

МИНИСТЕРСТВО ОБРАЗОВАНИЯ И НАУКИ  
УДМУРТСКОЙ РЕСПУБЛИКИ

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**ДОПОЛНИТЕЛЬНАЯ ОБЩЕОБРАЗОВАТЕЛЬНАЯ  
(ОБЩЕРАЗВИВАЮЩАЯ) ПРОГРАММА**

**«АНГЛИЙСКИЙ ЯЗЫК ДЛЯ ШКОЛЬНИКОВ»**

**НАПРАВЛЕННОСТЬ: СОЦИАЛЬНО - ГУМАНИТАРНАЯ**

*Уровень: базовый*

*Возраст обучающихся: 11 - 13 лет*

*Срок реализации: 2 года*

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## ПОЯСНИТЕЛЬНАЯ ЗАПИСКА

Язык – важнейшее средство общения, без которого невозможно существование и развитие человеческого общества. Владение иностранным языком – это не только возможность для дипломатических отношений и участия в экономике зарубежных государств, – это эталон культурного человека, живущего в современном мире.

Происходящие сегодня изменения в общественных отношениях, средствах коммуникации требуют повышения коммуникативной компетенции школьников, совершенствования их филологической подготовки.

Являясь существенным элементом культуры народа, иностранный язык способствует расширению лингвистического кругозора, формированию целостной картины мира. Владение иностранным языком является одним из важных критериев успешной социальной адаптации молодых людей в эпоху глобализации, цифровизации экономики и бурного развития информационных технологий. Изучение иностранного языка также способствует социальной адаптации обучающихся к условиям постоянно меняющегося поликультурного, пятиязычного мира. Знание английского языка необходимо для успешного обучения в ВУЗах и дальнейшей трудовой деятельности. Широкое использование современных цифровых технологий практически во всех сферах жизнедеятельности современного человека также предполагает знание английского языка.

Дополнительная общеразвивающая программа «Английский язык для школьников» (далее – Программа) имеет *социально-гуманитарную направленность*. Уровень Программы – *базовый*.

*Актуальность программы* обусловлена социально-политическими и экономическими преобразованиями во всех сферах жизни нашего общества. Изменился и статус иностранного языка. Расширение международных связей, вхождение нашего государства в мировое сообщество сделало иностранный язык реально востребованным государством и обществом. Актуальность разработки и создания дополнительной общеразвивающей программы изучения иностранного языка определяется также запросом со стороны подростков и их родителей (законных представителей). Иностранный язык изучается детьми в рамках учебного плана в средних общеобразовательных школах, однако насыщенность школьной программы и большая наколяемость детей в классе не позволяют многим детям качественно осваивать иностранный язык, следовательно возникают сложности, ведущие к низкой успеваемости, снижается мотивация к изучению иностранного языка. Складывающаяся тенденция обусловила необходимость создания и реализации дополнительной

общеобразовательной программы «Английский язык для школьников».

*Педагогическая целесообразность программы* состоит в том, что в процессе ее реализации обучающиеся овладевают знаниями и умениями, необходимыми для использования иностранного языка на базовом уровне. Владение достаточным количеством лексических единиц, а также основами грамматики и синтаксиса облегчает процесс освоения дисциплины «Английский язык» в школе, повышает мотивацию к изучению данного предмета.

К *отличительным особенностям* Программы относятся:

- применение зарубежным учебно-методических комплектов, содержание которых ориентировано на реальные интересы и потребности современных учащихся с учётом возрастных особенностей развития;

- реализация Программы в малых группах до 4-6 человек, что позволяет осуществлять индивидуальный подход к каждому обучающемуся;

- деятельностный характер обучения в целом;

- использование современных интерактивных технологий, обеспечивающих высокую степень вовлеченности каждого обучающегося в образовательный процесс.

- реализация социокультурного компонента иноязычной коммуникативной компетенции, позволяющим обучающимся приобщаться к культуре англоговорящих стран, а также грамотно представлять культуру своей страны в процессе иноязычного общения.

Дополнительная общеразвивающая программа «Английский язык для школьников» обеспечивает развитие интеллектуальных способностей, необходимых для дальнейшей самореализации обучающихся, способствует формированию речевого этикета, навыков межличностного общения.

**Цель Программы** – формирование и развитие у обучающихся иноязычной коммуникативной компетенции в всех видах речевой деятельности (аудирование, чтение, говорение, письмо) на уровне достаточном для успешного иноязычного общения на базовом уровне.

**Задачи Программы:**

**Первый год обучения**

*Обучающие:*

- формировать лексико- грамматические навыки;

- формировать элементарные коммуникативные умения в говорении,

аудировании, чтении и письме на иностранном языке с учётом речевых возможностей и потребностей возраста обучающихся;

- формировать фонетические и ритмико-интонационные навыки;
- формировать умения читать и понимать содержание несложных аутентичных текстов разных жанров и видов;
- формировать основы диалогической речи: способность ставить и решать посильные коммуникативные задачи в рамках изученной тематики.

*Развивающие:*

- развивать понимание универсальных лингвистических понятий, наблюдаемых в родном и английском языках;
- развивать коммуникативные умения в всех видах речевой деятельности;
- развивать психические процессы обучающихся в ходе овладения языковым материалом: внимание, мышление, память и воображение;
- развивать кругозор обучающихся через изучение лингвострановедческой информации;
- способствовать развитию восприятия иностранного языка как инструмента познания мира и других культур;
- развивать творческий потенциал обучающихся через песни, диалоги и их инсценировки.

*Воспитательные:*

- способствовать воспитанию толерантности и уважения к другой культуре;
- развивать навыки индивидуальной, парной и групповой работы при выполнении различных видов работы;
- прививать навыки самостоятельной работы.

На втором году обучения происходит совершенствование приобретенных ранее знаний, умений и навыков.

### **Второй год обучения**

*Обучающие:*

- развивать и совершенствовать коммуникативные умения в четырёх основных видах речевой деятельности;
- совершенствовать иноязычное произношение;
- учить распознавать и использовать в устно-речевом общении базовые грамматические структуры английского языка;
- совершенствовать навык перевода англоязычных текстов;
- научить применять полученные знания в элементарных ситуациях диалогического общения и в монологической речи;

*Развивающие:*

- формировать умения воспринимать на слух и понимать краткие сообщения;
- формировать умения письменно оформлять и передавать элементарную информацию;
- формировать умения осуществлять устно-речевое общение в стандартных ситуациях в рамках учебно-трудовой, бытовой, культурной сфер общения;
- формировать рациональные приёмы работы с различными словарями, справочниками; извлечение полезной информации.

*Воспитательные:*

- обеспечить коммуникативно-психологическую адаптацию обучающихся к новому языковому миру для преодоления в дальнейшем психологических барьеров в использовании иностранного языка как средства общения;
- формировать социокультурную эрудицию обучающихся.

### **Категория обучающихся**

Возраст обучающихся: 11 – 14 лет. Оптимальная наполняемость группы – 4-6 человек. Количество обучающихся в группе способствует успешному качественному выполнению как коллективных, так и индивидуальных заданий.

#### *Особенности организации образовательного процесса*

Группы формируются по уровню владения иностранным языком с учётом возрастных психологических и индивидуальных особенностей младших подростков. Дополнительный набор в группы возможен по итогам собеседования, на котором определяется уровень владения английским языком конкретного обучающегося.

#### *Психофизиологические возрастные особенности школьников*

Подросток и сложности в общении – почти синонимичные понятия. Трудный, переходный, кризисный возраст – это всё о подростковом периоде, когда ребёнок попадает в абсолютно неопределённое состояние, ведь детство уже закончилось, а взрослая жизнь ещё не началась. Ещё совсем недавно ласковый, понимающий и послушный ребёнок превращается в резкого подростка, который игнорирует просьбы и демонстративно делает всё так, как он считает нужным. Важно вовремя понять и найти возможность помочь ребёнку пройти этот важный жизненный этап. Прийти на помощь в этот момент может только взрослый: родитель или педагог.

Когда ребёнку исполняется 11-14 лет, в его организме происходят физиологические изменения, он начинает активно расти, что является достаточно сложным испытанием для всего организма. Подросток становится непропорциональным, может быть нарушена координация движений. Помимо

роста непосредственно скелета перестраивают свою работу и внутренние органы: изменяется деятельность гипофиза, увеличивается темп роста мышечной системы, ускоряется обмен веществ. Также более активно начинает работать щитовидная железа, растёт сердце, увеличивается объём легких. В результате всех этих кардинальных физиологических изменений у подростка могут возникнуть проблемы со здоровьем. Частые головные боли, бессонница, повышенная утомляемость, сложности с аппетитом, нестабильное артериальное давление, снижение внимательности и отсутствие концентрации – это только общий список возможных жалоб, на которые обязательно стоит обратить внимание.

Из-за внешних изменений тела, к которым ребёнку еще необходимо привыкнуть, у него может возникнуть двойственное отношение к себе: смешения чувства стыда и радости, неприятия и восхищения. Подростки могут проявлять протест против своего нового тела или, наоборот, уделять себе гораздо больше внимания. Также в этот период у подростка наблюдается снижение самооценки. Он начинает все более активно сравнивать себя с другими мальчишками и девочками, зачастую обращая внимание именно на свои слабые стороны, ощущает неуверенность в собственных силах.

Поведение подростка в компании сверстников противоречиво: с одной стороны он стремится во что бы то ни стало быть таким, как все, с другой – очень хочет выделиться и отличиться любой ценой и не всегда с позитивной стороны; с одной стороны ребёнок стремится заслужить уважение и авторитет товарищей, с другой – бравирует собственными недостатками. В подростковом периоде возникают проблемы в школе: из-за снижения уровня внимания и концентрации ухудшается успеваемость, к тому же подростку уже требует определенной самостоятельности и независимости, поэтому в ответ на замечания педагога отвечает резко, демонстративно. Подросток во всём сомневается, не доверяет чужому опыту, ему необходимо лично удостовериться, насколько гипотезы соответствуют истине.

### **Срок реализации программы**

Нормативный срок реализации Программы - 2 года обучения (144 часа) .

### **Формы организации образовательной деятельности и режим занятий**

*Форма занятий* – групповая и индивидуальная. Учебные занятия предполагают учёт возрастных и психологических особенностей детей, что позволяет применять разнообразные методы, приёмы и формы обучения, а также варьировать объём учебного материала.

*Режим занятий* – 2 раза в неделю по 1 часу.

*Примерный алгоритм учебного занятия:*

- 1) Организационный этап.
- 2) Постановка цели и задач. Мотивация учебной деятельности учащихся.
- 3) Актуализация знаний.
- 4) Проверка домашнего задания.
- 5) Первичное усвоение новых знаний.
- 6) Первичная проверка понимания.
- 7) Первичное закрепление.
- 8) Контроль усвоения, обсуждение допущенных ошибок и их коррекция.
- 9) Информация о домашнем задании, инструктаж по его выполнению.
- 10) Рефлексия (подведение итогов занятия).

### **Планируемые (ожидаемые) результаты освоения программы**

*По окончании первого года обучения учащиеся овладеют определёнными навыками и умениями.*

Обучающиеся будут знать: *лексические единицы по темам*: семья и друзья, распорядок дня, время, школьные предметы, числительные, дикая природа, одежда, противоположные прилагательные, аксессуары, еда, город и сельская местность, глаголы по теме транспорт, стороны света и континенты. *Речевые образцы по темам*: описание человека, советы, в ресторане, ориентация в городе. *Грамматические структуры*: артикли, притяжательные и указательные местоимения, модальные глаголы can и have to, настоящее простое и продолженное время, наречия частотности, построение специальных вопросов, предлоги времени, исчисляемые и неисчисляемые существительные, конструкция there is/are, способы выражения количества, множественное число существительных, степени сравнения прилагательных.

Обучающиеся будут уметь: *в области аудирования*: понимать на слух небольшие тексты диалогического и монологического характера, содержащие изученный языковой и речевой материал; *в области чтения*: понимать смысл небольших текстов, содержащие изученный языковой и речевой материал; *в области говорения*: отвечать на вопросы на основе прослушанных или прочитанных текстов, составлять несложные монологические высказывания бытового характера, вести диалог на тему советов, договоренностей и общения в кафе/ресторане; *в области письма*: писать небольшой рассказ о себе, объявление, личное электронное письмо и приглашение.

Обучающиеся будут владеть: навыками построения предложений и небольших устных (монологических и диалогических) и письменных высказываний с использованием изученных лексических единиц, речевых образцов и



грамматических структур.

*По окончании второго года обучения учащиеся овладеют определёнными навыками и умениями.*

Обучающиеся будут знать: *лексические единицы по темам*: семья и друзья, распорядок дня, время, школьные предметы, числительные, дикая природа, одежда, противоположные прилагательные, аксессуары, еда, город и сельская местность, глаголы по теме транспорт, стороны света и континенты, дикие животные, профессии, природный мир, погода, гаджеты и их характеристики, фразовые глаголы, деньги и цены, виды спорта, национальности, дом и мебель, коллокации с глаголами do, make, have, take, bring. *Речевые образцы по темам*: описание человека, советы, в ресторане, ориентация в городе, описание фотографии, в магазине, договоренность, сравнение фотографий. *Грамматические структуры*: артикли, притяжательные и указательные местоимения, модальный глаголы can и have to, настоящее простое и продолженное время, наречия частотности, построение специальных вопросов, предлоги времени, исчисляемые и неисчисляемые существительные, конструкция there is/are, способы выражения количества, множественное число существительных, степени сравнения прилагательных, прошедшее простое время, неправильные глаголы, предлоги места и движения, будущее простое время и конструкция to be going to, настоящее совершенное время.

Обучающиеся будут уметь: *в области аудирования*: понимать на слух тексты диалогического и монологического характера, содержащие изученный языковой и речевой материал; *в области чтения*: понимать смысл текстов, содержащие изученный языковой и речевой материал; *в области говорения*: отвечать на вопросы на основе прослушанных или прочитанных текстов, составлять монологические высказывания по изученным темам в объеме 6-7 предложений, вести диалог на тему советов, договоренностей, общения в кафе/ресторане/магазине, ориентации в городе описывать и сравнивать фотографии; *в области письма*: писать небольшой рассказ о себе, объявление, личное (электронное) письмо, приглашение, статью о городе, открытку, небольшой рассказ, описание комнаты.

Обучающиеся будут владеть: навыками построения предложений и небольших устных (монологических и диалогических) и письменных высказываний с использованием изученных лексических единиц, речевых образцов и грамматических структур.

*У обучающихся будет воспитано чувство ценностного отношения к прекрасному (эстетическое воспитание):*

- элементарные представления об эстетических и художественных ценностях родной культуры и культуры англоязычных стран;
- отношение к учёбе как творческой деятельности;
- доброжелательное отношение к другим участникам

образовательного процесса на основе этических норм;

- способность решения элементарных коммуникативных задач в пределах любой из сфер общения.

В процессе реализации программы «Английский язык для школьников» обучающиеся приобретут опыт использования иностранного языка как средства межкультурного общения, как нового инструмента познания мира и культуры других народов; осознают личностный смысл овладения иностранным языком.

Проверка результатов усвоения обучающимися программы осуществляется в ходе текущего, промежуточного и итогового контроля. Текущий контроль проводится с помощью контрольно-тестовых заданий изучения каждого раздела. и итогового экзамена. Промежуточный контроль осуществляется по итогам первого года обучения в форме контрольно-тестовых заданий, а также в устной форме. Итоговый контроль осуществляется после второго года обучения в формате Кембриджского экзамена Key English Test (KET) и включает в себя задания на аудирование, письмо, говорение и чтение с лексико-грамматическими заданиями.

### Календарный учебный график

<b>Этапы образовательного процесса</b>	<b>Сроки реализации</b>
Период комплектования групп. Диагностика подготовленности. Родительские собрания.	1- 31 августа
Начало учебных занятий	2 сентября
Продолжительность учебного года	36 недель
Продолжительность занятия	45 минут
Промежуточная аттестация	в течение года
Итоговая аттестация	10-30 мая (после второго года обучения)
Окончание учебного года	31 мая
Летние каникулы	1 июня по 31 августа
Зимние каникулы	1 по 9 января

**СОДЕРЖАНИЕ ПРОГРАММЫ  
УЧЕБНЫЙ (ТЕМАТИЧЕСКИЙ) ПЛАН  
1 год обучения**

№ п/ п	Название раздела, тем	Количество часов			Форма контроля (аттестаци и)
		Всего	Теория	Практика	
1.	Вводная часть.	4	2	2	Педагогическое наблюдение.
2.	«Семья и друзья»	13	3	10	Контрольно- тестовые задания. Педагогическое наблюдение
3.	«Школьные дни»	13	3	10	Контрольно- тестовые задания. Педагогическое наблюдение
4.	«Стиль»	13	3	10	Педагогическое наблюдение
5.	«Еда»	13	3	10	Контрольно- тестовые задания. Педагогическое наблюдение
6.	«Город»	13	3	10	Контрольно- тестовые задания. Педагогическое наблюдение
7.	Итоговые занятия	3		3	Промежуточная аттестация. Педагогическое наблюдение
	<b>Итого</b>	<b>72</b>	<b>17</b>	<b>55</b>	

# СОДЕРЖАНИЕ УЧЕБНОГО (ТЕМАТИЧЕСКОГО) ПЛАНА

## 1 год обучения

### 1. Вводная часть (4ч.)

**Теория (2 ч.).** Знакомство с группой. Введение в предмет. Лексика по темам: алфавит, числительные, страны, музыкальные инструменты, глаголы действия, школьные принадлежности. Правила образования порядковых числительных. Правила построения предложений с глаголами be, have got, can. Правила использования артиклей и указательных местоимений.

**Практика (2 ч.)** Диалог- знакомство, отработка лексических единиц и грамматических структур на рецептивном (аудирования и чтение) и продуктивном (говорение) уровне.

### 2. «Семья и друзья» (13 ч.)

**Теория (3ч.)** Лексический материал по темам: «Члены семьи», «Домашние обязанности», «Прилагательные с предлогами», «Описание внешности», «Описание характера». Грамматический материал: настоящее простое время, множественное число существительных.

**Практика (10ч.)** Отработка произношения новых слов. Выполнение лексико-грамматических заданий. Составление монологических высказываний «Моя семья», «Домашние обязанности в моей семье», «Рассказ о друге». Изучающее чтение текста об отношениях братьев и сестер, ответы на вопросы по тексту, выполнение краткого пересказа. Аудирование и говорение по теме «Описание человека». Написание личного профиля (рассказ о себе). Выполнение контрольно-тестовых заданий.

### 3. «Школьные дни» (13ч.)

**Теория (3ч.)** Лексический материал по темам: «Ежедневные дела», «Дни недели», «Школьные предметы», «Числа, даты, время», «Наречия частотности», «Вопросительные слова», «Дикая природа», «Чувства», «Школьные мероприятия». Грамматический материал: настоящее простое время с глаголом have to, специальные вопросы в настоящем времени, предлоги времени, модальный глагол should.

**Практика (10ч.)** Отработка произношения новых слов. Выполнение лексико-грамматических заданий. Составление монологических высказываний «Мой день», «Мои обязанности в школе», «Мой идеальный учебный год». Изучающее чтение текста о пути в школу, ответы на вопросы по тексту, выполнение краткого пересказа. Аудирование и диалог по теме «Совет». Написание объявления о школьном мероприятии. Выполнение контрольно-тестовых заданий.

#### **4. «Стиль» (13ч.)**

**Теория (3ч.)** Лексический материал по темам: «Одежда», «Описание одежды», «Противоположные по значению прилагательные», «Досуг», «Аксессуары». Грамматический материал: настоящее продолженное время в сравнении с настоящим простым временем. Речевой материал: фразы для предложения совместной деятельности, согласия с предложением и отклонения предложения.

**Практика (10ч.)** Отработка произношения новых слов. Выполнение лексико-грамматических заданий. Составление монологических высказываний «Описание одежды человека». Изучающее чтение текста о роли моды в жизни подростков, ответы на вопросы по тексту, выполнение краткого пересказа. Аудирование и диалог по теме «Давай куда-нибудь сходим». Написание электронного письма другу. Выполнение контрольно-тестовых заданий.

#### **5. «Еда» (13ч.)**

**Теория (3ч.)** Лексический материал по темам: «Еда», «Прилагательные с предлогами», «Ресторан», «Празднования». Грамматический материал: конструкция there is/are, выражение количества со словами some, any, a lot of, much, many, a little, a few. Речевой материал: фразы для заказа еды в кафе/ресторане.

**Практика (10ч.)** Отработка произношения новых слов. Выполнение лексико-грамматических заданий. Составление монологических высказываний «Мое любимое блюдо», «Мое любимое кафе». Изучающее чтение текста о необычных ресторанах, ответы на вопросы по тексту, выполнение краткого пересказа. Аудирование и диалог по теме «В ресторане». Написание приглашения на праздник. Выполнение контрольно-тестовых заданий.

#### **6. «Город» (13ч.)**

**Теория (3ч.)** Лексический материал по темам: «Городские объекты», «Город и сельская местность», «Транспорт», «Глагольные коллокации по теме», «Континенты и стороны света», «Уличные объекты», «Описание города». Грамматический материал: предлоги места, сравнительная и превосходная степени прилагательных. Речевой материал: фразы для перемещения по городу (направления движения).

**Практика (10ч.)** Отработка произношения новых слов. Выполнение лексико-грамматических заданий. Составление монологических высказываний «Мой город», «Преимущества и недостатки городской/сельской жизни», «Мои транспортные привычки». Изучающее чтение текста о необычных городах, ответы на вопросы по тексту,

выполнение краткого пересказа. Аудирование и диалог по теме «В чужом городе». Написание небольшой заметки для туристов о родном городе. Выполнение контрольно-тестовых заданий.

### 7. Итоговые занятия (3 ч.)

**Практика (3 ч.)** Подготовка к промежуточной аттестации. Выполнение итоговой контрольной работы. Работа над ошибками.

## УЧЕБНЫЙ (ТЕМАТИЧЕСКИЙ) ПЛАН

### 2 год обучения

№ п/п	Название раздела, темы	Количество часов			Форма контроля (аттестации)
		Всего	Теория	Практика	
1.	Вводные занятия. Повторение пройденного материала	4		4	Педагогическое наблюдение
2.	«Дикая природа»	13	3	10	Контрольно- тестовые задания. Педагогическое наблюдение
3.	«Цифровой мир»	13	3	10	Контрольно- тестовые задания. Педагогическое наблюдение
4.	«Спорт»	13	3	10	Контрольно- тестовые задания. Педагогическое наблюдение
5.	«Дом»	13	3	10	Контрольно- тестовые задания. Педагогическое наблюдение
6.	Итоговые занятия	6		6	Контрольно- тестовые задания. Педагогическое наблюдение

7.	Подготовка к итоговой аттестации	6	1	5	Итоговое тестирование
8.	Итоговая аттестация	4		4	Экзамен в формате международного экзамена КЕТ
	<b>Всего</b>	<b>72</b>	<b>13</b>	<b>59</b>	

## СОДЕРЖАНИЕ УЧЕБНОГО (ТЕМАТИЧЕСКОГО) ПЛАНА

### 2 год обучения

#### 1. Вводное занятие. Повторение пройденного материала (4ч.)

**Практика (4ч.)** Повторение лексико-грамматического материала первого года обучения.

#### 2. «Город» (13ч.)

**Теория (3ч.)** Лексический материал по темам: «Дикие животные», «Части тела животных», «Редкие профессии», «Природный мир», «Погода», «Активные виды деятельности». Грамматический материал: предлоги движения, простое прошедшее время с правильными глаголами и глаголами *be* и *can*. Речевой материал: фразы для описания фотографий.

**Практика (10ч.)** Отработка произношения новых слов. Выполнение лексико-грамматических заданий. Составление монологических высказываний «Мои прошлые каникулы». Изучающее чтение текста о необычных животных, ответы на вопросы по тексту, выполнение краткого пересказа. Аудирование и монологическое по теме «Описание фотографии». Написание открытки с отдыха. Выполнение контрольно-тестовых заданий.

#### 3. «Цифровой мир» (13ч.)

**Теория (3ч.)** Лексический материал по темам: «Гаджеты», «Глаголы и коллокации, связанные с технологиями», «Фразовые глаголы в инструкциях», «Деньги и цены», «Характеристики гаджетов». Грамматический материал: прошедшее простое время, неправильные глаголы. Речевой материал: фразы для совершения покупки в магазине.

**Практика (10ч.)** Отработка произношения новых слов. Выполнение лексико-грамматических заданий. Составление монологических высказываний «Мои любимые гаджеты», «Мои прошлые выходные». Изучающее чтение текста о роли социальных сетей в жизни людей, ответы на вопросы по тексту, выполнение краткого пересказа. Аудирование и диалог

по теме «В магазине». Написание небольшого рассказа об опыте использования гаджета в трудной ситуации. Выполнение контрольно-тестовых заданий.

#### **4. «Спорт» (13ч.)**

**Теория (3ч.)** Лексический материал по темам: «Виды спорта», «Существительные, образованные при помощи суффиксов», «Национальности», «Легкоатлетические виды», «Спортивное оборудование и одежда». Грамматический материал: будущее простое время и конструкция to be going to. Речевой материал: фразы для достижения договоренности.

**Практика (10ч.)** Отработка произношения новых слов. Выполнение лексико-грамматических заданий. Составление монологических высказываний «Мой любимый вид спорта и его правила», «Мои планы на будущее», «Существительные, образованные при помощи суффиксов». Составление и инсценировка диалога-интервью. Изучающее чтение текста о спортсменах с ограниченными возможностями, ответы на вопросы по тексту, выполнение краткого пересказа. Аудирование и диалог по теме «Посещение спортивного события». Написание личного письма. Выполнение контрольно-тестовых заданий.

#### **5. «Дом» (13ч.)**

**Теория (3ч.)** Лексический материал по темам: «Части дома», «Мебель и домашние объекты», «Коллокации с глаголами do, make, have, take, bring», «Прилагательные для описания комнаты». Грамматический материал: настоящее совершенное время. Речевой материал: фразы для сравнения фотографий.

**Практика (10ч.)** Отработка произношения новых слов. Выполнение лексико-грамматических заданий. Составление монологических высказываний «Моя идеальная комната», «Плюсы и минусы проживания в общежитии», «Мои дела в этом месяце». Изучающее чтение текста об отдаленном месте жительства, ответы на вопросы по тексту, выполнение краткого пересказа. Аудирование и монолог «Описание и сравнение фотографий». Написание описания жилого пространства. Выполнение контрольно-тестовых заданий.

#### **6. Итоговые занятия (6 ч.)**

**Практика (6 ч.)** Подготовка к итоговой работе. Выполнение итоговой работы. Работа над ошибками.

#### **7. Подготовка к итоговой аттестации (6ч.)**

**Теория (1ч.)** Знакомство с форматом международного кембриджского экзамена Key English Test (KET)



**Практика (5ч.)** Выполнение заданий в формате международного кембриджского экзамена Key English Test (KET)

## **8. Итоговая аттестация (6ч.)**

**Практика (6ч.)** Выполнение контрольных заданий по аудированию, чтению, говорению и письму в формате международного кембриджского экзамена Key English Test (KET)

## **ФОРМЫ КОНТРОЛЯ И ОЦЕНОЧНЫЕ МАТЕРИАЛЫ**

В процессе реализации дополнительной общеразвивающей программы «Английский язык для школьников» контроль за уровнем усвоения материала носит систематический характер и проводится на каждом занятии. *Педагогическое наблюдение* призвано обеспечить оценку роста и развития каждого обучающегося с целью оказания ему своевременной помощи и поддержки, а также для целенаправленного планирования изменений в условиях, формах и видах деятельности, которые соответствовали бы их индивидуальным потребностям.

### *Формы аттестации*

Проверка результатов усвоения обучающимися программного материала осуществляется в форме текущего контроля, промежуточной и итоговой аттестации.

*Текущий контроль* осуществляется в течение обоих учебных лет в конце изучения каждой темы в форме контрольно-тестовых заданий. Контрольно-тестовые задания представлены в Приложении 1.

*Промежуточная аттестация* осуществляется в конце первого года обучения на итоговом занятии в форме итоговой контрольной работы. Задания итоговой контрольной работы представлены в Приложении 2.

*Итоговая аттестация* осуществляется в конце второго года обучения (май) в формате международного кембриджского экзамена Key English Test (KET). Контрольно-измерительные материалы для итоговой аттестации представлены в Приложении 3.

### *Формы демонстрации результативности программы*

- письменная проверка знаний (словарный диктант; составление повествовательных, вопросительных и отрицательных предложений);
- устное тестирование (чтение и перевод текста, чтение небольших рассказов; ответы на вопросы; пересказ прочитанного или прослушанного);
- лексико-грамматические тесты;

- контрольное чтение;
- индивидуальные устные опросы;
- аудирование с последующим выполнением заданий;

*Формами фиксации образовательных результатов* являются: журнал посещаемости, материалы анкетирования и тестирования, сертификат от окончания Программы с указанием баллов за каждый вид речевой деятельности и уровня владения английским языком в соответствии с международными стандартами.

### **Критерии оценивания**

#### **Контрольно-тестовые задания**

За тестовые работы оценка вычисляется, исходя из процента правильных ответов:

<b>Уровень</b>	<b>Процент правильных ответов</b>	<b>Баллы</b>	<b>Пояснения</b>
Низкий уровень	54% и менее	1 - 4	обучающийся овладел менее чем ½ объёма знаний, предусмотренных программой
Средний уровень	От 55% до 84%	7 - 5	объём усвоенных знаний составляет более ½
Высокий уровень	От 85% до 100%	8-10	обучающийся усвоил практически весь объём знаний

#### **Оценочная шкала:**

Высокий уровень усвоения – 8-10 баллов

Средний уровень усвоения - 7-5 баллов

Низкий уровень - 1 - 4 балла

#### **Говорение**

Монологическая речь

<b>Уровень усвоения</b>	<b>Характеристика ответа</b>
Высокий	Обучающийся логично строит монологическое высказывание в соответствии с коммуникативной задачей, сформулированной в задании. Лексические единицы и грамматические структуры используются уместно. Ошибки практически отсутствуют. Речь понятна: практически все звуки произносятся правильно, соблюдается правильная интонация. Объём высказывания не менее 5 фраз.

Средний	Обучающийся логично строит монологическое высказывание в соответствии с коммуникативной задачей, сформулированной в задании. Лексические единицы и грамматические структуры соответствуют поставленной коммуникативной задаче. Учащийся допускает отдельные лексические или грамматические ошибки, которые не препятствуют пониманию его речи. Речь понятна, обучающийся не допускает фонематических ошибок. Объем высказывания не менее 5 фраз.
Низкий	Коммуникативная задача не выполнена. Допускаются многочисленные лексические и грамматические ошибки, которые затрудняют понимание. Большое количество фонематических ошибок.

### Диалогическая речь

Уровень освоения	Характеристика ответа
Высокий	Обучающийся логично строит диалогическое общение в соответствии с коммуникативной задачей; демонстрирует умения речевого взаимодействия с партнёром: способен начать, поддержать и закончить разговор. Лексические единицы и грамматические структуры соответствуют поставленной коммуникативной задаче. Ошибки практически отсутствуют. Речь понятна: практически все звуки произносятся правильно, соблюдается правильная интонация. Объем высказывания не менее 4 реплик с каждой стороны.
Средний	Обучающийся логично строит диалогическое общение в соответствии с коммуникативной задачей; в целом демонстрирует умения речевого взаимодействия с партнёром: способен начать, поддержать и закончить разговор. Используемый словарный запас и грамматические структуры соответствуют поставленной коммуникативной задаче. Могут допускаться некоторые лексико-грамматические ошибки, не препятствующие пониманию. Речь понятна: практически все звуки произносятся правильно, в основном соблюдается правильная интонация. Объем высказывания не менее 3 реплик с каждой стороны.

Низкий	Коммуникативная задача не выполнена. Обучающийся не умеет строить диалогическое общение, не может поддержать беседу. Используется крайне ограниченный словарный запас, допускаются многочисленные лексические и грамматические ошибки, которые затрудняют понимание. Большое количество фонематических ошибок.
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### Письмо

Уровень усвоения	Характеристика ответа
Высокий	Обучающийся логично строит письменное высказывание в соответствии с коммуникативной задачей, сформулированной в задании. Лексические единицы и грамматические структуры используются уместно. Ошибки практически отсутствуют. Орфографические и пунктуационные ошибки практически отсутствуют. Объем высказывания не менее 7 предложений.
Средний	Обучающийся логично строит письменное высказывание в соответствии с коммуникативной задачей, сформулированной в задании. Лексические единицы и грамматические структуры соответствуют поставленной коммуникативной задаче. Учащийся допускает отдельные лексические или грамматические ошибки, которые не препятствуют пониманию написанного. Объем высказывания не менее 5 предложений.
Низкий	Коммуникативная задача не выполнена. Допускаются многочисленные лексические и грамматические ошибки, которые затрудняют понимание написанного текста. Большое количество орфографических ошибок.

### Лексические навыки

Высокий уровень: лексический запас соответствует программным требованиям, называет все лексические единицы по каждой теме, не испытывая при этом затруднений.

Средний уровень: лексический запас не в полной мере соответствует программным требованиям, называет более 60% лексических единиц по каждой теме, испытывает при этом затруднения.

Низкий уровень: лексический запас не соответствует программным требованиям, называет менее 50% лексических единиц по каждой теме, испытывает при этом серьезные затруднения.

### Фонетические навыки

Высокий уровень: произношение звуков соответствует программным

требованиям, все звуки произносит чётко и правильно, не испытывая при этом затруднений.

Средний уровень: произношение звуков частично соответствует программным требованиям, не все звуки произносит чётко и правильно, испытывая при этом затруднения.

Низкий уровень: произношение звуков не соответствует программным требованиям, многие звуки произносит неправильно, испытывает при этом серьезные затруднения, отказывается произносить заданные звуки.

### ***Техника чтения***

Высокий уровень: читает довольно быстро, понимает прочитанное, может прочитать незнакомые слова, опираясь на изученные правила чтения.

Средний уровень: скорость чтения несколько замедлена, допускает немногочисленные ошибки, испытывает трудности при чтении незнакомых слов и в понимании прочитанного.

Низкий уровень: скорость чтения низкая, путает согласные буквы, допускает многочисленные ошибки, не понимает прочитанного.

### **Аудирование**

Высокий уровень: воспринимать на слух и понимать основное содержание развёрнутых аутентичных аудио- и видеотекстов объёмом 12-15 фраз, относящихся к разным коммуникативным типам речи (сообщение/рассказ).

Средний уровень: понимать основное содержание несложных аутентичных текстов объёмом 8-12 фраз, уметь определять тему текста, выделять главные факты, опуская второстепенные. Воспринимать на слух и выборочно понимать с опорой на языковую догадку, контекст, краткие несложные аутентичные прагматические аудио- и видеотексты, выделяя значимую / нужную/необходимую информацию.

Низкий уровень: понимать основное содержание коротких, несложных аутентичных прагматических текстов (прогноз погоды, программы теле/радиопередач, объявления на вокзале/в аэропорту) объёмом 4-8 фраз, выделять значимую информацию. Использовать переспрос, просьбу повторить.

## **ОРГАНИЗАЦИОННО – ПЕДАГОГИЧЕСКИЕ УСЛОВИЯ РЕАЛИЗАЦИИ ПРОГРАММЫ**

### ***Материально-технические условия реализации Программы***

Для реализации программы необходимо следующее материально-техническое обеспечение для каждой аудитории:

- стол учебный –4-6 шт,
- стол преподавателя – 1 шт,
- стулья – 5-7 шт,
- доска магнитно-маркерная 90\*120 – 1 шт,

- ноутбук HP – 1 шт,
- телевизор Dexp – 1 шт,
- стеллаж для книг – 1 шт

### ***Учебно-методическое и информационное обеспечение Программы***

Для реализации программы необходимо следующее учебно-методическое и информационное обеспечение:

1. Tim Falla Paul A Daves Solutions Elementary 3<sup>rd</sup> edition Students Book – Oxford University Press, 2021 – 143 стр.
2. Tim Falla Paul A Daves Solutions Elementary 3<sup>rd</sup> edition. – Oxford University Press, 2021 – 128 стр.
3. Solutions (3rd edition) Elementary Teacher's Book with Teacher Resource Disk and Workbook Audio CD
4. Solutions 3rd Edition Elementary Class Audio CDs
5. Peter Lucantoni KET Practice Tests Plus Student's Book & Audio CD Pack. – Pearson Longman, 2011 - 128 стр.
6. Интернет – ресурс для учащихся Код доступа: <https://elt.oup.com/student/solutions/elementary3rdedition/?cc=ru&sellLanguage=ru>
7. Самарина Н.В. Серия авторских интерактивных заданий по УМК Solutions Elementary 3<sup>rd</sup> edition  
Код доступа: <https://wordwall.net/myactivities/folder/213458/solutions-elm>
8. Интернет-ресурс с лексическими карточками по УМК Solutions Elementary 3<sup>rd</sup> edition Код доступа: <https://quizlet.com/search?query=Solutions-elementary-3rd-edition&type=sets>
9. Задания для подготовки к экзамену КЕТ Код доступа: <https://www.cambridgeenglish.org/exams-and-tests/key/preparation/>
10. Интернет-ресурс с дополнительными грамматическими интерактивными упражнениями Код доступа: <https://www.liveworksheets.com/>

### **СПИСОК ЛИТЕРАТУРЫ**

Дополнительная общеобразовательная (общеразвивающая) программа «Английский язык для школьников» составлена с учётом нормативно-правовых документов системы образования Российской Федерации таких, как:

1. Федеральный Закон «Об образовании в Российской Федерации» от 29.12.2012 № 273-ФЗ.

2. Концепция развития дополнительного образования детей (утверждена распоряжением Правительства РФ от 04.09.2014 № 1726-р).

3. Порядок организации и осуществления образовательной деятельности по дополнительным общеобразовательным программам (утвержден приказом Министерства образования и науки РФ от 29.08.2013 № 1008).

4. Санитарно-эпидемиологические требования к устройству, содержанию и организации режима работы образовательных организаций дополнительного образования детей (утверждено постановлением Главного государственного санитарного врача РФ от 04.07.2014 № 41).

5. Методические рекомендации по проектированию дополнительных общеразвивающих программ (включая разноуровневые программы), Приложение к письму Департамента государственной политики в сфере воспитания детей и молодежи Министерства образования и науки РФ от 18.11.2015 № 09-3242).

**Контрольно-тестовые задания**

**Раздел «Семья и друзья»**

1 Complete the dialogues with the correct present simple form of the verbs in brackets.

A           <sup>1</sup> \_\_\_\_\_ (you / use) your smartphone in your English lessons?  
 B           No, we <sup>2</sup> \_\_\_\_\_. We <sup>3</sup> \_\_\_\_\_ (not / have) Wi-Fi in our classroom.

A           <sup>4</sup> \_\_\_\_\_ (your cousin / study) languages at university?  
 B           Yes, she <sup>5</sup> \_\_\_\_\_. She <sup>6</sup> \_\_\_\_\_ (speak) English, Arabic and French.  
 A           That's good! I <sup>7</sup> \_\_\_\_\_ (not / understand) Arabic but I <sup>8</sup> \_\_\_\_\_ (want) to learn it.

A           This bus <sup>9</sup> \_\_\_\_\_ (not / stop) near our school.  
 B           Let's wait for the number 8. It <sup>10</sup> \_\_\_\_\_ (go) to the park and we can walk from there.

Mark: \_\_\_ / 10

2 Complete the sentences with the verbs below. Use the affirmative, negative or interrogative form of the present simple.

**arrive    come    finish    not play    not watch**

- 1 What time \_\_\_\_\_ the film \_\_\_\_\_?
- 2 She \_\_\_\_\_ the trumpet.
- 3 The teacher \_\_\_\_\_ at school before us.
- 4 \_\_\_\_\_ your best friend \_\_\_\_\_ from Brazil?
- 5 I \_\_\_\_\_ TV in the week.

Mark: \_\_\_ / 5

3 Find the mistake in each sentence. Circle the mistake and write the correction.

- 1 Sorry, I not like this music. \_\_\_\_\_
- 2 Does you live in that apartment? \_\_\_\_\_
- 3 My aunt visit us every weekend. \_\_\_\_\_
- 4 My mum go to London every Monday. \_\_\_\_\_



5 She don't cycle to school. \_\_\_\_\_

Mark: \_\_\_ / 5

4 Complete the sentences with the correct form of the verbs below.

do not cook set tidy unload

- 1 My older brother \_\_\_\_\_ the ironing on Saturday morning.
- 2 Wait for the dishwasher to finish before you \_\_\_\_\_ it.
- 3 My step-father \_\_\_\_\_ dinner for my mother.
- 4 The grandchildren like to \_\_\_\_\_ the table.
- 5 It's important to \_\_\_\_\_ your bedroom.

Mark: \_\_\_ / 5

5 Complete the names of the family members. Then match the people with the personality adjectives below.

creative friendly hard-working patient sensible

- 1 My \_\_\_\_\_ (aunt's daughter) waits for me after school for an hour every day.  
\_\_\_\_\_
- 2 My \_\_\_\_\_ (mum's mother) cooks and cleans for the family.  
\_\_\_\_\_
- 3 My \_\_\_\_\_ (sister's son) likes to help people. \_\_\_\_\_
- 4 My \_\_\_\_\_ (wife's brother) loves making things. \_\_\_\_\_
- 5 My five-year-old \_\_\_\_\_ (son's son) knows how to cross the road.  
\_\_\_\_\_

Mark: \_\_\_ / 10

6 Choose the correct answers to complete the sentences.

- 1 He's tall and \_\_\_\_.  
a long looking                      b good-looking                      c short
- 2 She's got long \_\_\_\_.  
a hair                      b glasses                      c beard
- 3 Tim's got fair \_\_\_\_.  
a moustache                      b hair                      c eyes
- 4 I've got \_\_\_\_ brown hair.  
a good-looking                      b beard                      c wavy
- 5 My aunt wears \_\_\_\_ and has curly hair.  
a beard                      b moustache                      c glasses

7 Complete the dialogue with the correct answers.

**Lucy** Your sister's got <sup>1</sup> \_\_\_\_, wavy hair now!

**Helen** Yes, I know! It's very different <sup>2</sup> \_\_\_\_ before!

**Lucy** Is she pleased <sup>3</sup> \_\_\_\_ her new haircut?

**Helen** She loves it! Remi is her hairdresser.

**Lucy** What does Remi look <sup>4</sup> \_\_\_\_? A lot of <sup>5</sup> \_\_\_\_ work there and I don't know who he is.

**Helen** Well, he's very good-<sup>6</sup> \_\_\_\_!


**Lucy** Is he the man with a <sup>7</sup> \_\_\_\_ and a moustache?

**Helen** No, that's Jonny. Remi's got medium-<sup>8</sup> \_\_\_\_ black hair and wears red <sup>9</sup> \_\_\_\_.

**Lucy** Oh, I think I know him. Is he very <sup>10</sup> \_\_\_\_?

**Helen** Yes, that's right.

- 1 A short      B straight      C tall  
 2 A from      B about              C at  
 3 A for    B with              C to  
 4 A for    B like              C as  
 5 A man      B mans              C men  
 6 A looks      B looker      C looking  
 7 A hair    B beard              C glasses  
 8 A long      B short              C length  
 9 A glasses    B beard              C moustache  
 10 A long      B tall              C straight

8  1 Listen to the dialogue. Are the sentences true (T) or false (F)?

- 1 Jenny's father asks her to set the table. \_\_\_\_  
 2 Jenny's hair is wet. \_\_\_\_  
 3 It's pizza for dinner. \_\_\_\_  
 4 Jenny's test is on Thursday. \_\_\_\_  
 5 Jenny's mum wants Dan to do his homework. \_\_\_\_

9 Read the text. Match sentences A–E with gaps 1–5.

### **One child families – are they good for us?**

<sup>1</sup> \_\_\_ Or are you an only child? Parents in China are excited about the news that now they can have more than one child. So how are family sizes different around the world?

<sup>2</sup> \_\_\_ In Turkey, parents usually have three children. Four out of five children in the USA have brothers or sisters. Most American families have two children. But the American actors Angelina Jolie and Brad Pitt are famous for their very big family. They have three children and three other children from different countries. Zahara comes from Ethiopia, Pax comes from Vietnam and Maddox comes from Cambodia.

<sup>3</sup> \_\_\_ You can talk to your brother or sister when you are worried about your problems. You can learn lots of things from your siblings. They can teach you new facts. And learning how to get on with each other can teach you life skills too.

What about only children? <sup>4</sup> \_\_\_ Many of the parents of only children worry about this. People say that only children can't share and are not friendly.

However, according to lots of studies, only children are no different from children with siblings. They learn to share in the classroom, or with cousins, step-brothers and step-sisters and their friends. So do only children get benefits? <sup>5</sup> \_\_\_ Only children usually get on very well with their parents and they are very independent.

- A In Europe, the average family has two children.
- B They don't have brothers or sisters to learn from or share with.
- C Have you got any brothers or sisters?
- D The answer is yes.
- E According to research, a sister or brother is an advantage.

Mark: \_\_\_ / 5

### **10 You want to chat online with English-speaking students to practise your English. Write your personal profile.**

- Start with: *Hi, my name's* \_\_\_\_\_.
- Include information about your interests, your personality, why you want to improve your English and the type of person you want to chat with.
- Make a paragraph plan.
- Use contractions.

- Check your spelling and grammar.

Mark: \_\_\_ / 10

Total: \_\_\_ / 70

### Раздел «ШКОЛЬНЫЕ ДНИ»

#### 1 Complete the dialogue. Use the correct form of *have to* and the verbs in brackets.

**Lily**      <sup>1</sup> \_\_\_\_\_ (we / use) our smartphones for our homework?

**Jack**      Yes, we <sup>2</sup> \_\_\_\_\_. We <sup>3</sup> \_\_\_\_\_ (take) photos of different trees and upload them to the class website.

**Lily**      Great! <sup>4</sup> \_\_\_\_\_ (I / write) a description too?

**Jack**      Yes. It <sup>5</sup> \_\_\_\_\_ (be) 100 words. And we <sup>6</sup> \_\_\_\_\_ (share) our work online.

Mark: \_\_\_ / 6

#### 2 Find the mistake in each sentence. Circle the mistake and write the correction.

- 1 You not have to wait for us! \_\_\_\_\_
- 2 We doesn't have to wear a school uniform on Friday. \_\_\_\_\_
- 3 Adam have to take his exam again in the summer. \_\_\_\_\_
- 4 Does she has to phone you? \_\_\_\_\_
- 5 When often do you have to do P.E.? \_\_\_\_\_
- 6 I'm tired never. \_\_\_\_\_
- 7 He has to goes early. \_\_\_\_\_
- 8 She argues always. \_\_\_\_\_
- 9 How much students are in your class? \_\_\_\_\_
- 10 Who your best friend? \_\_\_\_\_

Mark: \_\_\_ / 10

#### 3 Complete the sentences with the adverbs of frequency below.

**Always    never    sometimes    usually**

- 1 I remember to hand in my homework every week. I \_\_\_\_\_ forget.
- 2 I \_\_\_\_\_ borrow my sister's clothes, but not often.
- 3 We \_\_\_\_\_ arrive at school at 9 a.m. We are hardly ever late.
- 4 He speaks English very well. I \_\_\_\_\_ understand him.

**4 Choose the correct event to complete the sentences.**

- 1 Watch the school \_\_\_ – it's all in English!  
a trip                      b club                      c play
- 2 Come to our \_\_\_ and hear us sing!  
a musical    b sports day    c school trip
- 3 Bring your friends to the \_\_\_ and listen to Mozart, Bach and Vivaldi!  
a play                      b school camp    c concert
- 4 Don't forget to bring warm clothes on the \_\_\_!  
a school camp    b school club    c concert
- 5 Join the new \_\_\_ and learn a new skill!  
a school trip    b play                      c school club
- 6 You don't have to be good at running to enjoy the \_\_\_!  
a school camp    b sports day    c trip

Mark: \_\_\_ / 6

**5 Match the descriptions with the adjectives below.**

**Angry    embarrassed    excited    sad    tired    worried**

- 1 Your sister always reads your private text messages. \_\_\_\_\_
- 2 You want to go to bed early. \_\_\_\_\_
- 3 You have to talk in front of the class and you don't like it.  
\_\_\_\_\_
- 4 The new *Star Wars* movie is out! \_\_\_\_\_
- 5 You aren't happy today. \_\_\_\_\_
- 6 I'm not very good at maths, and the maths exam is next week.  
\_\_\_\_\_

Mark: \_\_\_ / 6

**6. Complete the sentences with the words below.**

**At    in    midday    on    past    quarter    until    up**

- 1 We always have P.E. \_\_\_\_\_ the afternoon.
- 2 Call me tonight \_\_\_\_\_ 6 p.m.
- 3 We get \_\_\_\_\_ late on the school camp.
- 4 The concert is \_\_\_\_\_ Saturday.
- 5 He isn't home at the moment. He is in Berlin \_\_\_\_\_ the weekend.

6 The play starts at \_\_\_\_\_ to five.

7 We have lunch at \_\_\_\_\_.

8 Geography finishes at half \_\_\_\_\_ two.

Mark: \_\_\_ / 8

**7. Complete the dialogue with the words below.**

After before during from in on should shouldn't to until

**Helen** Is it your birthday <sup>1</sup> \_\_\_\_\_ Friday?

**Claire** No, it's Maryam's birthday. We <sup>2</sup> \_\_\_\_\_ have a party!

**Helen** Well, we can't do anything <sup>3</sup> \_\_\_\_\_ the day because we're at school.  
Does she want a party <sup>4</sup> \_\_\_\_\_ the evening?

**Claire** Yes, she wants to do something <sup>5</sup> \_\_\_\_\_ school.

**Helen** What time? I'm at my tennis club <sup>6</sup> \_\_\_\_\_ seven o'clock.

**Claire** She has basketball <sup>7</sup> \_\_\_\_\_ six <sup>8</sup> \_\_\_\_\_ eight o'clock, so we probably <sup>9</sup> \_\_\_\_\_ meet before eight thirty.

**Helen** OK. Call me <sup>10</sup> \_\_\_\_\_ you go and we can walk there together.

**Claire** Good idea! See you later!

Mark: \_\_\_ / 10

**8. Listen to the radio news item about Prince George's first day at school.  
Choose the correct answers.**

1 How old was Prince George in January 2016?

a two                                      b six                                      c four

2 What is the date?

a 5<sup>th</sup> January                              b 6<sup>th</sup> January                              c 16<sup>th</sup> January

3 How many Montessori schools are there in Britain?

a seventeen hundred    b seventy    c seven hundred

4 The children in George's part of the school are aged two to \_\_\_\_.

a sixteen                                      b six                                      c eight

5 What time does the school open in the morning?

a 8.30                                      b 8 o'clock    c 8.15

Mark: \_\_\_ / 5

**9. Read the text. Are the sentences true (T) or false (F)?**

**Life 'on the road'**

Life isn't always so amazing when you're famous! Rock and pop bands usually travel for a lot of the year. They go to different

countries and don't see their families for a long time. A lot of famous singers agree that life 'on the road' isn't very exciting. There is a strict routine and it is often difficult.

Danny is a drummer for a UK band and he says that he is always tired. 'Every day is the same. I often don't know what city I'm in!' The band usually travel during the night and arrive at a hotel in the morning. Sometimes they are travelling for up to ten hours. They can't move, or get out or do anything. They sleep during the day, then they get dressed and have dinner. After that, they go to 'work'! The concert normally starts at 9 p.m. They often play until midnight. Then they leave the city to travel to the next city. They eat and sleep on the band's bus.

'We have to play a lot of concerts, because people don't buy CDs now. People download music, but artists don't get a lot of money from that. I enjoy the music, but I'm sad when I don't see my family. I hardly ever go to watch my children's school plays. I can't always watch them at their sports days.' But when Danny *is* at home, he *can* help them with their geography homework!

1. A lot of famous singers find touring difficult. \_\_\_\_
2. The band normally travel during the day before a concert. \_\_\_\_
3. Concerts usually finish at 9 p.m. \_\_\_\_
4. They spend a lot of time on the band's bus. \_\_\_\_
5. Danny likes to help his children with their history homework. \_\_\_\_

Mark: \_\_\_\_ / 5

#### **10. Write an announcement for the next school trip.**

- Where is the trip to?
- Date, day and time.
- What is the purpose of the trip?
- Other information (tickets, contact name and number).
- Some imperatives to give instructions and make requests.

Mark: \_\_\_\_ / 10

Total: \_\_\_\_ / 70

**1 Complete the sentences using the present simple or present continuous form of the verb in brackets.**

- 1 Oh no ... listen! I think the baby \_\_\_\_\_ (wake up).
- 2 You always \_\_\_\_\_ (arrive) at school early.
- 3 She \_\_\_\_\_ (not understand) the film.
- 4 \_\_\_\_\_ (you / leave) early today?
- 5 I \_\_\_\_\_ (prefer) to wear smart clothes.
- 6 What \_\_\_\_\_ (she / plan) for this weekend?
- 7 He never \_\_\_\_\_ (answer) the phone.

Mark: \_\_\_ / 7

**2 Find the mistake in each sentence. Circle the mistake and write the correction.**

- 1 Are you believing me? \_\_\_\_\_
- 2 She is always having lunch at school. \_\_\_\_\_
- 3 I not coming right now. \_\_\_\_\_
- 4 Why do you phone him now? It's late. \_\_\_\_\_
- 5 Look! That taxi over there stops. \_\_\_\_\_
- 6 I write an email at the moment. \_\_\_\_\_

Mark: \_\_\_ / 6

**3. Complete the email with the correct present simple or present continuous form of the verbs below.**

do know make play rain try visit

Hi Tony

What <sup>1</sup> \_\_\_\_\_ at the moment? I <sup>2</sup> \_\_\_\_\_ to finish my science project, but it's difficult. My young cousins <sup>3</sup> \_\_\_\_\_ us today and they <sup>4</sup> \_\_\_\_\_ a lot of noise. They <sup>5</sup> \_\_\_\_\_ that I have to hand in my project tomorrow. They usually <sup>6</sup> \_\_\_\_\_ outside, but it <sup>7</sup> \_\_\_\_\_ at the moment. Help! Can I come to your house to work?

Michael

Mark: \_\_\_ / 7

**2. Complete the sentences with the words below.**



headphones plain pyjamas scarf shorts sleeved smart tie tight  
trainers

1. Teachers have to wear \_\_\_\_\_ clothes to work.
2. She's looking for a short-\_\_\_\_\_ summer dress.
3. My dad always wears a shirt and \_\_\_\_\_ to work.
4. His \_\_\_\_\_ are always very dirty after football. He takes them off before he comes into the house.
3. I have to get dressed! I'm still in my \_\_\_\_\_!
4. It's cold. You need a hat and \_\_\_\_\_ today.
5. We wear \_\_\_\_\_ for P.E. in the summer and long tracksuit trousers in the winter.
6. These trousers are very \_\_\_\_\_. I need a different size.
7. I'm listening to music using my new \_\_\_\_\_.
8. For the school play, you have to wear a \_\_\_\_\_ sweatshirt with nothing on it.

Mark: \_\_\_ / 10

**5. Complete the sentences with the opposite of the adjective in brackets. Add the prefix *un-* where necessary.**

- 1 This is my \_\_\_\_\_ hair colour. (artificial)
- 2 She always wears \_\_\_\_\_ sunglasses. (light)
- 3 I think you're very \_\_\_\_\_. (kind)
- 4 The cost of living is \_\_\_\_\_ in Iceland. (low)
- 5 It's \_\_\_\_\_ to keep your wallet in the classroom. (dangerous)
- 6 Physics is a \_\_\_\_\_ subject. (easy)
- 7 Our neighbours are really \_\_\_\_\_. (friendly)
- 8 He gave some \_\_\_\_\_ information to the police. (true)
- 9 Teaching isn't just a \_\_\_\_\_ job. (male)
- 10 I've got a \_\_\_\_\_ bag for swimming lessons. (ordinary)

Mark: \_\_\_ / 10

**6. Read the dialogue and find ten mistakes. Circle the mistakes and write the corrections.**

**Beth** Do you fancy to go clothes shopping with me this afternoon?

**Anna** Not, thanks. I'm trying not to buy new clothes all the time.

**Beth** To be honestly, I haven't got much money at the moment.

- Anna** Well, how about have a clothes swap party instead? We exchange clothes we don't want!
- Beth** Cool. That sounds funny.
- Anna** Let's asking Isobel to help.
- Beth** How great idea!
- Anna** Yes, she's good at organising events. Shall I to phone her later?
- Beth** Well, I'm going to see her this evening. Why you don't come with me?
- Anna** Yes, I'd loving to. Can you text me her address, please?

Mark: \_\_\_ / 10

7. **Listen to five people describing what they are wearing. Match the speakers (1–5) with the statements (A–F). There is one extra statement.**

- A Speaker \_\_\_ is going to eat in an expensive restaurant.
- B Speaker \_\_\_ is going to school.
- C Speaker \_\_\_ is dressed for bed.
- D Speaker \_\_\_ is dressed for a hot summer's day.
- E Speaker \_\_\_ is going outside in the snow.
- F Speaker \_\_\_ is a sportswoman.

Mark: \_\_\_ / 5

8. **Read the text. Are the sentences true (T) or false (F)?**

**Can your clothes help change the world?**

CalAid is a UK charity that collects old and new clothes. They want them for refugees. These people, young and old, are running away from dangerous countries. They are trying to start new lives. But when they arrive, they often have nothing. They only have the wet clothes they are wearing. Children are wearing summer clothes in the middle of winter. They have light, summer jackets but they don't have coats for the rain. Small children are walking for days in cheap boots. Mothers are holding babies who are wearing old pyjamas.

So how does CalAid work? People take their old clothes to schools or collection centres. Then every week a lorry drives to Calais in France with the clothes and the other things that people give. At the moment the refugees urgently need winter clothes. They are living in terrible camps, in terrible conditions. The low temperatures at night are making things more difficult. The charity is asking for gloves, hats and scarves right now. They also want men's socks and good walking boots.

So please don't throw your clothes away! You can take them to a school near you. Tell your friends to help too! But please don't bring summer clothes or smart clothes. These clothes are unnecessary at the moment. The clothes have to be warm for the winter and comfortable.

1. CalAid is a charity for people who have left their homes. \_\_\_\_
2. The refugees often don't have the right clothes. \_\_\_\_
3. People should take their old clothes to France. \_\_\_\_
4. It is very cold in the camps at night. \_\_\_\_
5. The charity is asking for women's shoes. \_\_\_\_

Mark: \_\_\_\_ / 5

**9. Write an email to a friend. Use suitable phrases to begin and end your email (for example, *Hi* and *Take care*).**

- Say what are you doing at the moment.
- Suggest going to the shops with your friend.
- Discuss the clothes you want to buy.
- Use linking words (*and, but, so, or* and *because*).

Mark: \_\_\_\_ / 10

Total: \_\_\_\_ / 70

**Раздел «Еда»**

**1 Complete the voicemail with *some* or *any*.**

Hi Clare, it's Rachel! I'm phoning about dinner tonight. I've got a chicken and <sup>1</sup> \_\_\_\_\_ vegetables but I haven't got <sup>2</sup> \_\_\_\_\_ onions. I haven't got <sup>3</sup> \_\_\_\_\_ time to go shopping. Can you go for me? There are <sup>4</sup> \_\_\_\_\_ some other things that I still need. I'd like <sup>5</sup> \_\_\_\_\_ tomatoes. Oh, and I need <sup>6</sup> \_\_\_\_\_ carrots too ... is that OK? Thanks Clare!

Mark: \_\_\_\_ / 6

**2 Complete the questions with *is there / are there* or *how much / how many*.**

- 1 \_\_\_\_\_ computers are in your classroom?

- 2 \_\_\_\_\_ any milk?
- 3 \_\_\_\_\_ coffee would you like?
- 4 \_\_\_\_\_ any tomatoes in the fridge?
- 5 \_\_\_\_\_ water is there?
- 6 \_\_\_\_\_ a shop near your house?

Mark: \_\_\_ / 6

**3 Find the mistake in each sentence. Circle the mistake and write the correction.**

- 1 I've got a little friends on Facebook. \_\_\_\_\_
- 2 There aren't much strawberries for our lunch. \_\_\_\_\_
- 3 There's twenty people in my English class. \_\_\_\_\_
- 4 Can I have a few bread, please? \_\_\_\_\_
- 5 There are a museum in my city. \_\_\_\_\_
- 6 Is there any clubs at your school? \_\_\_\_\_
- 7 'Are there any crisps?' 'No, there isn't.' \_\_\_\_\_
- 8 She needs a lots of help with maths. \_\_\_\_\_

Mark: \_\_\_ / 8

**4. Circle the odd word out.**

- 1 customer      waiter      menu      chef
- 2 beef            lamb      chicken      melon
- 3 onions        fish      carrots      potatoes
- 4 apples        strawberries      pineapples      mushrooms
- 5 strawberries      carrots      onions      red peppers
- 6 lamb            lettuce      cucumber      tomatoes

Mark: \_\_\_ / 6

**5. Complete the sentences with the adjectives below.**

famous    full    interested    keen    kind    worried

- 1 He is \_\_\_\_\_ for playing the guitar.
- 2 She's \_\_\_\_\_ in music.
- 3 Are you \_\_\_\_\_ about the noise?
- 4 We're \_\_\_\_\_ on sport.
- 5 You're not very \_\_\_\_\_ to your brother.
- 6 The room is \_\_\_\_\_ of students.

**1. Circle the correct words to complete the sentences.**

- 1 Could I have two **coffee** / **coffees** please?
- 2 The **service** / **services** in this restaurant is excellent.
- 3 I don't have a knife and **tray** / **fork** to eat my food.
- 4 Let's ask the **waiter** / **customer** to bring some water.
- 5 These **olive** / **olives** are delicious.
- 6 I'm not very good **in** / **at** cooking.
- 7 She's **responsible** / **disappointed** with the food.
- 8 We would like some **beef** / **beefs** for dinner.

**2. Read the dialogue and complete each gap with ONE word.**

**Toby** Good evening. Can we have a <sup>1</sup> \_\_\_\_\_ for two please?

**Waiter** Certainly.

**Waiter** Are you ready to <sup>2</sup> \_\_\_\_\_?

**Toby** Yes, we are. We'd both <sup>3</sup> \_\_\_\_\_ the soup to start.

**Waiter** And for the main <sup>4</sup> \_\_\_\_\_?

**Toby** I <sup>5</sup> \_\_\_\_\_ like the pasta, please.

**Waiter** And <sup>6</sup> \_\_\_\_\_ you, madam?

**Sophie** The vegetable pie please.

**Waiter** Perfect. <sup>7</sup> \_\_\_\_\_ you like anything to drink?

**Sophie** Apple juice, please.

**Toby** Yes, the <sup>8</sup> \_\_\_\_\_ for me.

**Waiter** So that's two apple juices.

**Toby** Can we <sup>9</sup> \_\_\_\_\_ the bill now? Oh, and does it include  
<sup>10</sup> \_\_\_\_\_?

**3. Listen to five people talking. Match the speakers (1–5) with the statements (A–F). There is one extra statement.**

Speaker \_\_\_ is a chef.

Speaker \_\_\_ is a waiter.

Speaker \_\_\_ eats food that other people throw away.

Speaker \_\_\_ is buying food in a supermarket.

Speaker \_\_\_ is cooking at home.

Speaker \_\_\_ is a customer in a restaurant.

Mark: \_\_\_ / 5

#### 4. Read the text. Match paragraphs A–E with questions 1–5.

##### Are celebrity chefs good for us?

**A** Celebrity chefs are the new rock and roll! People are used to thinking of singers and actors as celebrities, but more and more kitchen chefs are becoming famous. In South Korea, they even have a special name for them – ‘cheftainers’.

**B** Celebrity chefs become famous names when they make popular TV shows. They also write bestselling cookbooks. Some supermarkets use chefs to sell special food items and many chefs open chains of restaurants. Cooking is big money. UK chef Jamie Oliver and his wife are on the UK ‘Rich List’.

**C** Celebrity chefs don’t just make money. They can make important changes to the way we think about food and the food we buy. Jamie Oliver is famous for his work on ‘food education’ and for helping to put healthy food on UK school menus. Jamie wants all school children to be able to have a hot, healthy meal during the day. He thinks it’s good for their health and also that good food helps children to learn better.

**D** He also wants to change the way that adults eat. He understands that many people are ‘time poor’. A lot of parents work and don’t have time to cook big meals at the end of the day. His TV show *15-Minute Meals* helps people prepare fresh, healthy meals in a small amount of time.

**E** Not everyone is very keen on celebrity chefs though. Some people say that their food is actually less healthy than ready meals from supermarkets. For example, famous UK chef Nigella Lawson regularly uses much more butter and sugar than the cakes we find in shops. So choose your celebrity chef carefully – some of their food can be bad for you!

##### In which paragraph does the writer ...

- 1 tell us about a cooking programme that helps people to cook meals in quarter of an hour?  
\_\_\_
- 2 tell us a new word for ‘celebrity chef’? \_\_\_
- 3 talk about food that isn’t healthy? \_\_\_
- 4 describe the different ways that chefs become famous and make money? \_\_\_

5 talk about the good things that some famous chefs do? \_\_\_\_

Mark: \_\_\_\_ / 5

**5. Write an invitation for a school event that you are helping to organise.**

- Say why the school are holding the event and how you are helping.
- Say where the event is and when (day, date and time).
- Say what the person should do or bring.
- Remind them to confirm if they are coming or not.

Mark: \_\_\_\_ / 10

Total: \_\_\_\_ / 70

**Раздел «Город»**

**1 Circle the correct words to complete the sentences.**

1. The cinema is **nearer** / **the nearest** than the library.
2. The Burj Khalifa in Dubai is **higher** / **the highest** building in the world.
3. He is **the funnier** / **the funniest** boy in the school.
4. Your trainers are **more casual** / **the most casual** than your shoes.
5. What is **more polluted** / **the most polluted** river in the world?
6. Who is **kinder** / **the kindest**, your uncle or your aunt?

Mark: \_\_\_\_ / 6

**2 Complete the sentences with the comparative and superlative form of the adjectives in brackets.**

1. In general, people in Australia are \_\_\_\_\_ than people in Africa, but people in Europe are \_\_\_\_\_. (happy)
2. Cycling is \_\_\_\_\_ than walking to school, but trams are \_\_\_\_\_. (good)
3. In the UK, rugby is \_\_\_\_\_ than tennis, but football is \_\_\_\_\_. (popular)
4. I think geography is \_\_\_\_\_ than history, but physics is \_\_\_\_\_ subject. (bad)
5. The classroom is \_\_\_\_\_ than the library, but the computer room is \_\_\_\_\_. (hot)
6. Trains are \_\_\_\_\_ than coaches, but planes are \_\_\_\_\_ form of transport. (safe)
7. Football is \_\_\_\_\_ than judo, but skiing is \_\_\_\_\_. (dangerous)

Mark: \_\_\_ / 7

**3 Find the mistakes in each sentence. Circle the mistake and write the correction.**

- 1 Which is more far from your country, Russia or Australia?  
\_\_\_\_\_
- 2 Who is the more polite student in your class? \_\_\_\_\_
- 3 The supermarket is busyer than the small shop. \_\_\_\_\_
- 4 My smartphone is expensiver than my laptop. \_\_\_\_\_
- 5 The chef only uses the most freshest food. \_\_\_\_\_
- 6 What's the better website to use for our homework? \_\_\_\_\_
- 7 My bedroom is biger than my brother's room. \_\_\_\_\_

Mark: \_\_\_ / 7

**4. Choose the correct answers to complete the sentences.**

- 1 My uncle works with animals \_\_\_\_.  
**a** in an office block **b** at the gym **c** on a farm
- 2 Shall we have a BBQ in the \_\_\_\_?  
**a** lake **b** park **c** car park
- 3 Scotland is in the \_\_\_\_ of the UK.  
**a** north **b** south **c** west
- 4 He's taking the \_\_\_\_ from Edinburgh to London.  
**a** underground **b** tram **c** coach
- 5 I'm borrowing some money from the \_\_\_\_.  
**a** library **b** bank **c** post office
- 6 There's a fire! We have to leave the building and wait \_\_\_\_.  
**a** outside **b** inside **c** between
- 7 We have to protect wild elephants in Asia and \_\_\_\_.  
**a** Europe **b** Antarctica **c** Africa

Mark: \_\_\_ / 7

**5 Complete the sentences with the correct verb. The first letter of each word has been given.**

- 1 Can I g \_ \_ \_ you a lift?
- 2 It's difficult to g \_ \_ on the train with my bike.
- 3 It's late – let's t \_ \_ \_ a taxi.
- 4 We can c \_ \_ \_ \_ a train home.
- 5 Many teenagers r \_ \_ \_ scooters in southern Europe.
- 6 Where do you w \_ \_ \_ for the bus?



7 Don't m \_ \_ \_ the tram! You have to get to school on time.

Mark: \_\_\_ / 7

**6 Circle the correct words to complete the text.**

I live in a small <sup>1</sup> **town / village** in the countryside. It's a very <sup>2</sup> **quiet / crowded** place to live. From my bedroom window I can see <sup>3</sup> **a farm / an office block**. <sup>4</sup> **Between / Behind** that, there's a beautiful <sup>5</sup> **valley / wood** where we can ski in the winter. Some people think life here is <sup>6</sup> **boring / exciting** – but I love it!

Mark: \_\_\_ / 6

**7 Complete the email with the correct answers.**

Hi Esme

How are you? I can't wait to see you next week!

I'm sending you some directions so that you can find your way from the train station. I live quite <sup>1</sup> \_\_\_ to the centre, so it shouldn't be difficult to find my flat. When you're outside the station, <sup>2</sup> \_\_\_ right and go <sup>3</sup> \_\_\_ Park Street. <sup>4</sup> \_\_\_ to the end of the road and turn left <sup>5</sup> \_\_\_ the crossroads. Go <sup>6</sup> \_\_\_ on and then <sup>7</sup> \_\_\_ the main road. Go <sup>8</sup> \_\_\_ the small church on the <sup>9</sup> \_\_\_. My flat is on the left, <sup>10</sup> \_\_\_ the Cosmos Café and the fruit shop.

Have a safe journey. See you soon!

Love,

Bella

1 A next      B opposite      C close

8 A take      B cross      C turn

9 A straight      B along      C over

10 A Go      B Turn      C Take

11 A on      B in      C at

12 A left      B right      C straight

13 A cross      B turn      C go

14 A over      B under      C past

15 A corner      B crossroads      C end

16 A next      B between      C in front

Mark: \_\_\_ / 10

**8 Listen to three people talking about where they live and work. Are the sentences true (T) or false (F)?**

**Speaker 1**

2 There isn't any pollution in the area at the moment. \_\_\_\_

**Speaker 2**

9 There is a supermarket on the right of the office block. \_\_\_\_

10 The office block has two floors. \_\_\_\_

**Speaker 3**

11 Speaker 3 walks to work. \_\_\_\_

12 When it rains, he gets a bus with his friend. \_\_\_\_

Mark: \_\_\_\_ / 5

**9 Read the text. Match sentences A–E with gaps 1–5.**

**Unusual homes**

There isn't enough space to build all of the houses we need in many cities. <sup>1</sup> \_\_\_\_ The average house price in London is now over £500,000, but most workers are still getting low salaries. They have to move out of London into small towns and catch the train to work every day. <sup>2</sup> \_\_\_\_

Is there anything we can do about this problem? Perhaps there is, as people are finding creative ways to live near their workplace. More and more people are following the example of the Netherlands. They are choosing to live on water – on the rivers that flow through our cities. Houseboats are a popular new form of accommodation for professionals working in towns and cities. <sup>3</sup> \_\_\_\_ There are over 3,500 just in Amsterdam. There are around 6,000 houseboats in the whole of the UK at the moment. Some companies are even building *offices* on the water.

What are the advantages of living on the water? <sup>4</sup> \_\_\_\_ You can work in the city, but you can also enjoy living close to the countryside. Second, they are much cheaper than ordinary houses. You can buy a houseboat for as little as £60,000.

You have to be careful if you want to buy a houseboat because there are some disadvantages. They *are* cheaper, but the cost of living on a boat can be more expensive. <sup>5</sup> \_\_\_\_ This can be £7,000 a year in some parts of London. In Amsterdam, you have to paint your boat every three years. And people complain that when it gets cold, it's very expensive to keep the boat warm.

A The Netherlands has the most houseboats in Europe.

B This means that the price of houses in London and the rest of the UK is getting more and more expensive.

C For example, you have to pay for your 'parking' space on a river.

D But it costs a lot of money to buy train tickets too.

E First, they are beautiful spaces for people to live and work in.

Mark: \_\_\_ / 5

**10. Write an article about a town or city in your country that is popular with tourists.**

- Include information about **three** of these topics: places of interest; places to stay; history; entertainment; shopping; eating out; getting around
- Use adjectives to describe the town or city.
- Introduce the topic in the first sentence.
- Write in paragraphs of two or more sentences.

Mark: \_\_\_ / 10

Total: \_\_\_ / 70

**Раздел «Дикая природа»**

**1. Circle the correct words to complete the sentences.**

- 1 I **skated** / **skatted** across the ice.
- 2 The lions **stoped** / **stopped** in the middle of the road.
- 3 My teacher **helpped** / **helped** me with my project.
- 4 We were there **last summer** / **summer ago**.
- 5 They were lost and **couldn't** / **could** find the path.
- 6 He called **last five minutes** / **five minutes ago**.
- 7 I **studyed** / **studied** ten different subjects last year.
- 8 The safari park **was** / **were** very crowded.
- 9 We **carryed** / **carried** the books for the teacher.
- 10 **Were** / **Was** they in the school play?

Mark: \_\_\_ / 10

**2 Complete the email with the affirmative or negative past simple form of the verbs below.**

arrive   be x2   can x2   chat   explore   marry   move   try

Hi Liam

We <sup>1</sup> \_\_\_\_\_ in Australia a few days ago. The flight  
<sup>2</sup> \_\_\_\_\_

really long – 23 hours! But we <sup>3</sup> \_\_\_\_\_ see the  
Great Barrier Reef from the

plane – amazing! We <sup>4</sup> \_\_\_\_\_ very tired at first, but  
I feel OK now. I

<sup>5</sup> \_\_\_\_\_ to get up at the normal time on Tuesday,  
but I <sup>6</sup> \_\_\_\_\_

wake up. Yesterday we <sup>7</sup> \_\_\_\_\_ the area near the  
hotel. There is one really

excellent restaurant nearby. I <sup>8</sup> \_\_\_\_\_ to the waiter.  
He's from England and

<sup>9</sup> \_\_\_\_\_ here fifteen years ago! He  
<sup>10</sup> \_\_\_\_\_ a woman from

Brisbane. He loves it and doesn't want to go back! No wonder –  
it's great here!

Write soon!

Best wishes,

Finlay

Mark: \_\_\_ / 10

**3 Complete the sentences with words about the natural world. The first letter of each word has been given.**

- 1 The black c \_ \_ \_ \_ \_ moved across the sky.
- 2 I wanted to give you some pink f \_ \_ \_ \_ \_ for your birthday.
- 3 I love to watch the s \_ \_ \_ \_ \_ at the end of the day.
- 4 I've got s \_ \_ \_ in my shoes from the beach.
- 5 The g \_ \_ \_ \_ in the garden is getting very long.
- 6 There are a lot of s \_ \_ \_ \_ in the sky tonight.
- 7 The snow is falling onto the g \_ \_ \_ \_ \_.

Mark: \_\_\_ / 7

**4 Choose the correct words to complete the sentences.**

- 1 The kangaroo jumped \_\_\_ the tourists.  
a along            b out of    c towards

- 2 The \_\_\_ has got very short legs but it can run very fast.  
a tiger            b crocodile    c bear
- 3 The bear pushed the tree with its \_\_\_\_.  
a paw b tail c wing
- 4 Most animals with four legs have \_\_\_\_, but gorillas and frogs don't have them.  
a a tooth            b a tail    c a mouth
- 5 The train to London goes \_\_\_ my house every hour.  
a past            b through c along
- 6 Be careful! There's a big \_\_\_ inside that flower!  
a butterfly        b eagle    c bee
- 7 My uncle is training to be a \_\_\_\_. He needs to study science for a long time.  
a journalist      b pilot    c politician
- 8 \_\_\_ created a new medicine using a plant found in the Amazon jungle.  
a Scientists      b Fishermen    c Soldiers

Mark: \_\_\_ / 8

**5 Match the adventure holiday activities with the descriptions of the people.**

abseiling    exploring    kayaking    surfing    trekking

- 1 Isobel loves climbing down mountains with ropes. \_\_\_\_\_
- 2 Jack loves travelling around new places. \_\_\_\_\_
- 3 Maria is keen on rowing. \_\_\_\_\_
- 4 Mark likes walking through the countryside. \_\_\_\_\_
- 5 Ed likes riding the waves in the sea. \_\_\_\_\_

Mark: \_\_\_ / 5

**6 Complete the text with the words below.**

at    background    by    foreground    in    in    in    on    on    top

I'm describing a photo of a National Park <sup>1</sup> \_\_\_\_\_ Spain. <sup>2</sup> \_\_\_\_\_ the centre, there is a large lake. Behind the lake, in the <sup>3</sup> \_\_\_\_\_, there are some mountains. There is snow on <sup>4</sup> \_\_\_\_\_ of them and a forest <sup>5</sup> \_\_\_\_\_ the bottom of the mountains. There are two eagles flying <sup>6</sup> \_\_\_\_\_ the air and a small boat <sup>7</sup> \_\_\_\_\_ the water. I can see a butterfly close up on one of the rocks in the <sup>8</sup> \_\_\_\_\_ of the photo, and <sup>9</sup> \_\_\_\_\_ the left of the photo there's a bear standing <sup>10</sup> \_\_\_\_\_ the lake.

Mark: \_\_\_ / 10

**7 Listen to five people talking. Match the speakers (1–5) with the statements (A–F). There is one extra statement.**

- A Speaker \_\_\_ is describing a camping holiday.
- B Speaker \_\_\_ is talking about a safari park.
- C Speaker \_\_\_ is telling us about a study trip.
- D Speaker \_\_\_ is describing a walking holiday.
- E Speaker \_\_\_ is telling us about her photography course.
- F Speaker \_\_\_ is describing a scene from a film.

Mark: \_\_\_ / 5

**8 Read the text. Are the sentences true (T) or false (F)?**

**The Loch Ness Monster**

In 1933 a man called George Spicer and his wife travelled to Scotland. They were driving on a road near Loch Ness, which is the largest lake in the UK. They described seeing a huge animal that ran in front of them and across the road with a smaller animal in its mouth. A few weeks later, a journalist called Alex Campbell published a story about this ‘monster’. Other people started to tell stories about the ‘Loch Ness Monster’ in the newspapers.

In December 1993 a man called Hugh Gray photographed the ‘monster’ and the photo appeared in a London newspaper. The photo showed a huge creature with a long tail. People asked – was the photo real or was it fake? But it wasn’t important – the Loch Ness Monster, or ‘Nessie’, was the most famous creature in the country!

Many people still believe that there is a sea monster that lives in the very deep water in Loch Ness. The place is popular with tourists, who come to look for the monster. They take photos, but scientists always say that they are fake. The scientists explain that the images on the photos are really elephants or water snakes or trees.

Jeremy Wade is a professional fisherman and is now famous for his TV programme called *River Monsters*. In 2013 he travelled to Loch Ness to look for the creature. He decided that it was actually a shark, similar to those in Antarctica that have dark coloured skin.

No one knows the truth. However, Nessie continues to be a modern-day myth and tourists continue to try to take the first authentic photograph of the ‘Loch Ness Monster’.

- 1 The Spicers were in a car when they saw the animal. \_\_\_\_
- 2 Hugh Gray published a story about the Loch Ness Monster. \_\_\_\_
- 3 The opinion of the scientists is that the photos are not real. \_\_\_\_

- 4 Jeremy Wade is a journalist. \_\_\_\_
- 5 Wade believes that the Loch Ness Monster is a shark. \_\_\_\_

Mark: \_\_\_\_ / 5

**10. Imagine you are on safari. Write a postcard. Include information about:**

- where you are and where you are staying.
- the weather.
- the animals you saw yesterday.
- other activities you are planning.

Mark: \_\_\_\_ / 10

**Total: \_\_\_\_ / 70**

**Total: \_\_\_\_ / 70**

**Раздел «Цифровой век»**

**1 Circle the correct words to complete the sentences.**

- 1 They brought / bringed a lot of food to the party.
- 2 Did you make / made this sandwich?
- 3 I didn't / don't have an exam yesterday.
- 4 They didn't stay / stayed at home.
- 5 Did she become / became famous?
- 6 He taked / took his headphones to school.
- 7 Did / Does he go to New York last week?
- 8 The fishermen cought / caught a huge fish.
- 9 We didn't ate / eat all of our breakfast.
- 10 It began / begun to snow.

Mark: \_\_\_\_ / 10

**2 Complete the dialogue with the correct past simple form of the verbs in brackets.**

**Kevin** Hi Mark! <sup>1</sup> \_\_\_\_\_ (you / play) in the match on Saturday?

**Mark** No, I <sup>2</sup> \_\_\_\_\_. I <sup>3</sup> \_\_\_\_\_ (break) my foot in P.E.!

**Kevin** Oh no! <sup>4</sup> \_\_\_\_\_ (you / be) at home all weekend?

**Mark** No, I <sup>5</sup> \_\_\_\_\_ (go) out on Sunday. I <sup>6</sup> \_\_\_\_\_ (meet) Jack in town.

What <sup>7</sup> \_\_\_\_\_ (you / do)?

**Kevin** Well, I <sup>8</sup> \_\_\_\_\_ (not / can) go to football either because the bus <sup>9</sup> \_\_\_\_\_ (not / come) and I <sup>10</sup> \_\_\_\_\_ (not / have) my bike. I was really disappointed!

Mark: \_\_\_ / 10

**3 Complete the instructions with the words below.**

**first of all   follow   install   now   turn on**

<sup>1</sup> \_\_\_\_\_, you have to <sup>2</sup> \_\_\_\_\_ your tablet.  
Secondly, <sup>3</sup> \_\_\_\_\_ the app. <sup>4</sup> \_\_\_\_\_ <sup>5</sup> \_\_\_\_\_ the instructions on your screen.

Mark: \_\_\_ / 5

**4 Complete the phrasal verbs with the words below.**

**down   in   off   on   up**

- 1 I forgot to shut \_\_\_\_\_ the computer last night.
- 2 It's very dark. Can you turn \_\_\_\_\_ the light?
- 3 It's too quiet – please turn \_\_\_\_\_ the volume.
- 4 She logged \_\_\_\_\_ and turned off her computer.
- 5 Where can I plug \_\_\_\_\_ this charger?

Mark: \_\_\_ / 5

**5 Choose the correct answers to complete the sentences.**

- 1 I keep \_\_\_ an error message.  
a getting   b visiting   c checking
- 2 Can I \_\_\_ to the internet here?  
a enter   b download   c connect
- 3 I have to \_\_\_ my emails.  
a surf   b check   c click
- 4 Is there free Wi-Fi to \_\_\_ online?  
a connect to   b visit   c get
- 5 Did you \_\_\_ that video from John's web page?  
a download   b upload   c scan
- 6 Did you read the comments on the internet \_\_\_?  
a message   b forum   c media



- 7 I can use my \_\_\_ speakers in the garden.  
a touch-screen b HDMI c wireless
- 8 Plug in your phone in the \_\_\_ port.  
a USB b SIM c HDMI
- 9 Where can I buy a \_\_\_ card for my phone?  
a built-in b USB c SIM
- 10 This new laptop has a longer \_\_\_\_.  
a Wi-Fi b battery life c built-in 4G

Mark: \_\_\_ / 10

**6. Read the dialogue and complete each gap with ONE word.**

**Assistant** <sup>1</sup> \_\_\_\_\_, please! <sup>2</sup> \_\_\_\_\_ can I help you?

**Rebecca** Hi! I'm looking for some headphones to take on holiday.

**Assistant** Try these.

**Rebecca** That's loud! Can you turn them <sup>3</sup> \_\_\_\_\_ a bit please!

**Assistant** Sorry! Is that better?

**Rebecca** Yes, thanks! How <sup>4</sup> \_\_\_\_\_ are they?

**Assistant** With the case, that <sup>5</sup> \_\_\_\_\_ to £32.

**Rebecca** <sup>6</sup> \_\_\_\_\_ you like anything else?

**Assistant** No, thanks. Can I pay <sup>7</sup> \_\_\_\_\_ card?

**Rebecca** Of course. Enter your <sup>8</sup> \_\_\_\_\_ here please.

**Assistant** Could I have a <sup>9</sup> \_\_\_\_\_, please?

**Rebecca** Here you are. Would you <sup>10</sup> \_\_\_\_\_ a bag?

**Assistant** No, thanks. I've got one here.

Mark: \_\_\_ / 10

**7. Listen to the dialogue. Are the sentences true (T) or false (F)?**

1. Alfie's grandmother doesn't know how to send a photo with her smartphone. \_\_\_\_
2. She wants to send a photo with WhatsApp. \_\_\_\_
3. Alfie has to press on a button with the letter 'M' to send a new message. \_\_\_\_
4. Alfie's grandmother took thirty photos the day before. \_\_\_\_
5. Alfie's grandmother is sending a photo of Alfie's cousin. \_\_\_\_

Mark: \_\_\_ / 5

**8. Read the text. Match sentences A–F with gaps 1–5. There is one extra sentence.**

**The Piano Man**

In 2005 some walkers discovered a man on a road by the sea in the east of England. He was in his twenties. He had a black jacket, smart trousers and a tie. <sup>1</sup> \_\_\_ He couldn't answer any questions about who he was, or where he came from. It seemed that he didn't have any memory.

<sup>2</sup> \_\_\_ They tried to find out if someone pushed him into the sea or if he fell from a boat. But the man couldn't tell them. He seemed terrified. And nobody knew who he was.

<sup>3</sup> \_\_\_ At the hospital, one of the doctors had a brilliant idea. She gave him some paper. The young man drew a picture of a piano on it. The doctors were very excited and took him to a room with a piano. <sup>4</sup> \_\_\_ For many weeks after this, he didn't speak, but he only communicated with his music. He played for three to four hours every day. Sometimes he didn't want to stop playing and the doctors had to pull him away from the piano. The doctors called him the 'Piano Man'.

Eventually, the police took a photograph of him and started a social media campaign to discover who he was. <sup>5</sup> \_\_\_ He started to speak to the doctors and he confirmed that he was German and he flew back to his family. A friend of his family spoke on German television and said that nobody could understand why he ended up in England. And it is still a mystery today!

- A He sang songs and danced around the room.
- B Soon after, they took him to hospital.
- C A few months later, his father recognised him from a photo and they discovered that he was from Germany.
- D He started to play a beautiful piece of music and he was calm for the first time.
- E The police came and asked him questions, but still he didn't speak.
- F But strangely, all of his clothes were completely wet.

Mark: \_\_\_ / 5

**9. Write a narrative about a viral story or video that you've read or watched on social media.**

- Say when you saw the video or read the story.
- Describe the situation. What happened?
- How did it all end? Did it end well or badly? How did it make you feel?
- Use some direct speech with the correct punctuation.
- Use at least one adverb.

Mark: \_\_\_ / 10

Total: \_\_\_ / 70

**Раздел «Спорт»**

**1 Find the mistake in each sentence. Circle the mistake and write the correction.**

1. I think it won't be amazing! \_\_\_\_\_
2. When you are going to reply to his text? \_\_\_\_\_
3. I'll to see you later! \_\_\_\_\_
4. He isn't not going to play basketball next weekend. \_\_\_\_\_
5. I'm going to swimming this afternoon. \_\_\_\_\_
6. James will arrives first at the party! \_\_\_\_\_
7. You is going to do very well in the competition. \_\_\_\_\_
8. Jenny is going write a blog about the trip. \_\_\_\_\_
9. She doesn't think it won't snow. \_\_\_\_\_
10. You will come on your own? \_\_\_\_\_

Mark: \_\_\_ / 10

**2 Circle the correct words to complete the sentences.**

1. I'm going to stay in **this** / **next** evening.
2. He **'ll** / **won't** forget your number – he wrote it down.
3. 'Are you going to wear school uniform?' 'No, I **'m** / **'m not**.'
4. We're going to **doing** / **do** judo next week.
5. The film **won't** / **will** be very good – the story is very boring.
6. They're going to give a presentation **in** / **after** a few days.
7. She **'ll** / **won't** hate surfing – she's terrified of water!

- 8 I don't think there **will / won't** be enough drinking water in the future.
- 9 **Is / Are** you going to talk to your parents about it?
- 10 **Will it / It will** be expensive?

Mark: \_\_\_ / 10

3. **Complete the dialogue with sports and sports equipment words. The first letter of each word has been given.**

**Clare** Mum! I'm going cycling. Where's my <sup>1</sup> h \_ \_ \_ \_ \_?

**Mum** I'm afraid Eva took it. And she has your <sup>2</sup> b \_ \_ \_ too!

**Clare** What? She never asks to borrow my things! She used my <sup>3</sup> r \_ \_ \_ \_ \_ s \_ \_ \_ \_ \_ yesterday to run around the park!

**Mum** Well, she couldn't find her trainers and she had to do <sup>4</sup> a \_ \_ \_ \_ \_ in P.E. She was in the relay team.

**Clare** Well, I'm really annoyed. I'm going to go and do some <sup>5</sup> y \_ \_ \_ in my bedroom to calm down ...

Mark: \_\_\_ / 5

4. **Match the description with the athletics events below.**

**high jump   long jump   marathon   pole vault   relay   shot put**

- 1 This race is usually just over 42 kilometres. \_\_\_\_\_
- 2 This event sees who can jump the highest without using any equipment.  
\_\_\_\_\_
- 3 You have to throw a heavy ball a long distance. \_\_\_\_\_
- 4 You jump over a high bar with a long piece of equipment. \_\_\_\_\_
- 5 This race needs a team of four runners. \_\_\_\_\_
- 6 You have to jump as far along the ground as possible. \_\_\_\_\_

Mark: \_\_\_ / 6

5. **Complete the sentences with the correct form of the words in brackets.**

- 1 I'm upset because I had an \_\_\_\_\_ (argue) with my brother last night.
- 2 They want to make a \_\_\_\_\_ (donate) to charity.
- 3 He's looking for student \_\_\_\_\_ (accommodate).
- 4 Let's celebrate the \_\_\_\_\_ (China) New Year!
- 5 Rome is my favourite \_\_\_\_\_ (Italy) city.

- 6 It was difficult to find a seat in the \_\_\_\_\_ (dark) of the cinema.
- 7 My best friend is \_\_\_\_\_ (Brazil).
- 8 We are going to have a \_\_\_\_\_ (discuss) about bullying at school.
- 9 IKEA is a very successful \_\_\_\_\_ (Sweden) company.

Mark: \_\_\_ / 9

**6. Complete the second sentence so that it has a similar meaning to the first. Use the words in brackets. Use 2–4 words, including the words in brackets.**

- 1 I'd prefer not to wait outside. (rather)  
I \_\_\_\_\_ wait outside.
- 2 I understand what you're saying. (mean)  
I see \_\_\_\_\_ .
- 3 I don't want to go. (fancy)  
I \_\_\_\_\_ that.
- 4 OK then. (suppose)  
I \_\_\_\_\_ .
- 5 I want to go swimming more than anything else. (prefer)  
I \_\_\_\_\_ swimming.
- 6 Do you want to cycle instead? (fancy)  
Do \_\_\_\_\_ instead?
- 7 Are you sure about that? (think)  
Do \_\_\_\_\_ ?
- 8 Isn't badminton cheaper? (would)  
I think \_\_\_\_\_ .
- 9 What happened next was unbelievable! (guess)  
You'll \_\_\_\_\_ happened!
- 10 I forgot to add, you need to bring a towel. (way)  
\_\_\_\_\_, you need to bring a towel.

Mark: \_\_\_ / 10

**7 Listen to the radio news item about a professional skier. Choose the correct answers.**

- 1 How old is Angel Collinson?  
a 36                                      b 16                                      c 26

- 2 What is Angel's nationality?  
a American                      b Canadian      c British
- 3 Where is the mountain that she fell down?  
a Alaska                      b Canada      c Utah
- 4 How long did the fall take?  
a thirty seconds              b thirteen seconds      c three hundred seconds
- 5 Did her support team see her fall?  
a Yes – on YouTube    b Yes – from above    c No – they covered their eyes

Mark: \_\_\_ / 5

8. **Read the text. Choose the correct answers.**

**A life of challenge**

Ellen MacArthur is an inspiring British sportswoman. On 7 February 2005, she broke the world record for sailing alone around the world. She recorded her amazing journey through the world's most dangerous seas with a video diary, surviving Cape Horn in South America. And she immediately became internationally famous. The following year, a Frenchman called Francis Joyon made the same voyage and beat her record. He was faster than her by two weeks.

Ellen was born in Derbyshire, England in 1976 and lived there with her parents, who were both teachers, and her two brothers. She began sailing with her aunt Thea when she was just four years old, and spent the rest of her time reading books about sailing.

When she was eight, she started to save her school dinner money to buy her first boat. She was eleven when she had enough money to buy it. When she was seventeen, Ellen bought another boat and named it 'Iduna'. In 1995 she sailed it on her own around Great Britain.

In 2009 she announced that she was going to stop sailing, and a year later she donated £500,000 of her own money to create a charity called the Ellen MacArthur Foundation. The charity works through business and education to inspire young people to think differently about the future. She wants to help the next generation to design different ways of reusing energy and to get more people using renewable energy.

By 2050, Ellen says there will be more plastic than fish in the sea, and she wants her charity to do something about this. Ellen says that changing people's attitudes to the way they use things and throw them away is the greatest challenge of her life yet.

- 1 In 2005 Ellen MacArthur broke the world record for \_\_\_\_.  
a sailing around Cape Horn                      b sailing around Britain on her own  
c sailing around the world on her own
- 2 Joyon beat MacArthur's record \_\_\_\_.  
a two weeks after her      b a year after her                      c two years after her
- 3 Her first experience of sailing was with her \_\_\_\_.  
a brothers                      b parents                      c aunt
- 4 It took Ellen \_\_\_\_ years to save enough money to buy her first boat.  
a eight                      b three                      c seventeen
- 5 Ellen's charity wants to encourage \_\_\_\_ in particular to look after the planet.  
a teenagers                      b business people      c designers

Mark: \_\_\_\_ / 5

9. **You are going on a walking holiday with your school. Write an informal letter to a friend.**

- Apologise for not writing sooner.
- Describe the other sports events that the school has organised for the last day of the trip.
- Ask your friend to lend you some sports equipment for the holiday. What do you need?

Mark: \_\_\_\_ / 10

Total: \_\_\_\_ / 70

**Раздел «Дом»**

1 **Complete the dialogue with the correct present perfect form of the verbs in brackets.**

**Tom** Hi Jack, it's Tom!

**Jack** Hi Tom! I <sup>1</sup> \_\_\_\_\_ (not / hear) from you in ages!

**Tom** Sorry I <sup>2</sup> \_\_\_\_\_ (not / phone) you, but I  
<sup>3</sup> \_\_\_\_\_ (be) really busy

training for the London Marathon. <sup>4</sup> \_\_\_\_\_ (you / see)  
my blog about it?

**Jack** Yes, I <sup>5</sup> \_\_\_\_\_ . It's really cool. How are you getting on?

**Tom** Not bad. I <sup>6</sup> \_\_\_\_\_ (download) a new app to measure how far I run each day.

**Jack** <sup>7</sup> \_\_\_\_\_ (you / break) your record yet?

**Tom** Not yet! My dad <sup>8</sup> \_\_\_\_\_ (buy) me a new pair of trainers, so maybe they will help!

**Jack** Well, we <sup>9</sup> \_\_\_\_\_ (put) the date in our diaries so that we don't forget to come and support you!

**Tom** Brilliant! And I <sup>10</sup> \_\_\_\_\_ (not / forgot) that it's your driving test tomorrow! Good luck mate!

Mark: \_\_\_ / 10

**2. Seven sentences contain mistakes. Circle the mistakes and write the corrections. Tick (✓) the correct sentences.**

1. She already has handed in her homework. \_\_\_\_\_
- 2 Have they telled you about yesterday? \_\_\_\_\_
- 3 I've learned a lot this week. \_\_\_\_\_
- 4 Have you tidied yet the kitchen? \_\_\_\_\_
- 5 They hasn't chosen a name for the baby yet. \_\_\_\_\_
- 6 You've came to the wrong classroom – you need 12A.  
\_\_\_\_\_
- 7 I'm so wet! It's started raining just. \_\_\_\_\_
- 8 He hasn't had a shower yet. \_\_\_\_\_
- 9 No thanks, we've already ate. \_\_\_\_\_
- 10 The film has just ended. \_\_\_\_\_

Mark: \_\_\_ / 10

**3. Complete the modifiers in the sentences. The first letter of each word has been given. Then complete the sentences with the adjectives below.**

**bright cosy large relaxing tidy uncomfortable**

- 1 It's e \_ \_ \_ \_ \_ in here! Could you close the blinds, please?



- 2 My parents are annoyed because my bedroom isn't v \_\_\_\_\_.
- 3 I find it r \_\_\_\_\_ to sit in the garden after school.
- 4 This chair is p \_\_\_\_\_ . Can I sit on the sofa instead?
- 5 We are going to stay in a f \_\_\_\_\_ hotel – there are over two hundred bedrooms.
- 6 Our apartment is small but it's q \_\_\_\_\_ , especially in the winter.

Mark: \_\_\_ / 6

#### 4 Circle the correct words to complete the email.

Hi Erin,

I'm so pleased that we <sup>1</sup> **did / had** that conversation last week!  
 Well, I <sup>2</sup> **brought / took** your advice and I just <sup>3</sup> **did / made** my best yesterday. I really hate <sup>4</sup> **making / taking** exams and I know that I've <sup>5</sup> **made / done** lots of mistakes – but it's over now and I can <sup>6</sup> **make / have** a rest at last!

Thank you again for listening. Don't forget to <sup>7</sup> **bring / take** your tablet when you come to my house tomorrow!

Love,

Tilly

Mark: \_\_\_ / 7

#### 5 Circle the correct words to complete the sentences.

- 1 I do the shopping for our **tropical / next-door** neighbours because they're very old.
- 2 Bear Island is a **remote / basic** island in Norway which is far from anywhere.
- 3 **Tropical / Daily** life is very hard for people escaping dangerous countries.
- 4 She's parked the car in the **hall / garage**.
- 5 I've washed the fruit in the **sink / cupboard**.
- 6 Put your jacket on the back of that **chair / stool**.
- 7 Turn the **lamp / bin** on, please, so I can read.

Mark: \_\_\_ / 7

#### 6 Complete the text with the correct answers.

You can <sup>1</sup> \_\_\_ a group of people in a kitchen in both photos. The <sup>2</sup> \_\_\_ photo shows a family having a meal, <sup>3</sup> \_\_\_ the second photo shows a group of people standing around a table. It's an <sup>4</sup> \_\_\_ long table and I <sup>5</sup> \_\_\_ say that the people are taking part in a cooking class. They're looking at the food and pointing at the different dishes. It <sup>6</sup> \_\_\_ as if they are deciding which dish is the best. <sup>7</sup> \_\_\_ the first photo everyone is eating, <sup>8</sup> \_\_\_ in the second photo, there's just one person who is holding a knife. I <sup>9</sup> \_\_\_ he's probably the cooking teacher <sup>10</sup> \_\_\_ he's wearing a special, white hat.

- 1 A look B see C watch  
 2 A both B first C next  
 3 A so B whereas C because  
 4 A very B quite C extremely  
 5 A would B will C can  
 6 A sees B shows C looks  
 7 A On B At C In  
 8 A but B so C if  
 9 A say B know C think  
 10 A so B although C because

Mark: \_\_\_ / 10

**7 Listen to a conversation between some students. Are the sentences true (T) or false (F)?**

- 1 Emily wants to find a room in a shared house. \_\_\_  
 2 Emily starts her next year at university in September. \_\_\_  
 3 Lisa has just tidied the living room. \_\_\_  
 4 The students in the house share the water bill. \_\_\_  
 5 Emily can't call at 9 a.m. \_\_\_

Mark: \_\_\_ / 5

**8 Read the text. Are the sentences true (T) or false (F)?**

**Escape the crowds**

Would you like to stay in the only hotel on a remote, tropical island? Well, you'd better take your mobile phone with you, because there's only one telephone too! Welcome to Wittmer

Lodge Hotel on Floreana Island. It's a great place to stay because it has amazing views of the ocean. It's also located on a black, sandy beach, which is quite unusual, and if you want to see green sand, you can visit the beach at Cormorant Point. So where is this island?

Floreana Island is part of the Galapagos Islands, which lie in the Pacific Ocean 906 kilometres west of Ecuador. It was first called Charles Island, after King Charles II of England. It was later renamed Floreana Island after Juan José Flores, the first president of Ecuador, and the island is now ruled by Ecuador. Floreana Island has the most interesting human history of all of the Galapagos Islands. It was the home to the first Galapagos resident – a man from Ireland called Patrick Watkins. He lived there from 1807 to 1809.

Floreana is only 67 square kilometres, and its highest point is Cerro Pajas at 640 metres, which is the highest point of the island's only volcano. There are approximately a hundred people living on the island. Around seventy people live in Puerto Velasco Ibarra, which is the port town; everyone else lives in the higher parts of the island.

Two of these islanders are the daughter and granddaughter of Margret Wittmer. Wittmer was the second person ever to settle on the island. She arrived in 1932 when she was pregnant, with her husband Heinz and her stepson Harry. When her son Rolf was born, he was the first person to be born in Galapagos. Margret lived to the age of 95 and welcomed hundreds of tourists to her hotel, including presidents. Today her daughter runs the hotel.

What is daily life like on Floreana? It's quiet! There is not much transport to Floreana. There is only a boat that comes from Santa Cruz island approximately every two weeks. There is just one school with two teachers, and there aren't any restaurants or bars. But if you are interested in the animals, birds and sea life then Floreana is the perfect destination for you!

- 1 The hotel is on a green sandy beach. \_\_\_\_
- 2 Floreana Island was named after the King of Ecuador. \_\_\_\_
- 3 Most of the islanders live in Puerto Velasco Ibarra. \_\_\_\_

4 Margret Wittner's son Rolf is now the hotel manager. \_\_\_\_

5 The boat comes twice a month to the island. \_\_\_\_

Mark: \_\_\_\_ / 5

**9 Write a description of a friend's home. Include the following:**

- The location of the house or apartment.
- Information about the rooms.
- Compare it with your family home.
- Use conjunctions and modifiers.

Mark: \_\_\_\_ / 10

Total: \_\_\_\_ / 70

## ИТОГОВАЯ КОНТРОЛЬНАЯ РАБОТА ПОСЛЕ 1 ГОДА ОБУЧЕНИЯ

## Grammar

## 1 Complete the sentences with the correct present simple or present continuous form of the verbs in brackets.

- 1 She never \_\_\_\_\_ (miss) the bus.
- 2 \_\_\_\_\_ (he / like) bananas for breakfast?
- 3 I \_\_\_\_\_ (sit) on a tram at the moment.
- 4 How often \_\_\_\_\_ (you / visit) museums?
- 5 Are you busy? What \_\_\_\_\_ (you / do)?
- 6 We usually \_\_\_\_\_ (take) the plane to Ireland.
- 7 Who \_\_\_\_\_ (she / talk) to on her phone?
- 8 The number 9 coach \_\_\_\_\_ (not / go) to Oxford from here.
- 9 I \_\_\_\_\_ (not / enjoy) this film. Let's leave!
- 10 Look, they're over there! They \_\_\_\_\_ (wear) green tracksuits.

Mark: \_\_\_ / 10

## 2 Choose the correct answers to complete the dialogue.

**Sam** Hi Ryan! <sup>1</sup> \_\_\_ people are coming on the school trip?

**Ryan** Thirty, I think. There aren't <sup>2</sup> \_\_\_ more places on the coach.

**Sam** I know. <sup>3</sup> \_\_\_ students are very disappointed.

**Ryan** Well, it's <sup>4</sup> \_\_\_ trip of the year!

**Sam** Let's get on the coach now! <sup>5</sup> \_\_\_ do you want to sit?

**Ryan** <sup>6</sup> \_\_\_ any seats at the front?

**Sam** I'm not sure. Do we have to sit there?

**Ryan** Sorry, but yes, we <sup>7</sup> \_\_\_\_. I <sup>8</sup> \_\_\_ travel sick.

**Sam** OK, there are <sup>9</sup> \_\_\_ seats here. You're <sup>10</sup> \_\_\_ than me. Can you put my bags up there, please?

- |              |            |             |
|--------------|------------|-------------|
| 1 a How much | b How many | c How often |
| 2 a some     | b any      | c much      |

- |                      |                 |                    |
|----------------------|-----------------|--------------------|
| 3 a A few            | b A lot         | c A little         |
| 4 a the more popular | b the popularer | c the most popular |
| 5 a Where            | b Why           | c When             |
| 6 a Is there         | b Are there     | c There is         |
| 7 a have             | b has           | c do               |
| 8 a get always       | b always get    | c always getting   |
| 9 a some             | b any           | c a little         |
| 10 a more tall       | b tallest       | c taller           |

Mark: \_\_\_ / 10

### Vocabulary

#### 3 Circle the correct words to complete the sentences.

- I'm not very **polite / patient** – I don't like waiting for buses.
- I feel **embarrassed / angry** and nervous when I have to perform in the school play.
- These trousers are too small for me. They're too **baggy / tight**.
- It's **dangerous / safe** to ski on your own. Always go with someone.
- He cooks with **usual / unusual** food items that you can't find in a normal supermarket.
- I'm looking for the **male / female** changing rooms so I can try on this dress.
- It's a very **ugly / attractive** city. You don't need to take your camera!

Mark: \_\_\_ / 7

#### 4 Complete the sentences with the prepositions below.

about at for in of on to

- Marco Pierre White is a chef who is famous \_\_\_\_\_ his pasta dishes.
- I'm excited \_\_\_\_\_ the next Olympics.
- The beach is more crowded \_\_\_\_\_ the afternoon.
- Let's do something special \_\_\_\_\_ the weekend.
- There's a wood close \_\_\_\_\_ our house.
- Can you meet me in front \_\_\_\_\_ the town hall?
- My parents aren't keen \_\_\_\_\_ fizzy drinks at mealtimes.

**5 Complete the words in the sentences. The first letter of each word has been given.**

- 1 You look very different with a b \_ \_ \_ \_ and moustache!
- 2 My uncle Bob's son is my favourite c \_ \_ \_ \_ \_ .
- 3 They want to climb the highest m \_ \_ \_ \_ \_ \_ in Africa.
- 4 I sleep in long-sleeved p \_ \_ \_ \_ \_ \_ because the nights are very cold.
- 5 What music are you listening to on your h \_ \_ \_ \_ \_ \_ \_ \_ ?
- 6 Carrots and onions are my least favourite v \_ \_ \_ \_ \_ \_ \_ \_ .

**Use of English**

**6. Complete the second sentence so that it has a similar meaning to the first. Use the words in brackets. Use 2–4 words, including the words in brackets.**

- 1 It isn't the same as mine. (different)  
It's \_\_\_\_\_ mine.
- 2 He's an excellent writer. (good)  
He's \_\_\_\_\_ writing.
- 3 He leaves hospital tomorrow. (in)  
He is \_\_\_\_\_ tomorrow.
- 4 We always visit our friends on 1<sup>st</sup> January. (Day)  
We always visit our friends \_\_\_\_\_ .
- 5 In my opinion, it's too dangerous. (honest)  
To \_\_\_\_\_ , it's too dangerous.
- 6 I can't – I'm doing other things. (busy)  
Sorry, \_\_\_\_\_ .
- 7 We want to pay now. (bill)  
Can we \_\_\_\_\_ , please?
- 8 I want soup first and then salad. (followed)  
I'd like soup \_\_\_\_\_ salad.
- 9 Don't take any left or right turns. (straight)

Go \_\_\_\_\_ .

10 You should walk. (foot)

You should \_\_\_\_\_ .

Mark: \_\_\_ / 10

## Listening

### 8 Listen to Laura talking about her job. Choose the correct answers.

- 1 Laura works at her \_\_\_\_ school.  
a son's                      b sister's                      c nephew's
- 2 She wears \_\_\_\_ to work.  
a trainers                      b shoes                      c boots
- 3 She normally arrives at work at \_\_\_\_.  
a 11.00                      b 11.50                      c 11.15
- 4 The field is \_\_\_\_ the school.  
a in the middle of      b behind                      c next to
- 5 What happens at 1.40?  
a They throw away the food.      b She gets home.      c She loads the dishwashers.

Mark: \_\_\_ / 5

## Reading

### 9 Read the text. Match sentences A–E with gaps 1–5.

#### Celebrating World Food Day

<sup>1</sup> \_\_\_\_ Millions of people celebrate World Food Day every year on 16 October in over 150 different countries. They take part in events, give money and talk about ways of helping hungry people around the world.

Most people believe that the right to food is a basic human right.

<sup>2</sup> \_\_\_\_ Who is this situation the worst for? 60% of hungry people in the world are women. 70% of these people live in the countryside in Africa, Asia and South America. Many of them are family farmers. The USA is one of the richest countries in the world, but food is still too expensive for many. <sup>3</sup> \_\_\_\_



<sup>4</sup> \_\_\_ When you are hungry, you are sick more often and live a shorter life. Almost five million children under the age of five die every year because they are not getting the right food into their bodies.

What can we do? First, let's plan our meals better so we don't use too much food. And don't throw away food! Save it for the next meal. <sup>5</sup> \_\_\_ That means buy winter vegetables, like carrots, in winter and buy summer food items, like tomatoes, in the summer. We should also give money to charities like Oxfam that work in poorer countries. And finally, give food donations to food banks. If everyone gives a little bit, together we can make a big difference.

A One in seven Americans does not have enough to eat.

B What is World Food Day?

C But 805 million people, or one in nine people in the world, are hungry.

D Also, buy fresh food that is in season.

E What is the effect of not having enough food?

Mark: \_\_\_ / 5

## Writing

**9. Write an article about reusing and recycling things (food, clothes, household items, etc.). Follow the instructions below.**

- Include information about these topics: recycling at your school; how and what you recycle at home; recycling in your country.
- Write in paragraphs of two or more sentences.
- Introduce the topic in the first sentence.
- Use the comparative and superlative to make comparisons.
- Use linking words (*and, but, so, or* and *because*).

Mark: \_\_\_ / 10

## Speaking

**Describe the photo. Do not forget to tell**

Who is in the photo?

Where are they?

What are they doing?

What do they feel?

Do you like the activity in the photo? Why/Why not?



Mark: \_\_\_\_ / 10

Total: \_\_\_\_ / 70

Контрольно- измерительные материалы для итогового контроля

LISTENING

Part 1

Questions 1 – 5

For each question, choose the correct answer.

1 Where will Claire meet Alex?



A

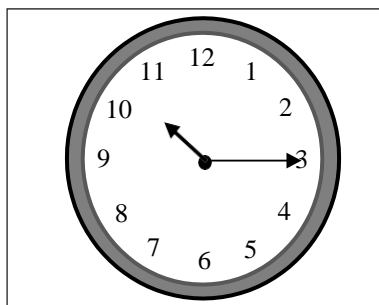


B

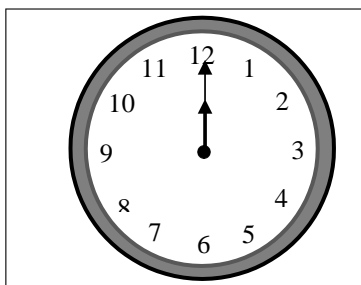


C

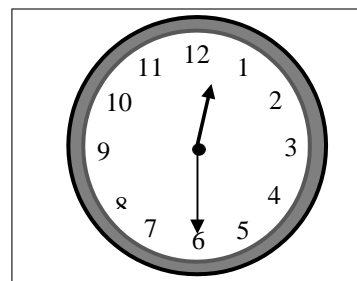
2 What time should the man telephone again?



A



B

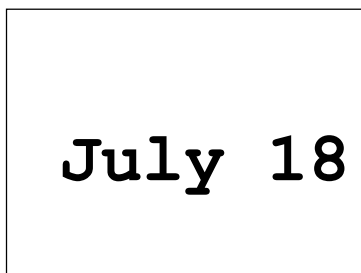


C

3 When are they going to have the party?



A

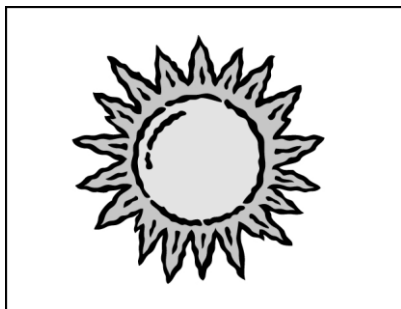


B

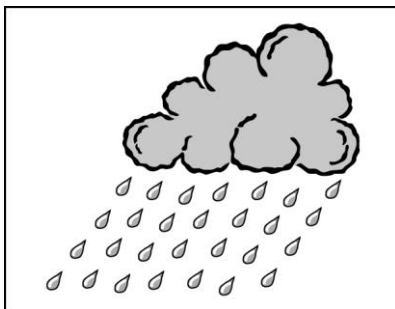


C

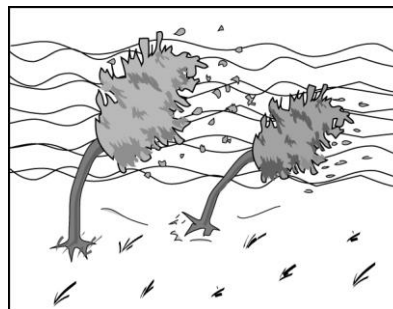
4 What was the weather like on the picnic?



A



B

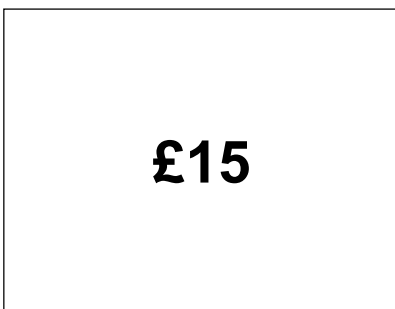


C

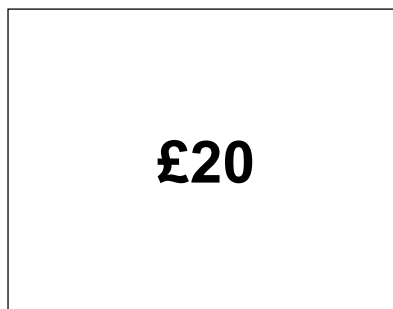
5 How much are the shorts?



A



B



C

## Part 2

### Questions 6 – 10

For each question, write the correct answer in the gap. Write **one word** or a **number** or a **date** or a **time**.

You will hear a teacher talking to a group of students about summer jobs.

### Jobs for students with *Sunshine Holidays*

Work in:	Children's summer camps
Dates of jobs:	(6) 15th June - 20th .....
Staff must be:	(7).....years old
Staff must be able to:	(8) .....
Staff will earn:	(9) £.....per week
Send a letter and:	(10) .....

### Part 3

#### Questions 11 – 15

For each question, choose the correct answer.

---

You will hear Robert talking to his friend, Laura, about a trip to Dublin.

- 11 Who has already decided to go with Robert?
- A family members
  - B colleagues
  - C tennis partners
- 12 They'll stay in
- A a university.
  - B a guest house.
  - C a hotel.
- 13 Laura must remember to take
- A a map.
  - B a camera.
  - C a coat.
- 14 Why does Laura like Dublin?
- A The people are friendly.
  - B The buildings are interesting.
  - C The shops are beautiful.
- 15 Robert's excited about the trip to Dublin because
- A he can't wait to go to the music festival.
  - B he loves the food there.
  - C he wants to go to a new art exhibition.

## Part 4

### Questions 16 – 20

For each question, choose the correct answer.

---

- 16 You will hear a woman talking to her friend about why she's bought a motorbike. Why did she buy it?
- A It's fast.
  - B It was cheap.
  - C It'll be easy to repair.
- 17 You will hear two friends talking about going to University. What subject is the man going to study?
- A history
  - B geography
  - C chemistry
- 18 You will hear two friends talking about a photograph. What's the photograph of?
- A a sports stadium
  - B a zoo
  - C a school playground
- 19 You will hear a woman talking to a friend on the phone. Why's she upset?
- A Her train was delayed.
  - B She's lost her wallet.
  - C She's broken her glasses.
- 20 You will hear a woman talking to her friend, David, about something she's bought. What has she bought?
- A some clothes
  - B some food
  - C some games

## Part 5

### Questions 21 – 25

For each question, choose the correct answer.

---

You will hear Simon talking to Maria about a party. What will each person bring to the party?

#### Example

0 Maria  B

21 Barbara

22 Simon

23 Anita

24 Peter

25 Michael

A bread

B cake

C cheese

D chicken

E fruit

F fish

G ice-cream

H salad



## READING AND WRITING

### Part 1

#### Questions 1 – 6

For each question, choose the correct answer.

---

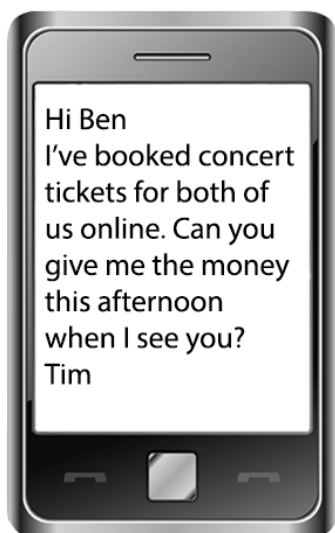
1

**For Sale**  
**Women's bicycle (small)**  
11 years old - needs new tyres  
Phone Debbie  
- 0794587454



- A The bicycle that's for sale was built for a child.
- B Some parts of the bicycle must be changed.
- C Debbie is selling the bike because she's too big for it now.

2



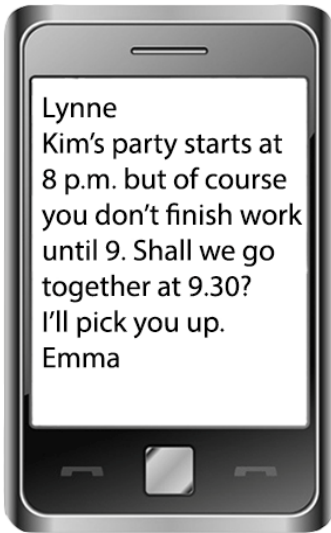
- A Tim thinks Ben should look on the concert website.
- B Tim hopes that Ben will be able to come with him.
- C Tim wants to know if Ben can pay him back today.

3

**ADVENTURE PARK**  
Half-price tickets for groups of 12 or more  
Ask at entrance

- A You get into the park by going this way.
- B It is more expensive to go here alone.
- C You will have fun if you come with friends.

4



- A Emma knows that Lynne can't be at the party when it starts.
- B Emma wants to go to the party a bit later than Lynne.
- C Emma wants to go out with Lynne but not to the party.

5



- A The ice cream shop is open for only 2 hours.
- B Two ice creams will cost the same as one.
- C You can get free ice creams all afternoon.

6



- Why did Sophie write this message?
- A to check if Anna has completed her homework
  - B to let Anna know what they did in class today
  - C to ask Anna to contact her about the homework

## Part 2

### Questions 7 – 13

For each question, choose the correct answer.

		<b>Tasha</b>	<b>Danni</b>	<b>Chrissie</b>
<b>7</b>	Who writes both a magazine and a blog?	<b>A</b>	<b>B</b>	<b>C</b>
<b>8</b>	Who says that studying and writing a blog at the same time can be hard?	<b>A</b>	<b>B</b>	<b>C</b>
<b>9</b>	Who answers questions from other people who read her blog?	<b>A</b>	<b>B</b>	<b>C</b>
<b>10</b>	Who plans to stop writing her blog soon?	<b>A</b>	<b>B</b>	<b>C</b>
<b>11</b>	Who didn't have many people reading her blog in the beginning?	<b>A</b>	<b>B</b>	<b>C</b>
<b>12</b>	Who asks a member of her family to help her write her blog?	<b>A</b>	<b>B</b>	<b>C</b>
<b>13</b>	Who says writing a blog is easier than some other types of writing?	<b>A</b>	<b>B</b>	<b>C</b>

## Young blog writers

**Tasha**



Last year I wrote for my college magazine, which I found really difficult, but I don't think it's hard to write a good blog. Mine is about things from daily life that make me laugh. My older brother also has a blog, but we're writing about different subjects. We don't discuss what we're planning, but we read each other's blogs sometimes. I like giving advice to people who write in asking for it – it's good to know I've helped.

**Danni**



I started writing my popular film blog because I love movies. I like it when readers send me articles by email about a film they've seen, and I put these on my blog for everyone to read. I'm still at college, so I'm careful about spending too long on my blog, which is difficult as writing well takes time. I don't think I'll write it for much longer. I'm busy, and it's time to do something new.

**Chrissie**



I began writing on a school magazine. I stopped after a few years, but I missed it, so I started my own – I'm still writing it now! The blog's new for me, and I write about daily life. I get ideas from friends or my sister when I can't decide what to write about – we always think of something interesting, sad or serious. At first, almost nobody visited my site, but now more do, I've had some lovely comments.

### Part 3

#### Questions 14 – 18

For each question, choose the correct answer.

#### A family of dancers

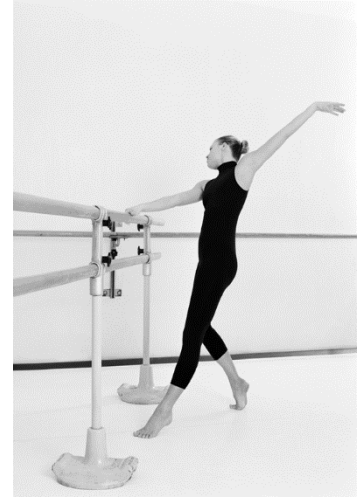
The women in the Watson family are all crazy about ballet. These days, Alice Watson gives ballet lessons, but for many years, she was a dancer with the National Ballet Company. Her mother, Hannah, also had a full-time job there, making costumes for the dancers.

Alice's daughter Demi started learning ballet as soon as she could walk. 'I never taught her,' says Alice, 'because she never let me.' Now aged sixteen, Demi is a member of the ballet company where her mother was the star dancer for many years.

Alice's husband, Jack, is an electrician. They met while he was working at a theatre where she was dancing and got married soon after. 'When Demi started dancing, the house was too small for her and Alice to practise in so I made the garage into a dance studio. Now the living room is nice and quiet when I'm watching television!' he says.

Last month, Demi was invited to dance in the ballet *Swan Lake*. Of course, Alice and Hannah were in the audience and even Jack was there, which made it very special for Demi. Jack says, 'I'm not that interested in ballet myself but it's fantastic seeing Demi taking her first steps with Alice's old company!' Demi was wearing a dress that Hannah made for Alice many years before.

'It was very exciting for all of us,' says Hannah. 'Demi's way of dancing is very like Alice's. I know I'm her grandmother, but I think she has a great future!'



- 14** What is Alice Watson's job now?
- A** dancer
  - B** teacher
  - C** dress-maker
- 15** Demi had her first ballet lessons
- A** at a very young age.
  - B** at the National Ballet Company.
  - C** from her mother.
- 16** Jack helped his wife and daughter by
- A** moving to a larger house.
  - B** letting them use the living room for dancing.
  - C** making a place for them to practise in.
- 17** What was the best thing about the *Swan Lake* show for Demi?
- A** It was her first show with the company.
  - B** All her family were there.
  - C** She was wearing a new dress.
- 18** Hannah says that Demi
- A** will be a star one day.
  - B** is her favourite granddaughter.
  - C** dances better than Alice did.

## Part 4

### Questions 19 – 24

For each question, choose the correct answer.

#### William Perkin

William Perkin was born in London in 1838. As a child he had many hobbies, including model making and photography. But it was the (19) of chemistry that really interested him. At the age of 15, he went to college to study it.

While he was there, he was (20) to make a medicine from coal. This didn't go well, but when he was working on the problem, he found a cheap (21) to make the colour purple.

At that (22) it was very expensive to make clothes in different colours. William knew he could make a business out of his new colour. Helped by his father and brother, William (23) his own factory to make the colour. It sold well, and soon purple clothes (24) very popular in England and the rest of the world.

- |    |            |           |            |
|----|------------|-----------|------------|
| 19 | A class    | B subject | C course   |
| 20 | A thinking | B trying  | C deciding |
| 21 | A way      | B path    | C plan     |
| 22 | A day      | B time    | C hour     |
| 23 | A brought  | B turned  | C opened   |
| 24 | A began    | B arrived | C became   |

## Part 5

### Questions 25 – 30

For each question, write the correct answer. Write **one** word for each gap.

Example:

0	you
---	-----

From:	Maria
To:	John

I hope **(0)**.....are well. I'm having a great holiday here in Thailand. Our hotel is very nice and there are a lot of good restaurants near it.

Yesterday morning, we went to **(25)** ..... lovely beach. We had to leave before lunch because it was very hot. We went to a party **(26)** ..... the evening in the centre **(27)** ..... the town. Everyone had a good time and we got back at midnight. Tomorrow, we want to **(28)** ..... on a boat trip or **(29)** ..... tennis.

I'll show you my photos **(30)** ..... I get back.

See you soon,

Maria

## Part 6

### Question 31

You want to go swimming on Saturday with your English friend, Toni. Write an email to Toni.

In your email:

- ask Toni to go swimming with you on Saturday
- say where you want to go swimming
- say how you will travel there.

Write **25 words** or more.

**Write the email/story on your answer sheet.**



## Part 7

### Question 32

Look at the three pictures.  
Write the story shown in the pictures. Write **35 words** or more.



Write the email/story on your answer sheet.

## SPEAKING

### PART 1

#### Phase 1

#### Interlocutor

To both candidates

Good morning / afternoon / evening. Can I have your mark sheets, please?

*Hand over the mark sheets to the Assessor.*

I'm ....., and this is .....

To Candidate A

What's your name?

To Candidate B

And what's your name?

#### Back-up prompts

**B**, do you work or are you a student?

Do you work? Do you study?  
Are you a student?

For UK, ask

Where do you come from?

Are you from (Spain, etc.)?

*For Non-UK, ask*

Where do you live?

Do you live in ... (name of district / townetc.)?

Thank you.

**A**, do you work or are you a student?

Do you work? Do you study?  
Are you a student?

*For UK, ask*

Where do you come from?

Are you from (Spain, etc.)?

*For Non-UK, ask*

Where do you live?

Do you live in ... (name of district / townetc.)?

Thank you.

*Phase 2*

### **Interlocutor**

Now, let's talk about **friends**.

**A**, how often do you see your friends?

### **Back-up prompts**

Do you see your friends every day?

What do you like doing with your friends?

Do you like going to the cinema?

**B**, where do your friends live?

Do your friends live near you?

When do you see your friends?

Do you see your friends at weekends?

### **Extended Response**

Now **A**, please tell me something about one of your friends.

### **Back-up questions**

Do you like your friend?

Where did you meet your friend?

Did you see your friends last weekend?

### **Interlocutor**

Now, let's talk about **home**.

**B**, who do you live with?

### **Back-up prompts**

Do you live with your family?

How many bedrooms are there in your house / flat?

Are there three bedrooms in your house / flat?

**A**, where do you watch TV at home?

Do you watch TV in the kitchen?

What's your favourite room in the house?

Is your bedroom your favourite room?

**Extended Response**

Now, **B**, please tell me something about the things you like doing at home, at the weekends.

**Back-up questions**

Do you like cooking at the weekends? Do you play computer games at the weekends?

What did you do at home, last weekend?

**PART 2**

Phase 1

Interlocutor

3-4 minutes

Now, in this part of the test you are going to talk together. Here are some pictures that show different places to eat.

Do you like these different places to eat? Say why or why not. I'll say that again. Do you like these different places to eat? Say why or why not.

All right? Now, talk together.

Candidates .....

Interlocutor / Candidates

Use as appropriate. Ask each candidate at least one question.

Do you think...

...eating on the beach is fun?

... eating in restaurants is expensive?

...eating at home is boring?

... eating at college/work is cheap?

... eating in the park is nice?

Optional prompt

Why?/Why not? What do you think?

Interlocutor So, A, which of these places to eat do you like best? And you, B, which of these places do you like best?

Thank you.

Phase 2

Interlocutor

Now, do you prefer eating with friends or family, B? (Why?)

And what about you, A? (Do you prefer eating with friends or family?) (Why?)

Do you prefer eating at home or in a restaurant, A? (Why?)

And you, B (Do you prefer eating at home or in a restaurant?) (Why?)

Do you like these different places to eat?

