probe equipped with a video camera and heat sensors was launched into the geyser.
6. Geologists studying Old Faithful say that it has an underground reservoir.
7. The weight of the water puts pressure on the column.
8. There are two main types of geysers a fountain geyser and a columnar geyser.
9. Eruptions continue until the water runs out of the tank.
10. A columnar geyser erupts like a miniature volcano.

### Task 2

For each of the questions 11–20 decide which of the answers (a, b, c or d) best complete the statements on the basis of what is stated or implied in what you have heard and mark the corresponding letter with a “+” on your answer sheet.

11. The passage mainly tells about:
  - a) a faithful geyser;
  - b) a national park
  - c) a spectacular;
  - d) a volcanic eruption.
12. A graceful jet of water and steam rises up to:
  - a) 150 meters;
  - b) 45 feet;
  - c) 150 yards;
  - d) 150 feet.
13. In order for a geyser to erupt, there are three necessary ingredients:
  - a) a heat source, water, a plumbing system;
  - b) a water supply, a reheat source, a plumbing system;
  - c) a plumb system, a water supply, a heat source;
  - d) geyser fields, a water supply, a heat source.

14. The water supply of Old Faithful comes from:
  - a) grounded water and rainfall;
  - b) groundwater and precipitation;
  - c) groundwater and waterfall;
  - d) grind water and rainfall.
15. The text states that geysers have various types of:
  - a) plumbing systems;
  - b) reservoirs;
  - c) narrow tubes;
  - d) superheated water.
16. It is implied in the text that geysers erupt because of:
  - a) shafts and caverns;
  - b) tremendous amount;
  - c) water supply;
  - d) violent boiling.
17. The water in the upper tube is far cooler than the water:
  - a) at the bottom;
  - b) in the middle;
  - c) at the top;
  - d) in the shaft.
18. A probe equipped with a video camera and heat sensors was lowered into the geyser:
  - a) in 1893;
  - b) in 1992;
  - c) in 1993;
  - d) in 1982.
19. According to the text, the eruption continues until:
  - a) the water reservoir is emptied or the spray runs out;
  - b) the water tank is emptied or the mist runs out;
  - c) the water reservoir is emptied or the steam runs out;
  - d) the water reservoir is emptied or the water runs out.
20. One can make a conclusion that a fountain geyser shoots water out in:
  - a) a range of guidelines through a lake;
  - b) a variety of directions trough a pool;
  - c) various direction through a pond;
  - d) different directions through a pool.

# III

## READING ЧИТАННЯ

### 5TH FORM

#### Text № 1

A story about a clever dog

An old woman had a clever dog. She had a big arm-chair too and she liked to sit in it and read the newspaper. But the old dog liked the arm-chair too. Very often the woman found the dog in the arm-chair when she wanted to sit down. And the dog was angry when she told him to get up. One day the woman came into her room and saw the dog in her arm-chair. She went to the window and said: "Cats". The dog ran to the window and the woman went to her arm-chair and sat down. The next day the dog came into the room and saw the old woman in the arm-chair. He ran to the window and began to bark. "Who can it be?" — the old woman thought and went to the window.

The dog went to the arm-chair and sat down.

#### Tasks

##### I. True or false sentences

1. A young woman had a dog.
2. She had a big arm-chair.
3. The dog was angry when she told him to get up.
4. She went to the window and said: "Mice".
5. The dog came to the window and looked out.
6. The old woman went to the window.

##### II. Choose a), b), c).

1. Whom did an old woman have?
  - a) dog
  - b) cat
  - c) cow
2. What kind of arm-chair did she have?
  - a) small
  - b) big
  - c) she hadn't arm-chair

3. What did she like to do in her arm-chair?
  - a) slept
  - b) watched TV
  - c) sat and read newspapers

### III. Answer the questions.

1. Who had a clever dog?
2. Who liked to sit in the arm-chair?
3. Was the dog angry when the old woman told him to get up?

#### Text № 2

Spring is coming

The winter is over. There is no more ice in the ponds, rivers and lakes. There is almost no snow on the ground. The days are longer and warmer, and the nights are shorter.

Everything begins to waken from its winter sleep. Spring is coming. The spring months are March, April and May.

The sky is blue and the sun is shining brightly. The wind often blows very hard in spring, especially in March. Sometimes the wind is cold, but more often it is warm. After the rain you can see streams or water in the streets and in the gardens.

The buds on the trees and bushes are opening. The birds are coming back from the south and begin to build their nests.

Children make green corners in their classrooms. They plant flowers in the pots. Every day the pupils on duty water the plants. The schoolchildren like their little kitchen garden in the classroom and take care of it. They put the flowerpots on the windowsills, because flowers cannot live without sun.

Some of the pupils work in the school garden, they take care of the trees and bushes, sweep in the schoolyard and clean the grass in the stadium.

#### Tasks

##### I. True or false sentences

1. Everything begins to waken from its winter sleep.
2. The wind doesn't blow in spring.
3. After the rain you can not see streams of water.
4. Every day the pupils on duty water the trees.
5. The spring months are March, April and June.
6. Flowers cannot live without the sun.



**II. Choose a), b), c).**

1. In spring the sky is \_\_\_ .
  - a) blue
  - b) grey
  - c) white
2. The wind is \_\_\_ .
  - a) hot
  - b) warm
  - c) cold
3. What are opening on the trees and bushes?
  - a) flowers
  - b) berries
  - c) buds

**III. Answer the questions.**

1. What kind of corner do children have?
2. After what can you see the streams of water in the streets?
3. Where do the children clean the grass?

**6TH FORM****Text № 1****Mothering Sunday**

In Great Britain there is a very nice tradition. It is called Mothering Sunday. This holiday is celebrated on the second Sunday in May and is very popular not only in England, but also in the United States of America.

The history of this tradition goes in old days in England. When village girls worked in the houses of rich people in town, they had only one day off a week. Usually it was Monday. The girls missed their families and mothers who stayed at their native homes and wanted to visit them.

Kind masters gave one more day for the girls to go and visit their mothers in the village. Traditionally it was the second Sunday in May. The girls went to their villages, met their relatives and helped the mothers about the house.

At presents on Mother's Day people visit their mothers, if possible, give them flowers and small presents. If they cannot come, they send "A Mother's Day Card". The families try to give the mother little

rest on this day. Sometimes the father and the children cook breakfast. They help with cooking some other meals and do the washing up.

On Mother's Day the children say "thank you" to their mothers for taking care of them during the whole year. They give the holiday card to the mother and a little present — some flowers or a box of sweets.

### Tasks

#### I. True or false sentences

1. This holiday is celebrated on the second Sunday in March.
2. The history of this tradition goes in old days in England.
3. The girls had only two days off a week.
4. The father and the children don't cook breakfast.

#### II. Choose a), b), c).

1. When do Englishmen celebrate Mothering Day?
  - a) in March
  - b) in April
  - c) in May
2. Where did the village girls work?
  - a) in the houses of rich people
  - b) at factories
  - c) at the shops
3. When did they have their day off?
  - a) on Sunday
  - b) on Monday
  - c) on Saturday
4. What do the children say to their mothers?
  - a) good bye
  - b) I love you
  - c) thank you

#### III. Complete the sentences.

1. Kind masters gave one more day \_\_ .
2. At presents on Mother's Day people visit \_\_ .
3. This holiday is celebrated on the \_\_ .
4. The girls missed their \_\_ .

### Text № 2

#### British homes

The majority of the British population lives in small houses built close together. A typical house of this kind is built with two floors.

The front door, which faces the street, opens into a hall with two rooms, one on each side of the hall. One of them is the dining room; the other may be called the sitting room or the living room. The most modern name for this room is the lounge. The rooms upstairs are bedrooms; they are often very small.

Often the dining-room is the most comfortable room in the house, and the one that is used all the time. The other members of the family bring their hobbies and games to the table. But when the television set is turned on, no one can do anything in the dining-room.

Very many houses of this type were built in British cities in the 19th and early 20th centuries. Today the land on which they stand has become very valuable and the owners either sell it or pull down the old houses and built large blocks of flats. In this way the owners make more money.

### Tasks

#### I. True or false sentences

1. A typical house of this kind is built with one floor.
2. Often the dining-room is not the most comfortable room in the house.
3. Today the land on which houses stand has become very valuable.
4. Very many houses of this type were built in British cities in the 19th and early 20th centuries.

#### II. Choose a), b), c).

1. What kind of houses do the English people have?
  - a) big
  - b) small
  - c) block of flats
2. How many floors have these houses?
  - a) two
  - b) three
  - c) one
3. What is the modern name of the living-room?
  - a) lounge
  - b) sitting-room
  - c) kitchen
4. What is the most comfortable room in the house?
  - a) hall
  - b) bedroom
  - c) dining-room

**III. Complete the sentences.**

1. The majority of the British population lives in \_\_\_ .
2. The front door, which faces the street, opens into a \_\_\_ .
3. Very many houses of this type were built in British cities in \_\_\_ .
4. In this way the owners make \_\_\_ .

**Text № 3**

A dangerous pool

Jimmy lived in the country and he loved to play in a small river near the house. But then his father got a job in a big city, and Jimmy went to live with his family.

Their new house had a garden, but the garden was very small. Jimmy wasn't very happy.

"Is there a river near there?" he asked his mother on the first morning.

His mother answered, "No, there isn't, but there's a beautiful park near here, Jimmy, and there's a pool in it. We'll go there this afternoon". Jimmy was happy.

After lunch, Jimmy and his mother went to the park. Jimmy wanted to come near the pool, but there was a warning in front of it. His mother read it to him. "This pool is very dangerous. 157 people fell into it". Jimmy looked into the pool and then said, "I can't see them".

**Tasks****I. True or false sentences**

1. Jimmy and his parents lived in the country.
2. There was a forest near their house.
3. Jimmy's father got a new job in a big city.
4. Their new house had a big garden.

**II. Choose a), b), c).**

1. Where did Jimmy live?
  - a) in a small town.
  - b) in the country.
  - c) in a big city.
2. Where did Jimmy like to play?
  - a) in the forest
  - b) in the yard
  - c) in the small river

3. What did Jimmy's father get?
  - a) a new job
  - b) a new shop
  - c) a new car
4. What was there near Jimmy's new house?
  - a) a river
  - b) a forest
  - c) a park

### III. Complete the sentences.

1. Jimmy lived in the \_\_ .
2. Their new house had a \_\_ .
3. But then his father got a job in a
4. After lunch, Jimmy and his mother went \_\_ .

#### Text № 4

The most beautiful hands

Many years ago three rich women met very often in a garden. They sat there and talked the whole day. One morning one of them said, "How white and beautiful my hands are!"

Another said, "My hands are more beautiful!"

The third woman said, "My hands are the most beautiful".

An old woman in a very poor coat came up to them. She said, "I'm old and cannot work. I haven't eaten for a long time. Give me something to eat, please".

But the rich women gave her nothing. They only asked her, "Tell us, old woman, which of us three has the most beautiful hands?"

"I shall tell you a little later", the old woman said and walked away.

A village woman was sitting in another place. She was poor and her hands were dark from the work. The old woman came up to her and said, "I haven't eaten for a long time. Give me something to eat, please".

The poor woman opened her bag, took out a piece of bread and gave half of it to the old woman.

The old woman ate it and drank some water. Then she took the village woman by the hand, brought her before the rich woman and said, "Now I'll tell you whose hands are the most beautiful. The hands of this poor woman are dark from work, but they give us bread. They are more beautiful than your white hands which don't know work!"

**Tasks****I. True or false sentences**

1. Many years ago two rich women met very often.
2. An old woman in a very poor coat came up to them.
3. A village woman was poor and her hands were dark from the work.
4. The old woman ate it and drank some juice.

**II. Choose a), b), c).**

1. Many years ago three rich women met very often in a:
  - a) yard
  - b) garden
  - c) shop
2. The rich women gave an old woman:
  - a) bread
  - b) milk
  - c) nothing
3. She was poor and her hands were:
  - a) dark
  - b) white
  - c) yellow
4. The poor woman opened her:
  - a) eyes
  - b) bag
  - c) box

**III. Answer the questions.**

1. What did three rich women do?
2. What kind of coat had an old woman?
3. What kind of hands had village woman?
4. Who had the most beautiful hands?

**7TH FORM****Text № 1****The Rose Is Red**

Caddie went back to school in February. She was glad to be back at school in time for Valentine's Day, because that was always fun. On that day children gave each other comics and the girls got pretty Val-

entine's greeting cards. There were many of them at Dunville shop. Caddie had a dollar and she also saved six pennies for the Valentine's cards. Her friend Tom envied her, because he didn't have money for the holiday.

On February thirteenth Caddie started for the Dunville shop. She bought six penny comics for her friends. Then she saw the most beautiful card with roses and violets, and in the centre of a pink heart was printed:

The rose is red, the violet's blue, sugar is sweet, and so are you.

Caddie was sorry she had left her dollar at home. "How much is it?" she asked the shopkeeper.

"Fifty cents", Mr Adams answered, "but it's sold, Caddie. There's a young man in the back room here peeling potatoes to pay for it".

"Oh!" said Caddie. Now she knew. It was Tom! But was it for her, this lovely Valentine? Tom always gave her comics. But who was a better friend to Tom than she?

The next day the best Valentine in the Dunville shop was on Katie Hyman's desk. It was her first Valentine, because she was so shy that no one gave her penny comics. Everyone wanted to know who sent it, but there was no name on it anywhere.

Caddie walked home slowly. She was thinking; "I do everything with Tom. I'm much more fun than Katie. Why, she's afraid of horses and snakes and she can't swim across the river. But she's what you call a little lady, and I'm not".

### Tasks

#### I. Mark the true (T) and false (F) sentences.

1. Children had a lot of fun at school in February.
2. Tom wanted to have some money to buy some flowers on Valentine's Day.
3. Caddie went to the shop to buy presents for her friends.
4. Caddie had a dollar and wanted to spend it on the most beautiful Valentine card.
5. Caddie thought they were good friends with Tom.
6. Tom got the Valentine card without money.
7. Caddie received the 'rose is red' Valentine and was happy.
8. Katie Hyman was a very shy girl and she didn't get any Valentine card.
9. Everybody knew that the card was sent by Tom.
10. Everybody called Caddie a little lady.

11. Caddie was a brave girl.
12. She couldn't understand why the most beautiful Valentine card was on Katie's desk.

**II. Choose the correct variant of answer and circle it.**

1. Caddie went back to school in \_\_\_\_ .
  - a) January;
  - b) February;
  - c) March.
2. On Valentine's Day the children gave each other \_\_\_\_ .
  - a) flowers;
  - b) sweets;
  - c) comics.
3. Before the holiday Tom saved \_\_\_\_ .
  - a) a silver dollar;
  - b) six pennies;
  - c) no money.
4. On February 13-th Caddie went shopping with \_\_\_\_ .
  - a) a silver dollar;
  - b) a silver dollar and six pennies;
  - c) six pennies
5. The girl bought \_\_\_\_ for her friends.
  - a) the comics;
  - b) the cards;
  - c) some perfume.
6. The most beautiful card cost \_\_\_\_ .
  - a) one dollar;
  - b) six pennies;
  - c) fifty cents.
7. In the back room of the shop Tom \_\_\_\_ .
  - a) washed up;
  - b) cleaned the shoes;
  - c) peeled potatoes.
8. Tom gave the card to \_\_\_\_ .
  - a) Katie;
  - b) Hetty;
  - c) Caddie.
9. Katie Hyman was \_\_\_\_ .
  - a) very brave;
  - b) very shy;
  - c) very clever.



10. Katie got \_\_\_ on Valentine's Day.
  - a) many cards;
  - b) a lot of comics;
  - c) the most beautiful card.
11. Caddie didn't like \_\_\_ .
  - a) to ride horses;
  - b) to cross the river;
  - c) to stay at home alone.
12. Caddie thought that she was \_\_\_ than Katie.
  - a) prettier;
  - b) funnier;
  - c) cleverer.

### III. Arrange the sentences in the logical order.

1. Caddie bought six penny comics.
2. On that day children gave each other comics.
3. Caddie liked the time for Valentine's Day at school.
4. Tom peeled potatoes to have the Valentine card.
5. Caddie was sorry that she had left her dollar at home.
6. The best Valentine card was on Katie's desk.
7. Tom couldn't save money for the holiday.
8. Caddie returned to school in February.
9. There was no name on the card.
10. Caddie went home very slowly thinking about the day.
11. Katie got her first card that day.
12. Caddie was much more fun than Katie.

### Text № 2

#### Eton

Eton is one of the oldest and best-known public schools for boys, in the town of Eton on the river Thames. Its students are largely from aristocratic and upper class families. The school was founded in 1440. Boys usually stay at Eton for five years (between the ages 13 and 18). Eton gives good knowledge in science, languages, computing and design. There are two major libraries, College Library and School Library, but also a lot of subject libraries in Eton.

Sport plays a very important part in the life of Eton. The most popular games are rugby, football and cricket. Athletics, swimming, golf, tennis, fencing, judo and karate are all very popular.

Boys can attend art, sculpture, woodwork, metalwork and silverwork clubs in their free time. Besides, almost any musical instrument can be learned. There are also fifty clubs run by the boys themselves.

Many famous people of Britain studied at Eton, among them twenty of Britain's Prime Ministers. There were future writers among the students of Eton. Among them Thomas Gray, Percy Bysshe Shelley and Henry Fielding.

### Tasks

#### I. Mark the true (T) and false (F) statements.

1. Eton is a school for boys and girls.
2. The town stands on the river Thames.
3. Only rich pupils study at Eton.
4. The school was built in the 15th century.
5. The children study there for ten years.
6. They go to study to Eton at the age of seven.
7. There is one good library in Eton.
8. The pupils at Eton can go in for different sports.
9. Musical instruments cannot be learned at this school.
10. Many famous politicians studied at Eton.
11. A lot of well-known sportsmen were the students of this school.
12. Eton school gives good knowledge.

#### II. Choose the best variant and circle it.

1. Eton is the school for \_\_\_\_ .
  - a) girls;
  - b) boys;
  - c) boys and girls.
2. The town stands on the river \_\_\_\_ .
  - a) Avon;
  - b) Severn;
  - c) Thames.
3. Eton school is \_\_\_\_ .
  - a) very old;
  - b) new;
  - c) not very old.
4. The pupils usually go to this school when they are \_\_\_\_ .
  - a) seven years old;
  - b) thirteen years old;
  - c) seventeen years old.

5. They study there for \_\_ .
  - a) five years;
  - b) ten years;
  - c) twelve years.
6. Eton gives good knowledge \_\_ .
  - a) only in foreign languages;
  - b) only in computing and design;
  - c) in science, languages, computing and design.
7. Students can visit \_\_ libraries at Eton.
  - a) one;
  - b) two;
  - c) many.
8. Among the most popular sport games at Eton is \_\_ .
  - a) football;
  - b) hockey;
  - c) basketball.
9. Students go in for \_\_ .
  - a) wrestling;
  - b) fencing;
  - c) cycling.
10. There are \_\_ clubs run by the students.
  - a) five;
  - b) fifteen;
  - c) fifty.
11. \_\_ British Prime Ministers studied at Eton.
  - a) Two;
  - b) Twenty;
  - c) Twelve.
12. Among the future writers \_\_ studied at Eton.
  - a) William Shakespeare;
  - b) Robert Burns;
  - c) Percy Bysshe Shelley.

### Text № 3

Daniel Defoe

Daniel Defoe was born in London in 1660. By the way, his surname is also known as De Fooe. He was the third child and the first son of James and Mary Defoe. Daniel received a very good education. His father hoped he would become a priest, but Daniel wasn't interested in this profession.

His mother died when the boy was only ten, and his father sent him to school in 1670, after school Daniel Defoe went to Marlon's Academy. He was an excellent student and got good knowledge in geography, history, astronomy. He also knew several foreign languages.

By 1683 Daniel became a successful young merchant.

He married a young girl, Mary Tuffey and they had seven children: two sons and five daughters.

Later Daniel travelled for three years and wrote very bold poetry which King, James II, didn't like.

But unfortunately Daniel became poor. Writing was more and more important in his life.

In 1701 Daniel Defoe wrote a poem called "A True-Born Englishman". This poem became very famous.

Daniel Defoe was in prison several times because of his political poems and pamphlets.

In 1707 Daniel Defoe was a spy for the English government. He returned to Scotland and started a newspaper in Edinburgh.

Daniel Defoe had an exciting life as a journalist and a spy. He died at the end of April, in 1731. But even today a lot of people read his books. He is one of the most famous English writers.

## Tasks

### I. Mark the true (T) and false (F) statements.

1. Daniel Defoe lived in the sixteenth century.
2. He was the third son in the family.
3. His father wanted him to become a sailor.
4. Daniel Defoe wasn't interested in the profession of a priest.
5. He was a little boy when his mother died.
6. Daniel Defoe studied at school and at university.
7. He knew one foreign language.
8. Daniel Defoe became a successful sailor.
9. He travelled for three years.
10. Daniel Defoe wrote poems and stories.
11. Several times he was in prison for his bold poems.
12. He was a journalist and wrote for a newspaper in England.

### II. Choose the best variant and circle it.

1. Daniel Defoe was born \_\_\_\_ .
  - a) in England;
  - b) in Ireland;
  - c) in Scotland.

2. He was \_\_\_ of his parents.
  - a) the first child;
  - b) the first son;
  - c) the third son.
3. His father wanted him to become \_\_\_ .
  - a) a writer;
  - b) a merchant;
  - c) a priest.
3. His mother died when he was \_\_\_ .
  - a) five;
  - b) nine;
  - c) ten.
4. Father sent him \_\_\_ .
  - a) to school;
  - b) to his grandmother;
  - c) on a voyage.
5. At Marion's Academy Daniel Defoe was good at \_\_\_ .
  - a) geography and history;
  - b) biology and astrology;
  - c) maths and literature.
6. He studied \_\_\_ .
  - a) one foreign language;
  - b) several foreign languages;
  - c) many foreign languages.
7. In 1683 he became \_\_\_ .
  - a) a priest;
  - b) a spy;
  - c) a merchant.
8. Daniel Defoe got married and had \_\_\_ children.
  - a) five;
  - b) six;
  - c) seven.
9. Daniel Defoe travelled for \_\_\_ .
  - a) ten years;
  - b) three years;
  - c) five years.
10. The King didn't like his poems because they were \_\_\_ .
  - a) not good;
  - b) bold;
  - c) very long.

11. The life of Daniel Defoe was \_\_\_ .
- a) difficult;
  - b) interesting;
  - c) boring.

## 8TH FORM

### Text № 1

*Directions:* For each of the questions 1–10 decide which of the answers (a, b, c or d) best complete the statements on the basis of what is stated or implied in the text and mark the corresponding letter (a, b, c or d) with a “+” on your answer sheet.

American English spelling differs from British English spelling largely because of one man, American lexicographer Noah Webster. In addition to his well-known American Dictionary of the English Language, Webster published *The American Spelling Book* (1783, with many subsequent editions), which became one of the most widely used schoolbooks in American history. Webster’s books sought to standardize spelling in the United States by promoting the use of an American language that intentionally differed from British English. The development of a specifically American variety of English mirrored the new country’s separate political development. Webster’s most successful changes were spellings *-or* instead of *-our* (*honor, labor* for the British *honour, labour*); with *-er* instead of *-re* (*center, theater* for the British *centre, theatre*); with an *-s* instead of a *-c* (*defense, license* for the British *defence, licence*); with a final *-ck* instead of *-que* (*check, masck* for the British *cheque, masque*); and without a final *-k* (*traffic, public*, now also used in British English, for the older *traffick, publick*). Later spelling reform created a few other differences, such as *program* for British *programme*. Canadian spelling varies between the British and American forms, more British in Eastern Canada and more American in Western Canada.

### Tasks

#### Statements

1. The passage mainly discusses:
- a) Noah Webster’s literary heritage;
  - b) the varieties of spelling;
  - c) Webster’s political preferences;
  - d) popular schoolbooks in America.

2. The passage implies that written British and American words:
  - a) look absolutely different;
  - b) are absolutely the same;
  - c) may differ;
  - d) come from Canada.
3. It may be inferred from the passage that Webster's scientific interest was in:
  - a) standards;
  - b) vocabulary;
  - c) editing books;
  - d) political reforms.
4. The changes between American and British English were generated:
  - a) on purpose;
  - b) by accident;
  - c) in Canada;
  - d) by politicians.
5. The word "subsequent" in line 4 may most probably mean the following:
  - a) different;
  - b) expensive;
  - c) following;
  - d) literary.
6. One can make a conclusion that Webster's changes:
  - a) simplified the language;
  - b) were of no importance;
  - c) made the language more difficult for understanding;
  - d) developed the language used in Great Britain.
7. The word "mirrored" in line 8 is closest in meaning to:
  - a) portrayed;
  - b) reflected;
  - c) generated;
  - d) prevented.
8. It can be seen from the passage that the changes brought into American English must have:
  - a) developed a completely new language;
  - b) stopped using dictionaries;
  - c) required spelling books;
  - d) influenced the original British English.

9. The passage states that in Canada:
- a) people use the only variety of the English language;
  - b) people live only in the east and the west of the country;
  - c) there may be language misunderstanding between people from different regions of the country;
  - d) people use different grammar rules compared to the US.
10. The passage implies that of the two books mentioned in it:
- a) neither was published;
  - b) both were printed at the same time;
  - c) the Spelling Book was published before the Dictionary;
  - d) Dictionary was published before the Spelling Book.

### Text № 2

*Directions:* For each of the questions 1–10 decide which of the answers (a, b, c or d) best complete the statements on the basis of what is stated or implied in the text and mark the corresponding letter (a, b, c or d) with a “+” on your answer sheet.

Ambient divers, unlike divers who go underwater in submersible vehicles or pressure resistant suits, are exposed to the pressure and temperature of the surrounding (ambient) water. Of all types of diving, the oldest and simplest is free diving. Free divers may use no equipment at all, but most use a face mask, foot fins, and a snorkel. Under the surface, free divers must hold their breath. Most free divers can only descend 30 to 40 feet, but some skilled divers can go as deep as 100 feet.

SCUBA diving provides greater range than free diving. The word SCUBA stands for Self-Contained Underwater Breathing Apparatus. SCUBA divers wear metal tanks with compressed air or other breathing gases. When using open-circuit equipment, a SCUBA diver simply breathes air from the tank through a hose and releases the exhaled air into the water. A closed-circuit breathing device, also called a rebreather, filters out carbon dioxide and other harmful gases and automatically adds oxygen. This enables the diver to breathe the same air over and over.

In surface-supplied diving, divers wear helmets and waterproof canvas suits.

Today, sophisticated plastic helmets have replaced the heavy copper helmets used in the past. These divers get their air from a hose connected to compressors on a boat. Surface-supplied divers can go deeper than any other type of ambient diver.



**Tasks****Statements**

1. The passage mainly discusses:
  - a) going underwater in submersible vehicles;
  - b) free diving;
  - c) surface-supplied-diving;
  - c) various types of diving.
2. The passage improves that the oldest type of diving is called:
  - a) ambient diving;
  - b) SCUBA diving;
  - c) free diving;
  - d) pearl diving.
3. It may be inferred from the passage that all divers:
  - a) use no equipment at all;
  - b) use sophisticated equipment;
  - c) submerge;
  - d) surface.
4. According to the text most free divers use:
  - a) a snorkel, a face mask and hand fins;
  - b) a face mask, foot fins, and a snorkel;
  - c) a self-contained underwater breathing apparatus;
  - d) a snorkel, back fins and helmet.
5. The word “ambient” in line one may most probably mean the following:
  - a) underwater;
  - b) encompassing;
  - c) resistant;
  - d) submersible.
6. One can make a conclusion that most free divers can reach the depth of:
  - a) 10 yards;
  - b) 20 yards;
  - c) 30 yards;
  - d) 40 yards.
7. While going underwater a SCUBA diver wears:
  - a) a canvas hose;
  - b) a plastic helmet;
  - c) rebreathers;
  - d) metal tanks.

8. It can be seen from the passage that the rebreather filters out:
  - a) carbon dioxide;
  - b) detrimental gases;
  - c) inert-gases;
  - d) open-circuit gases.
9. The passage states that the diver can breathe:
  - a) the same air over and over;
  - b) raw oxygen;
  - c) carbon dioxide;
  - d) other harmful gases.
10. The passage implies that in surface-supplied diving, divers wear:
  - a) intricate canvas helmets;
  - b) sophisticated copper helmets;
  - c) sophisticated plastic helmets;
  - d) heavy copper helmets.

## 9TH FORM

### Text № 1

*Directions:* For each of the questions 1–10 decide which of the answers (a, b, c or d) best complete the statements on the basis of what is stated or implied in the text and mark the corresponding letter (a, b, c or d) with a “+” on your answer sheet.

Elvis Aaron Presley, American singer and actor, one of the most popular entertainers of the 20th century, is renowned as an early pioneer of rock-and-roll music and considered by many to be the genre’s greatest performer.

In his youth, Presley attended churches where he was exposed to gospel music.

He also listened to blues and country-and-western music and won a talent contest at the age often for a rendition of the country ballad “Old Shep”.

Following high school, Presley worked as a truck driver. In 1953, while recording some songs as a birthday gift for his mother at a Memphis studio, Presley impressed the studio manager with his unique vocal style, demonstrating b9th outstanding range and influences of black American music. At age 21 Presley recorded his first songs for a major record label, the Radio Corporation of America, including the original and popular “Heartbreak Hotel”.

From 1956 to 1958, Presley starred in four motion pictures, all of which featured his soundtracks. After serving in the United States Armed Forces from 1958 to 1960, Presley appeared in numerous musical films. His public appeal faded during this period as his rebellious image gave way to the more wholesome persona developed in his film roles.

During the 1970s, facing personal difficulties, including a long-term drug dependency, Presley retreated from public appearances and were rarely seen outside his Memphis mansion. His death, a subject of some controversy, has been officially attributed to heart failure, a likely result of Presley's chronic overuse of prescription barbiturates.

Known as the King of Western Bop and the Hillbilly Cat, Presley fused sounds of country music with black rhythm-and-blues influences and what was then the new rock-and-roll style. His unprecedented, electrically charged performances helped make Presley one of the first mass idols of United States popular culture.

### Tasks

#### Statements

1. A lot of people believe:
  - a) there has been no better rock-n-roll singer than Elvis Presley;
  - b) Elvis Presley could outdo anyone in acting;
  - c) was the only one to start the genre of rock-n-roll;
  - d) was the pioneer of the 20th century.
2. Presley's musical education consisted mainly of:
  - a) a church musical school;
  - b) a rhythm-and-blues orchestra;
  - c) a combination of different styles;
  - d) a country musical band.
3. The word "rendition" in line 6 may best stand for:
  - a) interpretation;
  - b) transliteration;
  - c) transcription;
  - d) remix.
4. It can be inferred from the passage that Presley got involved in performing music
  - a) at a rather old age;
  - b) as a truck driver;
  - c) quite young;
  - d) by his mother.

5. The feature of Presley's singing was the clear influence of:
  - a) a studio manager;
  - b) the African American style of performance;
  - c) his age;
  - c) his mother's birthday in Memphis.
6. The passage implies that:
  - a) Presley hated acting in movies;
  - b) he became rather popular in a comparatively short period of time;
  - c) movie producers didn't like Presley's songs;
  - d) Presley was a movie star rather than a singer.
7. The word "appeal" in line 15 may be best replaces with:
  - a) request;
  - b) claim;
  - c) attraction;
  - d) service.
8. Presley's acting in movies:
  - a) brought him more recognition of the audience;
  - b) had nothing to do with music;
  - c) slightly decreased his popularity;
  - d) was never noticed.
9. During the last years of his life Presley:
  - a) was not very happy;
  - b) started using drugs;
  - c) performed only in Memphis;
  - d) had a heart disease.
10. When on stage, Presley usually was:
  - a) dressed in electrical clothes;
  - b) performing very emotionally;
  - c) repairing electrical equipment;
  - d) emitting electricity.

## Text № 2

*Directions:* For each of the questions 1–10 decide which of the answers (a, b, c or d) best complete the statements on the basis of what is stated or implied in the text and mark the corresponding letter (a, b, c or d) with a "+" on your answer sheet.

In the 1400s, merchants and traders from Europe travelled long distances to the east by land and by sea. They exchanged, bought, and sold things to people in Asia. Merchants from Italy, Spain, and Portugal

travelled to Asia to buy such things as jewels, gold, tea, and silk. They also bought salt and spices that were necessary to preserve food. The trade route back and forth to Asia by land was very long and difficult. On the sea, ships had to travel all the way around Africa. It was a long and dangerous trip.

An Italian sea captain and mapmaker named Christopher Columbus believed that there was an easier way to travel to Asia from Europe. In the 1400s, many people believed that the world was flat! They believed that ships would fall off the earth if they travelled too far west. Columbus believed that he could travel west across the Atlantic Ocean and arrive in Asia. He believed the world was round. Many people laughed at Columbus, but the queen of Spain believed Columbus was correct. She gave him money, ships, and men. He went to look for a faster trade route to Asia.

In 1492, Columbus travelled across the Atlantic Ocean with three ships. After about 30 days, he reached a land. He thought he had arrived in India. In fact, he had really found islands of North America. Columbus showed the world's people that the Earth was not flat! He opened up a "New World" for exploration, for trade, and for settlement. When Columbus reached the islands of North America, he thought he was in India. He called the people on the island Indians. Of course, they were not Indians. They were Native Americans whose ancestors had migrated from Asia thousands of years ago. Millions of Native Americans lived in the Americas. They lived in many beautiful cities in over 2,000 separate and advanced societies. Many of these societies were attacked and totally destroyed by the Spanish and Portuguese who came after Columbus in the 1500s. These explorers came to find gold and other riches. They came to take new land for their countries: They killed the Native Americans, stole their women, their gold, their land, and their possessions. These explorers became rich and powerful. Spain and Portugal controlled all of the people and land in what are now the southern and western parts of the United States and all of Mexico, Central America, and South America, France and England also controlled land in North America.

## Tasks

### Questions

1. Merchants and traders from Europe travelled long distances:
  - a) to the west by sea and by land;
  - b) to the west by air and by sea;
  - c) to the east by sea and by land;
  - d) to the east by land and by air.

2. The trade route to Asia by land was:
  - a) very time-consuming and hard;
  - b) very short and easier said than done;
  - c) very protracted and intricate;
  - d) very extensive and wide.
3. In the 1400s, many people believed that:
  - a) the earth was flat;
  - b) the globe was unexciting;
  - c) the planet was smooth;
  - d) the world was routine.
4. It can be inferred from the passage that Columbus believed that:
  - a) the moon was around;
  - b) the earth was rotating;
  - c) the humanity was ill;
  - d) the planet was round.
5. Among the people who didn't laugh at Columbus was:
  - a) the queen of Britain;
  - b) the principal of Spain;
  - c) the sovereign of Spain;
  - d) the king of France.
6. The passage implies that Columbus travelled across:
  - a) the Atlantic Ocean with three vessels;
  - b) the Atlantic Ocean with three ships;
  - c) the Pacific Ocean with three boats;
  - d) the Atlantic Ocean with three dispatches.
7. Columbus thought he was:
  - a) in America;
  - b) in Asia;
  - c) in China;
  - d) in India.
8. The word "ancestors" in line 20 may best stand for:
  - a) successors;
  - b) descendants;
  - c) predecessors;
  - d) inheritors.
9. The explorers killed the Native Americans:
  - a) stole their woman, their gold, their land, and their wealth;
  - b) stole their women, their gold, their territory, and their things;
  - c) stole their men, their gold bars, their land, and their possessions;
  - d) stole their women, their gold, their terrain, and their gods.

10. Spain and Portugal controlled what are now:
- the United States, Mexico, Brazil, Cuba and South America;
  - the United States, South America, Mexico, and Central America;
  - the United States, Panama, Central America, and South America;
  - the United States, Central Africa, Mexico, and South America.

## 10TH FORM

### Text № 1

#### Sutter's Ill-kept Secret

Marshall couldn't wait to talk to his boss. He had ridden as fast as he could to get back to the fort. His clothes were soaked through from the heavy rain.

"I need to see you — alone", he said to Mr. Sutter, barely disguising his excitement. "Can we talk in your office?"

John Sutter was surprised to see Marshall. Only yesterday he had sent food and equipment up to the mill, and now here was Marshall back again. He couldn't imagine what Marshall wanted. Something serious must have happened up at the mill. Sutter escorted Marshall to his office and closed the door behind them. "Is the door locked?" Marshall asked nervously.

Sutter knew that Marshall was a strange man, but the question surprised him.

"No", Sutter replied, "but I can lock it if you wish".

When he was certain no one could see them, Marshall pulled from his pocket a white cotton rag with something in it. When he opened it, a small quantity of bright metal particles fell out.

"I think I might have found gold up by the mill", Marshall said to Sutter as he handed him the specimens.

Sutter should have been elated by the discovery of gold, but he wasn't. He must have realized even then that the gold was going to bring lots of problems.

When gold was discovered at the mill in 1848, Sutter had been in California for only ten years. California was a territory of Mexico at that time, and Sutter had given up his Swiss citizenship to become a Mexican citizen. His farm in northern California covered 50,000 acres and he had large numbers of sheep, cattle, and horses. He had

become an important landowner in California, and he might even have become an important political figure — if the gold hadn't been discovered. But the discovery of gold turned everything around. What should have been a blessing turned out to be a disaster for Sutter.

Just nine days after gold was discovered at Sutter's Mill, California became part of the United States. For Sutter, the timing couldn't have been worse. Suddenly his ownership of the land in California was in question. And as the news of gold spread across the country, streams of people hurried to California in search of wealth. Many just moved onto Sutter's land and claimed it as their own. Without a police force to keep people off his land, Sutter's only recourse "Yes to go to court. But that was an expensive and time-consuming process. By 1852, Sutter was bankrupt.

Even with the advantage of hindsight, it's hard to know what Sutter could have done. Maybe he should have kept the discovery of gold a secret. But like most of us, Sutter couldn't resist spreading good news.

### Tasks

1. Marshall wanted to see his boss \_\_\_\_ .
  - a) in private;
  - b) in his cabinet;
  - c) in public.
2. Only yesterday John Sutter sent \_\_\_\_ .
  - a) equipment to the mill;
  - b) food and equipment down to the mill;
  - c) supplies up to the mill;
3. The discovery of gold made the boss \_\_\_\_ .
  - a) happy;
  - b) sad;
  - c) angry.
4. California belonged \_\_\_\_ .
  - a) to the USA in 1849;
  - b) to Mexico in 1849;
  - c) to Panama in 1849.
5. Sutter was \_\_\_\_ .
  - a) Mexican by origin;
  - b) Swiss by origin;
  - c) Californian by origin.



6. He might have become \_\_\_\_ .
  - a) a landlord;
  - b) a politician;
  - c) a millionaire.
7. Sutter's ownership of the land in California was \_\_\_\_ .
  - a) demanded;
  - b) suspected;
  - c) disputed.
8. The newcomers claimed \_\_\_\_ .
  - a) they had inherited Sutter's land;
  - b) they had legal rights for the land;
  - c) they had bought his land.
9. By 1852 Sutter was \_\_\_\_ .
  - a) penniless;
  - b) penny-pinching;
  - c) penny-wise.
10. People like telling each other \_\_\_\_ .
  - a) bad news;
  - b) fast news;
  - c) good news.

### Text № 2

*Directions:* For each of the questions 1–10 decide which of the answers (a, b, c or d) best complete the statements on the basis of what is stated or implied in the text and mark the corresponding letter (a, b, c or d) with a “+” on your answer sheet.

Academy Awards is the name for prizes given annually in the United States by the Academy of Motion. Picture Arts and Sciences for excellence in the creation and production of motion pictures. First presented in 1929 for films shown in 1927 and 1928, the Academy Awards, commonly known as Oscars, are among the film industry's most coveted prizes.

The entire academy membership participates in voting for the annual awards.

In most award categories, a maximum of five entrants are first nominated by the academy members who work in that particular field (that is, actors select actors, directors select directors, and so on). From among these nominees all academy members select the winners

by secret ballot. The winners are publicly announced at a formal-ceremony each spring. One hour of the 1929 awards ceremony was broadcast on the radio, and from 1944 through 1969 the entire ceremony was broadcast. Television broadcasts began in 1953 and today attract a worldwide audience. Various people claim to have given the name Oscar to the symbolic statuette presented to winners, but the origin of the name has never been definitively determined. The gold-plated bronze human figure, which is 34.3 cm high and weighs 3.9 kg, was created by American sculptor George Stanley based on sketches made by American motion-picture art director Cedric Gibbons.

Awards are given for best motion picture; foreign-language film; performances by male and female actors in both leading and supporting roles; achievement in direction; screenplays, both original and adapted from previously produced or published material; and scores and songs composed for films. Other award categories include live-action short subject, animated short subject, documentary feature, and documentary short feature. Excellence in technical disciplines is also recognized, including art direction, cinematography, costume design, makeup, film editing, sound and sound effects editing, and visual effects. In addition, special or honorary awards are given for distinguished careers or humanitarian achievement.

## Tasks

### Statements

1. The ceremony described in the passage is about:
  - a) 1929 years old;
  - b) as old as three quarters of a century;
  - c) giving prizes to the members of the Academy;
  - d) to die out.
2. The word “coveted” in line 5 may best be replaced with:
  - a) excellent;
  - b) desired;
  - c) distributed;
  - d) useless.
3. It may be inferred from the text that the awards are given for:
  - a) the movies made in the current year;
  - b) the movies made in the two years before the ceremony;
  - c) the movies made in the following year;
  - d) the movies made in the previous year.

4. The decision on giving an award is made by:
  - a) the Academy's rector;
  - b) all the members of the Academy;
  - c) a few selected academicians;
  - d) the public.
5. It may be inferred that the Academy is:
  - a) an educational establishment;
  - b) a scientific organization;
  - c) a research institution;
  - d) a public organization.
6. Each nominee has a \_\_\_ percent probability to become a winner:
  - a) twenty;
  - b) fifty;
  - c) five;
  - d) twenty-five.
7. The official ceremony is closest in time to: .
  - a) Christmas;
  - b) Thanksgiving Day;
  - c) Independence Day;
  - d) April Fool's Day.
8. The word "scores" in line 23 most probably means:
  - a) music;
  - b) marks;
  - c) subjects;
  - d) topics.
9. It is stated that Oscars are made of:
  - a) bronze covered with gold;
  - b) gold covered with bronze;
  - c) an alloy of bronze and gold;
  - d) golden plates.
10. One can make a conclusion that this category will NOT be awarded:
  - a) a 3D-minute thriller;
  - b) a 60-minute documentary about Saddam Hussein;
  - c) a 5-minute cartoon about Mickey Mouse;
  - d) a I DO-series Santa Barbara TV soap opera.

**Text № 3**

*Directions:* For each of the questions 1–10 decide which of the answers (a, b, c or d) best complete the statements on the basis of what is started or implied in the text and mark the corresponding letter (a, b, c, or d) with a "+" on your answer sheet.

Given the choice, most people would prefer not to climb a live volcano. But for Hazel Rymer, it's all in day's work, and she loves her job.

Studying volcanoes is a demanding profession. Hazel Rymer frequently has to struggle through rainforests, climb to the top of mountains, then climb 200 meters into the crater of active volcanoes. But the 38-year-old volcanologist does her best to make it sound less alarming than it is. "Driving to work is more risky", she insists. "And the deepest I go into the crater of a volcano is about 300 meters. I generally just scramble down then scramble back up again", she adds, trying to make it all sound as ordinary as taking the dog for a walk.

Hazel has been studying volcanoes for a long time, so it's not surprising she is used to the danger. Her interest in volcanoes began while she was learning Latin at school. A teacher gave her a book about Pompeii. "I remember reading about the eruption of Vesuvius and the destruction of the city", she explains. The thought of all those Pompeian's just frozen in time had quite an effect on me. Twenty years later, this fascination is still strong. "I suppose you sense that volcanoes have this dangerous beauty, and that never leaves you", she smiles. "I still get excited when I approach one I haven't encountered before".

Nowadays, volcanoes are getting more and more unpredictable. There have been many changes in sea level caused by global warming and melting icecaps. These have resulted in some dormant volcanoes erupting, so studying them is more hazardous than ever before. Hazel seems unconcerned. "I don't take any unnecessary risks and I don't try to make situations dangerous", she says. "If things happen, they happen". However, she has had some frightening moments. Her worst experience was on slopes of Mount Etna in Sicily. While she was taking measurements on the edge of the lava flow, she was slowly surrounded by lava. "I had a choice of walking 10 hours to get around the lava flow or just walking across it", she explains. She chose to pick a path across the cooler rocks in the lava stream. "I guess it was 50 meters. The flow was 1000 °C, so if you hesitated your boots would begin to melt. It was scary, but it really was a practical decision — there wasn't time to do anything else".

And what about the future? "I haven't been to the volcanoes in Indonesia yet. And I would love to spend some time working in the Antarctic", she says. "I would also like to know why quiet lava flows erupt from some volcanoes and why other volcanoes go bang". In other words, Hazel Rymer won't be exchanging her volcanoes for the relative safety of driving to work just yet.

**Tasks****Statements**

1. Give the choice, most people would prefer not to:
  - a) climb alive volcano
  - b) descend a live volcano
  - c) mount a live volcano
  - d) ascend alive volcano
2. Studying volcanoes is a \_\_\_ profession.
  - a) challenging
  - b) frustrating
  - c) rigorous
  - d) solemn
3. It may be inferred from the text that \_\_\_ is more risky.
  - a) driving to work
  - b) scrambled a volcano
  - c) ascending a volcano
  - d) arriving to work
4. The word “scramble” in line 8 most probably means:
  - a) jumble
  - b) rush
  - c) mess up
  - d) mix up
5. It may be inferred that Hazel Rymer got interested in volcanoes while she was:
  - a) teaching
  - b) educating
  - c) learning
  - d) studying
6. I suppose you sense that volcanoes have this dangerous:
  - a) gorgeousness
  - b) attractiveness
  - c) magnificence
  - d) loveliness
7. Nowadays, volcanoes are getting more and more:
  - a) regular
  - b) volatile
  - c) explosive
  - d) humdrum

8. The word “dormant” in line 20 most probably means:
  - a) undeveloped
  - b) active
  - c) hidden
  - d) sleeping
9. It is stated that Hazel’s worst experience was on:
  - a) the slope of Mount Etna in Sicilly
  - b) the slopes of Mount Etna in Sisily
  - c) the slope of Mount Etna in Sisilly
  - d) the slopes of Mount Etna in Sicily
10. One can make a conclusion that Hazel Rymer will:
  - a) substitute her volcanoes
  - b) explore her volcanoes
  - c) operate her volcanoes
  - d) pursuit her volcanoes

## 11TH FORM

### Text № 1

*Directions:* For each of the questions 1–10 decide which of the answers (a, b, c or d) best complete the statements on the basis of what is started or implied in the text and mark the corresponding letter (a, b, c, or d) with a “+” on your answer sheet.

#### And Then There Were Five Hundred

There is a farm in Newbury, Massachusetts that many people call Buffy’s farm because an old buffalo named Buffy is kept there. He’s probably there to attract customers to the farm, which sells vegetables and flowers. On a good day, half a dozen kids will be watching Buffy while their parents shop at the store. It’s difficult not to feel sorry for the animal. He is enclosed in a small field with a cow that pays little attention to him, and he usually looks hot, tired, and bored. Looking at Buffy, it is hard to imagine that buffalo once roamed the Great Plains of the United States in enormous herds. It is said that some herds were so large that it took a week for the entire herd to pass one point. In 1873, one buffalo hunter said that he saw “a solid herd as far as we could see, all day they opened up before us and came together again behind us”. Another hunter claimed that, “for four days we saw nothing else but buffalo. For seventy miles we were in the centre, it seemed, of a herd numbering into the millions”.

For many years, the buffalo was important to the Plains Indians because it provided them with food, clothing, and shelter. Buffalo hides were used to make clothing and to build tepees. Bones became tools and toys. Other parts of the buffalo were used to make containers, arrowheads, earrings, and blankets. And because the Indians killed only the buffalos they needed in order to survive, the herds remained plentiful.

By the 1860s, the enormous herds of buffalo were beginning to disappear from the Great Plains. Strangely enough, the demise of the buffalo was related to the history of the cattle in the Argentine pampas. Several centuries before, Spanish cattle had been brought to Argentina. They multiplied so quickly in the lush grasslands that soon there were great herds of cattle. For a long time there was no reason to kill the animal. Because of the lack of refrigeration, cattle meat could not be transported and sold. Then, in the 1860s, it was discovered that cattle hides could be used for leather. Cattle were quickly killed, and boatloads of hides were shipped to Europe and the United States. But by 1870, the supply of cattle in Argentina had got low, and a new source of leather was needed. Unfortunately for the buffalo, it was discovered that this animal's hide could be used to make fine leather. And for a person wishing to make some quick money, buffalo hunting was easy enough. A good hunter could kill 75 to 100 buffalos a day. An average hunter could kill 50. Within just a few years, the great herds were gone. By 1889, fewer than 500 buffalos roamed freely.

### Tasks

1. Buffy is kept \_\_\_\_ .
  - a) on a ranch;
  - b) on a farm;
  - c) in a field.
2. The old buffalo looks \_\_\_\_ .
  - a) bored, cold and exhausted;
  - b) tired, hot and weary;
  - c) sad, hot and boring.
3. It is believed that buffalo herds were so large \_\_\_\_ .
  - a) that it took a week for the herd to pass one point;
  - b) that it needed a week to pass one point;
  - b) that it took four days to pass the herd.
4. One hunter said that he had seen \_\_\_\_ .
  - a) a very large herd;
  - b) a comparatively large herd;
  - c) an enormous herd.

5. Some parts of the buffalo were used by the Plains Indians \_\_\_\_ .
  - a) to kill their enemies;
  - b) to forecast the weather;
  - c) to make wheels.
6. Tepees are a sort of \_\_\_\_ .
  - a) houses;
  - b) sheds;
  - c) tents.
7. The buffalo was killed \_\_\_\_ .
  - a) for meat;
  - b) for horns;
  - c) for leather and meat.
8. For a long time there was no reason to kill the animals \_\_\_\_ .
  - a) because they were very friendly;
  - b) because people could not store meat;
  - c) because people did not need leather.
9. Buffalo hunting was a source of \_\_\_\_ .
  - a) income;
  - b) pride;
  - c) food.
10. The great buffalo herds were gone \_\_\_\_ .
  - a) in the 1890s;
  - b) in the 1880s;
  - c) in the 1970s.

## Text № 2

*Directions:* For each of the questions 1–10 decide which of the answers (a, b, c or d) best complete the statements on the basis of what is stated or implied in the text and mark the corresponding letter (a, b, c or d) with a “+” on your answer sheet.

Everyone in the world knows The Beatles, a British rock music group, which revolutionized popular music around the world in the 1960s by leading a movement in rock music known as the British Invasion. From 1964 through 1969, the Beatles achieved unprecedented popularity with 30 songs reaching the Billboard magazine top ten popular music charts.

Formed in 1959, the Beatles were composed of four musicians born in Liverpool, England: guitarist George Harrison, guitarist John Lennon, bassist Paul McCartney, and drummer Peter Best. In 1962 drummer Ringo Starr (born Richard Starkey) replaced Best. Influ-



enced by American rock-and-roll artists of the late 1950s, such as Little Richard and Buddy Holly, the Beatles styled their songs in the sophisticated manner of the American tradition of popular-music songwriting that peaked in the 1920s and 1930s. From the simple, fresh style of their early songs, such as “I Want to Hold Your Hand” (1963) and “A Hard Day’s Night” (1964), the Beatles progressed to innovative, experimental works culminating in the album *Sgt. Pepper’s Lonely Hearts Club Band* (1967). Considered the first concept album (songs unified by a common theme), *Sgt. Pepper’s Lonely Hearts Club Band* was also admired for its haunting harmony and lyrics, unconventional musical phrases and rhythms, and the integrated use of electronic music and the Indian sitar. Other Beatles’ albums include *With the Beatles* (1963), *Beatles for Sale* (1964), *Abbey Road* (1969), and *Let it Be* (1970).

In 1970 the Beatles split up and each member pursued another musical career, either as a solo artist or as bandleader. Despite individual successes, members were often approached with requests to reunite, fueling wide speculation until John Lennon’s murder in 1980. The Beatles won the Grammy Trustees Award in 1972 and the group was inducted into the Rock and Roll Hall of Fame in 1988. In 1995 the first volume of a three-album retrospective of the Beatles, *Anthology*, was released, accompanied by a television miniseries of the (same name). The *Anthology* album, which includes the previously unrecorded song “Free as a Bird” (written by Lennon and recorded by the surviving band members during 1994 and 1995), became one of the fastest-selling albums in the history of popular music. The second album of the series, *Anthology 2*, was released in 1996.

## Tasks

### Statements

1. The words “In the British Invasion” in line 3 most probably mean:
  - a) a British attack on America;
  - b) conquering a new land by the British;
  - c) spreading of new ideas;
  - d) putting something into a British vase.
2. It may be concluded from the passage that:
  - a) no one had managed to write famous songs before the Beatles;
  - b) the Beatles became popular by making music charts;
  - c) the *Billboard* magazine writes on music;
  - d) the Beatles composed about 5 songs a year.

3. The composition of the group:
  - a) was never changed;
  - b) needed changing regularly;
  - c) was the same for about 8 years;
  - d) required much time and effort.
4. It is implied in the passage that the Beatles wouldn't have become famous had it not been for:
  - a) Ringo Starr;
  - b) a little man named Richard;
  - c) the culture of a different country;
  - d) Hollywood.
5. The word "sophisticated" in line 9 can best be replaced with:
  - a) pervert;
  - b) subtle;
  - c) complicated;
  - d) urban.
6. It took the Beatles about \_\_ years to get to the peak of their artistic career.
  - a) 2;
  - b) 4;
  - c) 6;
  - d) 8.
7. The thing that was NOT mentioned as the one that made Sgt. Pepper's Lonely Hearts Club Band an outstanding event in music was:
  - a) song texts;
  - b) voice arrangements;
  - c) unusual instrument combinations;
  - d) the general idea.
8. It is implied that:
  - a) a lot of people wanted the Beatles to join together after their breakup;
  - b) each of the Beatles wanted to become a bandleader;
  - c) John Lennon was murdered not to let the group reunite;
  - d) the ex-Beatles' were not very happy in their solo careers.
9. It can be inferred that the Grammy Trustees Award is given for achievements:
  - a) in music;
  - b) in murder;
  - c) in splitting up;
  - d) in reuniting

10. One can make a conclusion that:

- a) the Anthology album was released shortly after Lennon's death;
- b) in 25 years after the breakup the group was still very popular;
- c) after inducting into the Rock and Roll Hall of Fame the group never recorded songs together;
- d) the album consisted of previously unrecorded songs.

# IV

## GRAMMAR POINT

### ГРАМАТИЧНІ ВПРАВИ

#### I. Complete the story by supplying the correct form of the verb.

We first realised that something unusual \_\_ 1 (to happen) when one of the ship's officers \_\_ 2 (to come up) to the Chief Engineer, who \_\_ 3 (to sit) at our table, and \_\_ 4 (to speak) to him in a low voice. The Chief Engineer \_\_ 5 (to rise) at once and with a brief excuse which \_\_ 6 (to tell) us nothing \_\_ 7 (to leave) the dining-room. At first we \_\_ 8 (to think) that there \_\_ 9 (to be) an accident or that a fire \_\_ 10 (to break out) on board the ship, but soon the word went round that a man \_\_ 11 (to notice) \_\_ 12 (to float) in the sea.

The ship \_\_ 13 (to slow down) and was beginning to turn round with rather a violent motion. Some of the passengers \_\_ 14 (not to wait) \_\_ 15 (to finish) their meal, but at once rushed up on deck. Others \_\_ 16 (to crowd) round the portholes

\_\_ 17 (to make) it impossible for us \_\_ 18 (to eat) in comfort. There was such confusion in the dining-room that we \_\_ 19 (to decide) to join those who \_\_ 20 (to go) up the deck.

There we \_\_ 21 (to learn) that one of the crew really \_\_ 22 (to see) a man in the sea some distance from the ship. He \_\_ 23 (to inform) the captain who at once \_\_ 24 (to order) the ship \_\_ 25 (to turn round).

By that time we already \_\_ 26 (to be) only two hundred yards from the man and a lifeboat \_\_ 27 (to lower) into the sea. In it there \_\_ 28 (to be) an officer, four sailors and the ship's doctor. The officer shouted an order and the sailors began \_\_ 29 (to row) away from the ship. By looking in the same direction as the boat \_\_ 30 (to go) we were able to make out the position of the man in the water. He \_\_ 31 (to lie) on a large piece of wood. He understood he \_\_ 32 (to watch) and loon \_\_ 33 (to save).

Ever since we \_\_ 34 (to realise) what \_\_ 35 (to happen) we \_\_ 36 (to be) rest — less.

At last after what \_\_ 37 (to seem) to us an age, the lifeboat \_\_ 38 (to reach) the man who \_\_ 39 (to pull) on board. This was not at all easy, for the sea was rather rough. Then the sailors began to row back to the ship. The lifeboat \_\_ 40 (to raise) out of the water and the rescued man \_\_ 41 (to help) out onto the deck.

When he \_\_ 42 (to lead) along the deck, everyone \_\_ 43 (to greet) him \_\_ 44 (to cry out) cheers. Leaning on the arm of the ship's doctor but still able to walk in spite of his terrible experience, he \_\_ 45 (to take) to the ship's hospital.

## II. Complete the story by supplying the correct form of the verb.

The manager \_\_ 1 (to wave) his hand towards the chair on the other side of the desk and Henry \_\_ 2 (to tell) \_\_ 3 (to take) a seat.

"I \_\_ 4 (to wait) for a long-distance call from Manchester", — the manager explained. The telephone \_\_ 5 (to ring) as he \_\_ 6 (to speak). The manager \_\_ 7 (to pick up) the receiver and for some minutes \_\_ 8 (to speak) rapidly and impatiently into the telephone. Henry \_\_ 9 (to wait) till the manager \_\_ 10 (to finish) the telephone talk. He \_\_ 11 (to wait) rather long. He \_\_ 12 (to feel) rather upset that the interview, which he \_\_ 13 (to dread) for days \_\_ 14 (not to begin) at once. By the time the manager \_\_ 15 (to finish), his secretary already \_\_ 16 (to be) in the office also \_\_ 17 (to wait) for the manager to finish the talk. She \_\_ 18 (to come) in with a pile of letters.

"I really \_\_ 19 (not to keep) you \_\_ 20 (to wait) much longer", — said the manager apologetically as he \_\_ 21 (to pick up) some papers and \_\_ 22 (to begin) to read them, — "these \_\_ 23 (to have) \_\_ 24 (to catch) the next post".

By that time Henry already \_\_ 25 (to be) so tired and nervous that he thought he \_\_ 26 (to find) no voice to speak. He \_\_ 27 (to pass) the time by \_\_ 28 (to examine) the manager's office in detail. On his right there was a large window with a view of the factory yard. Henry could see two workmen \_\_ 29 (to push) a trolley across it. Close to the window there \_\_ 30 (to be) a long low table and three chairs \_\_ 31 (to arrange) around it. To Henry's left there \_\_ 32 (to stand) a bookcase which \_\_ 33 (to cover) the greater part of the wall. The shelves \_\_ 34 (to cram) with technical journals which Henry thought, \_\_ 35 (may) at any moment \_\_ 36 (to slip) and \_\_ 37 (to fall) to the floor.

Henry \_\_ 38 (to finish) his survey of the room and was watching the manager as the latter signed the last paper. He \_\_ 39 (not to notice) the secretary \_\_ 40 (to enter) the room and he rather \_\_ 41 (to surprise) to see her standing nearby.

"Now let me \_\_ 42 (to see)", — the manager said addressing Henry. — "You \_\_ 43 (to come) about our advertisement for a clerk, is that right?" Henry nodded and said: "Yes sir, I'd like to work for your firm as..." — He already \_\_ 44 (to answer) the manager's questions. His interview \_\_ 45 (to begin).

**III. Fill in the appropriate grammar forms.**

- P.** Mr. Williams, you were the security officer on duty at Malgo Department Store on July 28th. Please tell the court what (happen) \_\_ that afternoon.

**W.** Yes, sir. I (be) \_\_ particularly interested in the cosmetics department, because the company (lose) \_\_ a lot of money through shop-lifting earlier in the year. So, I (watch) \_\_ the customers on the security screen when I (notice) \_\_ , a woman behaving rather suspiciously.
- A.** There is no point in (arrive) \_\_ half an hour earlier. We'd only have (wait) \_\_ .

**B.** I don't mind (wait) \_\_ . It's better (be) \_\_ too early than too late.
- Local schoolboy Brian Walker is recovering in hospital after falling into the river. Mr. Paul Bates, who (take) \_\_ his dog for a walk at the time, (jump) \_\_ into the water and (pull) \_\_ the boy to safety. Brian (play) \_\_ on the river bank when the accident (happen) \_\_ .
- Park notice: All dogs (modal verb) be kept on leads.
- That book is overdue. If you (not take) \_\_ it back to the library tomorrow you (have) \_\_ to pay a fine.
- After ancient Greek athletes (win) \_\_ a race in the Olympics, they (receive), \_\_ a simple crown of olive leaves.
- Would you mind (not turn on) \_\_ the radio until I (finish) \_\_ with this phone call?
- After the race (win) \_\_ , the celebration (begin) \_\_ .
- Two men (question) \_\_ at Marylebone Police Station now in connection with last week's armed robbery in Luton, in which \$25,000 (steal) \_\_ from a Security van. Another man already (arrest) \_\_ for the crime.
- I (go) \_\_ to see uncle Charles quite a lot recently.

**IV. Fill in the appropriate grammar forms**

- Barston's oldest inhabitant, Fred Whyte, has died at the age of 101. Fred (live) \_\_ in Barston since 1924 and (teach) \_\_ at the local primary school until he (retire) \_\_ in 1950. His funeral (take) place next Friday.
- My children enjoy (allow) \_\_ to stay up late when there's something special on TV.
- Railway notice: Passengers (modal verb) cross the line by the foot-bridge.

4. My father (work) \_\_ in Canada for the last year, so by the time he (return) \_\_ the month after next I (not see) \_\_ him for fourteen months.
5. The child used (lean) \_\_ on the gate (watch) \_\_ the people (go) \_\_ to work in the mornings and (come) \_\_ home in the evenings.
6. Richard Barnes had just come home from work when he (find) \_\_ a leak in the bathroom. Water (drip) from the ceiling for some time, and there (be) \_\_ a large pool of water on the floor.
7. He resented (be) \_\_ asked (wait) \_\_ . He expected the minister (see) \_\_ him at once.
8. When you (see) \_\_ him again you (be struck) \_\_ by the way his health (improve) \_\_ since he (go) to Switzerland.
9. I'll look for your notebook and if (find) \_\_ it I (give) \_\_ you a ring.
10. They let us (park) \_\_ motorcycles here but they won't allow us (park) \_\_ cars.

**V. Fill in the appropriate grammar form.**

1. **A.** What you (make) \_\_ , Pamela? It (smell) \_\_ really nice.  
**B.** Well, I (try) \_\_ a recipe my mother gave me. It (sound) \_\_ meat and vegetables and then you just (add) \_\_ a few herbs. When she (make) \_\_ it, it (taste) \_\_ really delicious.
2. **A.** Let's (go) \_\_ (fish) \_\_ today. There's a nice wind. What about (come) \_\_ with us, Ann?  
**B.** No, thanks. I'm very willing (cut) \_\_ sandwiches for you but I've no intention of (waste) \_\_ the afternoon (sit) \_\_ in a boat (watch) \_\_ you two (fish) \_\_ .
3. **Tourist.** I (be) glad when I (get) \_\_ to the top!  
**Guide.** When you (see) \_\_ the view you (be) \_\_ glad you made the effort.
4. **Warning.** No part of this book (modal verb) be reproduced without the publisher's permission.
5. The popular novelist Barbara Bartlett (open) \_\_ the new extension to Barston Library next Wednesday afternoon. Miss Bartlett, who (write) more than twenty best-selling novels, (sign) copies of her latest book from three to four o'clock.
6. **A.** I don't think we (meet) \_\_ before?  
**B.** Well, I (see) \_\_ you once at a party, but we (not introduce) \_\_ then.
7. We are very proud of our firm's record. We (make) \_\_ biscuits since before 1815 and (gain) \_\_ many awards for our product. My great-great-grandfather (found) \_\_ the firm.

8. He (play) \_\_ the guitar outside her house when someone opened the window and (throw out) \_\_ a bucket of water.
9. He used (have) \_\_ a day off once a week and on that day he was used to (get up) \_\_ early, (have) \_\_ a hasty breakfast and (set' out) \_\_ for the river.
10. He said he (not want) \_\_ (see) \_\_ the film as he (hear) that it (be) \_\_ not as good as the critics (suggest) \_\_ .

**VI. Fill in the blanks with the appropriate forms of “to be” in the Present.**

1. The crew \_\_ asleep in their bunks down in the hold of the ship.
2. Several unusual species of birds \_\_ found in this area.
3. When a young deer \_\_ motionless, its coloring will hide it well.
4. The committee \_\_ ready to make its recommendations public.
5. Both apparatus \_\_ available for your use.
6. The family \_\_ fighting among themselves constantly.
7. The fish in the aquarium \_\_ waiting for their daily feeding.
8. Each of those species of birds \_\_ common in Texas.
9. All sheep \_\_ dipped in the spring to kill the parasites.
10. The press \_\_ requested to show their credentials to the guard.
11. Neither the doctor nor the nurses \_\_ here.
12. The number of nurses in the city \_\_ very large.
13. All of the nurses \_\_ very good.
14. All of the medicine \_\_ gone.
15. Some of the water used for irrigation.
16. Most of the money counterfeit.
17. Not only the money but also the jewels \_\_ locked up in the safe.
18. Neither the jewels nor the money \_\_ mine.
19. All of the cookies \_\_ gone.
20. Half of the furniture \_\_ in the truck.

**VII. Write “which”, “although”, or “what” to complete the sentence. Use each word only once in each trio of sentences.**

1. Everyone was surprised at the number of flowers \_\_ the family grew in their garden.
2. \_\_ the family worked hard, the results were disappointing.
3. \_\_ they did to encourage such growth was to tend the garden with great care.
4. COBOL was chosen \_\_ many computer languages were available.
5. Computer experts know \_\_ the best language is for a specific purpose.
6. COBOL is a computer language \_\_ is used for business purposes.



7. \_\_\_ forecasters did not predict was rainfall heavy enough to cause flooding.
8. \_\_\_ forecasters predicted rain, no one expected serious flooding.
9. The rainfall \_\_\_ the city received was heavier than expected.
10. The fabric fence \_\_\_ was constructed in Marin County was 24 miles long.
11. Most ranchers understood \_\_\_ the artist was trying to do.
12. The long fence was built \_\_\_ some local residents tried to stop its construction.
13. \_\_\_ caused his insomnia was caffeine.
14. Caffeine is a stimulant \_\_\_ can cause sleeplessness in some users.
15. \_\_\_ it has little effect on some, for others caffeine inhibits sleep.

**VIII. Here are ten pairs of nouns that are randomly arranged.**

**One of each pair is an abstract noun, while the other is a noun that refers to a person. Write each noun in the proper column.**

Employee, alcoholic, authorship, carpenter, service, racket, servant, employment, carpentry, geology, innovator, youth, geologist, sociability, alcoholism, racketeer, socialite, youngster, authoress, innovation.

Abstract nouns	Nouns referring to people

**IX. Here are fifteen pairs of words that are randomly arranged. One word in each pair functions as a noun while the other functions as an adjective. Write each word in the proper column.**

Ease, heroic, fame, foolish, care, supplement, troublesome, wooden, statuesque, comfort, truthful, famous, traditional, Texas, comfortable, death, statue, tradition, action, heroism, easy, truth, active, supplementary, careless, trouble, Texan, wood, fool, deathly.

Nouns	Adjectives

**X. Write each word in the correct column. There are ten of each.**

Worldly, nervously, neighborly, foolishly, beautifully, friendly, seriously, costly, womanly, easily, carelessly, yearly, ghostly, universally, enjoyably, cowardly, passively, finally, stately, shapely.

Adjectives	Adverbs

# V

## SPEAKING ГОВОРІННЯ

1. You share a room with a foreign student. Tell him about your family and traditions.
2. You have some problems at school and do not know how to solve them. Ask your friends for advice.
3. A new pupil came to your form. He is from another city. Tell him how he can get to school, where he can go shopping, how he can spend his spare time, etc.
4. During your stay in the USA you have to discuss the current political situation in the world.
5. You participate in an international conference on ecological problems. Tell about ecological situation in your country.
6. You are a sports fan. Tell about your favourite sports team.
7. You are going out with a girl/ boy. Where would you like to go?
8. You are crazy about computers. Tell your friend about your favourite computer game.
9. You have just visited a concert of a popular group. Share your impressions about it.
10. Your friend has some problems with his parents. They do not understand each other. Give your advice.
11. You have got some bad habits that you want to get rid off. Ask your best friend to help you.
12. You are going to visit the USA. Find out as much information about the country as you can.
13. Are you an ambitious person? Share your ambitions with a friend.
14. You have won a lottery. What would you do with the money? Where would you go?
15. Your friend is keen on marshal arts. Ask him to give you several lessons for self-defense.
16. Your parents are going to rent a room to a foreigner. Give her detailed information about it.
17. You have to make a report about a famous writer from an English speaking country.

18. You are at an international summer camp. Tell your friends an interesting episode from the history of your country.
19. Your friends are going to hold a sports tournament. What sports or games should be included?
20. You are at an interview with the manager of a large firm. There is a vacancy at the marketing department.
21. You have to tell a foreigner about the values of our Ukrainian society.
22. You want to have a pet, and your parents do not want any pets at home. Try to persuade them.
23. You have many friends, but only one of them is the best. Why?
24. You are at an international conference on drug abuse. Take part in the discussion.

# VI

## WRITING ПИСЬМО

Explain next proverbs and find Ukrainian equivalents:

1. Knowledge is power.
2. East or West, home is best.
3. Live and learn.
4. Language is a dress of thought.
5. Time is money.
6. The hardest work is to do nothing.
7. Don't judge a book by its cover.
8. Great deeds live.
9. Love conquers all things.
10. Make short the miles with talk and smiles.

# ANSWERS

## ВІДПОВІДІ

### WARMING-UP ACTIVITIES

1. **What's your name?**

*by Richard Graham*

What's your name?

What's your name?

What's your name?

(clap, clap)

What's your name?

What's your name?

What's your name?

(clap, clap)

My name is Richard.

My name is Richard.

My name is Will

My name is Will

Nice to meet you.

What's your name?

What's your name?

What's your name?

(clap, clap)

What's your name?

What's your name?

What's your name?

(clap, clap)

My name is Will.

My name is Will.

My name is Aygo

My name is Aygo

Nice to meet you.

(Repeat chorus)

My name is Aygo.

My name is Aygo.

My name is Richard

My name is Richard

Nice to meet you.

(Repeat chorus)

My name is Richard.  
 My name is Richard.  
 My name is Mr Monkey  
 My name is Mr Monkey  
 Nice to meet you.

(Repeat chorus)

2. Twinkle, twinkle, little star,  
 How I wonder what you are!  
 Up above the world so high,  
 Like a diamond in the sky.  
 Twinkle, twinkle, little star,  
 How I wonder what you are!

3. Tom's diner

*Verse 1*

I am sitting... diner \_ on...;  
 I am waiting ...man \_ to pour...  
 He \_ feels... I even argue;  
 He is looking... somebody \_ coming in.

*Verse 2*

It is always... man \_ behind...:  
 Who has come ...she is shaking...;  
 I \_ look ...they are kissing...;  
 I am pretending... I \_ pour...;

*Verse 3*

I \_ open... there's a story...;  
 He was drinking... it was no one...;  
 I'm turning..., \_ looking ...;  
 I'm feeling... I \_ raise...;

*Verse 4*

There's a woman...; ...does she see me; ...she does not  
 really...; she \_ sees...; I am trying...; ...she's hitching up...;  
 ...she is straightening...; her hair has gotten wet.

*Verse 5*

...it will continue...; ...I'm listening...; \_ to the bells...;  
 I am thinking...

4. Desert Rose

*Verse 1:* I dream of gardens, I wake, I dream of love, time runs, my hands.

*Verse 2:* I dream of fire, these dreams, are tied, shadows play.

*Verse 3:* this desert rose, is a secret, this desert flower, perfume ever tortured me, than this.

*Verse 4:* she turns, this way, she moves, my dreams, this fire burns, I realize, nothing is, it seems.

*Verse 5:* I dream, I lift, my gaze, I close, my eyes, this rare, is the sweet.

*Verse 6:* this memory, haunts us, this desert, this rare, is the sweet.

## **LISTENING**

### **5th form**

#### **Text № 1**

I: 1 T; 2 F; 3 F.

II: 1 b; 2 c; 3 a.

III: 1 sister; 2 bags; 3 books.

IV: 1 little; 2 No; 3 to school; 4 No; 5 four.

#### **Text № 2**

I: 1 F; 2 T; 3 T.

II: 1 b; 2 c; 3 a.

III: 1 our school; 2 trees; 3 hand.

IV: 1 school garden; 2 play and run; 3 Yes; 4 bag; 5 book.

#### **Text № 3**

I: 1 F; 2 T; 3 F.

II: 1 b; 2 b; 3 a.

III: 1 six; 2 Pussy; 3 Nick.

IV: 1 friends; 2 black; 3 dog; 4 Nick; 5 Yes.

#### **Text № 4**

I: 1 T; 2 F; 3 F.

II: 1 b; 2 a; 3 c.

III: 1 the park; 2 sweet; 3 stick.

IV: 1 nice; 2 children; 3 in the bag; 4 under the tree; 5 Yes.

### **6th form**

#### **Text № 1**

I: 1 F; 2 T; 3 F; 4 F.

II: 1 a; 2 c; 3 c; 4 a.

III: 1 two; 2 Mother Fox; 3 No; 4 Yes.

**Text № 2**

I: 1 F; 2 F; 3 T; 4 F.

II: 1 b; 2 c; 3 a; 4 b

III: 1 animals; 2 Yes; 3 writing stories; 4 Yes.

**Text № 3**

I: 1 open air; 2 good time; 3 campfire; 4 rucksack

II: 1 b; 2 c; 3 b; 4 a.

III: 1 No; 2 Hike; 3 forest; 4 in the evening.

**Text № 4**

I: 1 tall grass; 2 sheep and goats; 3 large and heavy; 4 paper

II: 1 b; 2 a; 3 b; 4 c.

III: 1 Egyptians; 2 Monks; 3 papyrus; 4 skins of sheep and goats.

**7th form****Text № 1**

I: 1 T; 2 T; 3 F; 4 F; 5 F; 6 F; 7 F; 8 T; 9 F; 10 F; 11 F; 12 F.

II: 1 b; 2 c; 3 b; 4 a; 5 a; 6 b; 7 a; 8 c; 9 b; 10 a; 11 b; 12 a.

III: 1 a (Scottish) (national) poet; 2 to give his children education; 3 seven children; 4 local school; 5 English, English literature, French and Maths; 6 had a beautiful voice; 7 Robert helped his father in the fields; 8 poems at 15; 9 his native country; 10 Robert became a farmer; 11 his first book of poems in 1786; 12 is celebrated all over the world.

**Text № 2**

I: 1 F; 2 T; 3 F; 4 F; 5 F; 6 F; 7 T; 8 F; 9 F; 10 T; 11 F; 12 T.

II: 1 c; 2 c; 3 b; 4 c; 5 c; 6 b; 7 c; 8 a; 9 b; 10 b; 11 b; 12 a.

III: 1 the first English printer; 2 in Kent (in 1422); 3 a farmer; 4 farming; 5 to London; 6 worked in an office; 7 (new) books; 8 he started his own business; 9 translate books; 10 his own press; 11 printing; 12 the first book in English.

**Text № 3**

I: 1 F; 2 T; 3 F; 4 F; 5 T; 6 T; 7 F; 8 F; 9 T; 10 F; 11 F; 12 T.

II: 1 b; 2 c; 3 a; 4 b; 5 c; 6 b; 7 b; 8 c; 9 a; 10 b; 11 b; 12 a.

III: 1 in a small town; 2 to spend money; 3 fell on his foot; 4 to go to the doctor; 5 to wait (for the doctor); 6 the doctor came (to buy books); 7 to buy (some) books; 8 examine his foot; 9 out a piece of paper; 10 ointment; 11 because the doctor did not pay anything; 12 that the book cost as much as his work.



**8th form****Text № 1**

1 +; 2 +; 3 +; 4 +; 5 +; 6 +; 7 +; 8 +; 9 -; 10 +.

11 a; 12 c; 13 b; 14 c; 15 c; 16 f; 17 b; 18 a; 19 c; 20 b.

**Text № 2**

1 -; 2 -; 3 +; 4 -; 5 -; 6 +; 7 +; 8 -; 9 +; 10 +.

11 b; 12 c; 13 d; 14 a; 15 b; 16 d; 17 c; 18 b; 19 a; 20 b.

**9th form****Text № 1**

1 +; 2 -; 3 -; 4 -; 5 +; 6 +; 7 -; 8 +; 9 -; 10 +.

11 d; 12 a; 13 a; 14 a; 15 c; 16 b; 17 b; 18 b; 19 d; 20 c.

**Text № 2**

1 +; 2 -; 3 -; 4 -; 5 +; 6 +; 7 +; 8 -; 9 -; 10 +.

11 c; 12 b; 13 d; 14 a; 15 a; 16 d; 17 b; 18 d; 19 a; 20 c.

**10th form****Text № 1**

1 -; 2 +; 3 +; 4 -; 5 -; 6 -; 7 +; 8 -; 9 -; 10 -.

11 c; 12 b; 13 a; 14 b; 15 b; 16 a; 17 c; 18 b; 19 c; 20 a.

**Text № 2**

1 +; 2 -; 3 -; 4 +; 5 +; 6 -; 7 -; 8 -; 9 -; 10 -.

11 a; 12 b; 13 b; 14 c; 15 d; 16 a; 17 b; 18 c; 19 b; 20 b.

**Text № 3**

1 -; 2 +; 3 -; 4 +; 5 -; 6 -; 7 +; 8 -; 9 -; 10 -.

11 b; 12 b; 13 a; 14 a; 15 d; 16 c; 17 c; 18 a; 19 d; 20 c.

**11th form****Text № 1**

1 -; 2 -; 3 -; 4 +; 5 +; 6 +; 7 -; 8 +; 9 -; 10 +.

11 b; 12 c; 13 a; 14 a; 15 b; 16 b; 17 a; 18 b; 19 b; 20 c.

**Text № 2**

1. +; 2 -; 3 -; 4 +; 5 -; 6 -; 7 -; 8 +; 9 +; 10 -.

11 b; 12 a; 13 a; 1; 4 c; 15 d; 16 b; 17 a; 18 c; 19 a; 20 b.

**Text № 3**

1 +; 2 –; 3 –; 4 +; 5 –; 6 +; 7 +; 8 +; 9 –; 10 +.

11 a; 12 d; 13 a; 14 b; 15 a; 16 d; 17 a; 18 b; 19 c; 20 d.

**READING****5th form****Text № 1**

I: 1 F; 2 T; 3 T; 4 F; 5 F; 6 T

II: 1 a; 2 b; 3 c.

III: 1 old woman; 2 dog and woman; 3 Yes.

**Text № 2**

I: 1 T; 2 F; 3 F; 4 F; 5 F; 6 T

II: 1 a; 2 b; 3 c.

III: 1 green; 2 rain; 3 in the stadium.

**6th form****Text № 1**

I: 1 F; 2 T; 3 F; 4 F.

II: 1 c; 2 a; 3 b; 4 c.

III: 1 for the girls; 2 their mothers; 3 on the second Sunday in May; 4 families and mothers.

**Text № 2**

I: 1 F; 2 F; 3 T; 4 T.

II: 1 b; 2 a; 3 a; 4 c.

III: 1 small houses; 2 hall; 3 19th and early 20th centuries.

**Text № 3**

I: 1 T; 2 F; 3 T; 4 F.

II: 1 b; 2 c; 3 a; 4 b.

III: 1 country; 2 garden; 3 big city; 4 to the park.

**Text № 4**

I: 1 F; 2 T; 3 T; 4 F.

II: 1 b; 2 c; 3 a; 4 b

III: 1 met and talked; 2 poor; 3 dark; 4 village woman.

**7th form****Text № 1**

I: 1 T; 2 T; 3 T; 4 F; 5 T; 6 T; 7 F; 8 T; 9 F; 10 F; 11 T; 12 F.

II: 1 b; 2 c; 3 c; 4 c; 5 a; 6 c; 7 c; 8 a; 9 b; 10 c; 11 c; 12 b.

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

**Text № 2**

I: 1 F; 2 T; 3 T; 4 T; 5 F; 6 F; 7 F; 8 T; 9 F; 10 T; 11 F; 12 T.

II: 1 b; 2 c; 3 a; 4 b; 5 a; 6 c; 7 b; 8 a; 9 b; 10 c; 11 b; 12 c.

**Text № 3**

I: 1 F; 2 F; 3 F; 4 T; 5 T; 6 F; 7 F; 8 F; 9 T; 10 F; 11 T; 12 F.

II: 1 a; 2 b; 3 c; 4 c; 5 a; 6 b; 7 c; 8 c; 9 b; 10 b; 11 b.

**8th form****Text № 1**

1 b; 2 c; 3 b; 4 a; 5 c; 6 a; 7 b; 8 d; 9 c; 10 c.

**Text № 2**

1 d; 2 c; 3 c; 4 b; 5 b; 6 a; 7 d; 8 b; 9 a; 10 c.

**9th form****Text № 1**

1 a; 2 c; 3 d; 4 c; 5 b; 6 b; 7 c; 8 c; 9 a; 10 b.

**Text № 2**

1 c; 2 a; 3 a; 4 d; 5 c; 6 b; 7 d; 8 c; 9 b; 10 b.

**10th form****Text № 1**

1 a; 2 c; 3 c; 4 b; 5 b; 6 b; 7 c; 8 b; 9 a; 10 c.

**Text № 2**

1 b; 2 b; 3 d; 4 b; 5 d; 6 a; 7 d; 8 a; 9 a; 10 d.

**Text № 3**

1 c; 2 a; 3 c; 4 b; 5 d; 6 a; 7 b; 8 d; 9 d; 10 b.

**11th form****Text № 1**

1 b; 2 b; 3 d; 4 c; 5 a; 6 c; 7 c; 8 b; 9 d; 10 b.

**Text № 2**

1 c; 2 c; 3 c; 4 c; 5 b; 6 d; 7 b; 8 a; 9 a; 10 h.

**GRAMMAR POINT****I**

1 was happening / had happened; 2 came up; 3 sat / was sitting; 4 spoke; 5 rose; 6 told / was telling; 7 left; 8 thought; 9 had been / was; 10 had broken out; 11 had been noticed; 12 floating; 13 had slowed; 14 didn't wait; 15 to finish; 16 crowded / had crowded; 17 making; 18 to eat; 19 decided; 20 had gone / were going; 21 learned(t); 22 had seen; 23 had informed; 24 ordered / had ordered; 25 to be turned round; 26 were; 27 had been lowered / was lowered; 28 was; 29 to row / rowing; 30 was going / went / had gone; 31 was lying/lay; 32 was being watched; 33 would be saved; 34 realised; 35 had happened / was happening / had been happening; 36 had been; 37 had seemed / seemed; 38 reached; 39 was pulled; 40 was raised; 41 was helped; 42 was being led; 43 greeted; 44 crying out; 45 was taken.

**II**

1 waved; 2 was told; 3 to take; 4 am waiting; 5 rang / was ringing; 6 spoke / was speaking; 7 picked; 8 spoke; 9 waited; 10 finished / had finished; 11 waited; 12 felt / was feeling; 13 had been dreading / had dreaded; 14 hadn't begun; 15 finished; 16 was; 17 waiting; 18 had come; 19 won't keep; 20 waiting; 21 picked up; 22 began; 23 have / will have / shall have; 24 to catch; 25 was; 26 would find; 27 passed / was passing; 28 examining; 29 pushing / push; 30 was; 31 arranged / were arranged; 32 stood; 33 covered; 34 were crammed; 35 might; 36 slip; 37 fall; 38 had finished; 39 hadn't noticed; 40 enter / entering; 41 was surprised; 42 see; 43 have come / came; 44 was answering; 45 had begun.

**III**

1 happened; was; had lost / had been losing; was watching; noticed; 2 arriving; to wait; waiting; to be; 3 was taking; jumped; pulled; was playing / had been playing; happened; 4 must; 5 don't take; will have; 6 won; received; 7 not turning on; I've finished; 8 had been won; began; 9 are being questioned; was stolen; has already been arrested; 10 have gone / have been going.

**IV**

1 had lived / had been living; taught / had taught; retired; will take; 2 being allowed; 3 must; 4 has been working; returns; I'll not have seen; 5 to lean; watching; going; coming; 6 found; had been dripping; was; 7 being; to wait; to see; 8 see; will be struck; has improved; went; 9 find; will give; 10 park; to park.

**V**

I are you making; smells; am trying; sounds; add; makes; tastes; 2 go fishing; coming; to cut; wasting; sitting; watching; fish; 3 'll be; get; see; 'll be; 4 may; 5 will open / is to open; has written; will be signing / will sign; 6 have met; saw; were not introduced; 7 have been making / have made; have gained; founded; 8 was playing; threw out; 9 to have; getting up; having; setting out; 10 didn't want to see / wouldn't want to see; had heard; was; had suggested / suggested.

**VI**

1 were; 2 are; 3 is; 4 is; 5 are; 6 are; 7 are; 8 is; 9 are; 10 are; 11 are; 12 is; 13 are; 14 is; 15 is; 16 is; 17 are; 18 are; 19 are; 20 is.

**VII**

1 which; 2 although; 3 what; 4 although; 5 what; 6 which; 7 what; 8 although; 9 which; 10 which; 11 what; 12 although; 13 what; 14 which; 15 although.

**VIII**

**Abstract nouns:** authorship, service, racket, employment, carpentry, geology, youth, sociability, alcoholism, innovation.

**Nouns referring to people:** employee, alcoholic, carpenter, servant, innovator, geologist, racketeer, socialite, youngster, authoress.

**IX**

**Nouns:** ease, fame, care, supplement, comfort, Texas, death, statue, tradition, action, heroism, truth, trouble, wood, fool.

**Adjectives:** heroic, foolish, troublesome, wooden, statuesque, truthful, famous, traditional, comfortable, easy, active, supplementary, careless, Texan, deathly.

**X**

**Adjectives:** worldly, neighborly, friendly, costly, womanly, yearly, ghostly, cowardly, stately, shapely

**Adverbs:** nervously, foolishly, beautifully, seriously, easily, carelessly, universally, enjoyably, passively, finally.

## Література

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ТОВ «Видавнича група «Основа»  
61001 м. Харків, вул. Плеханівська, 66.  
Тел. (057) 731-96-33, e-mail: office@osnova.com.ua  
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