

Готуємось  
до  
ДПА 2018

9  
КЛАС

АНГЛІЙСЬКА  
МОВА

ЗА ОНОВЛЕНОЮ ПРОГРАМОЮ

Підсумкові  
контрольні  
роботи

рівень

A2+

рівень

B1

30  
варіантів

Усі ДПА  <sup>™</sup> «Підручники  
посібники»

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**Підсумкові контрольні роботи для  
ДЕРЖАВНОЇ ПІДСУМКОВОЇ АТЕСТАЦІЇ  
з англійської мови**

**9 клас**

- Читання
- Використання мови
- Письмо

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2018

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## ПОЯСНЮВАЛЬНА ЗАПИСКА

Посібник укладено відповідно до чинних програм з англійської мови Міністерства освіти і науки України.

Завдання посібника — забезпечити проведення підсумкового контролю з метою перевірки рівня засвоєння учнями знань, умінь та навичок із двох видів мовленнєвої діяльності: читання і письма. Зміст і структура контрольних робіт, поданих у посібнику, відповідає головній меті навчання іноземної мови в загальноосвітніх навчальних закладах — формування в учнів комунікативної компетенції.

У посібнику запропоновано 30 підсумкових контрольних робіт. Варіанти 1–20 відповідають рівню загальноосвітніх навчальних закладів (A2+), а 21–30 — рівню спеціалізованих шкіл з поглибленим вивченням іноземних мов (B1). Зміст завданьбудується на автентичних зразках мовлення та відповідає сферам і тематиці ситуативного спілкування, зазначеним у навчальних програмах.

Кожна контрольна робота складається із трьох завдань:

- 1) читання тексту та виконання післятекстового завдання;
- 2) використання мови;
- 3) писемне мовлення.

Усі завдання слід виконувати в письмовій формі.

Перед початком роботи учень отримує атестаційний аркуш. Правильну відповідь у тестах слід позначати так . Неправильну відповідь можна виправити, замалювавши позначку та поставивши нову:

A B C D

Письмове завдання необхідно виконувати на окремому аркуші.

На виконання завдань відводиться одна астрономічна година.

Максимальна кількість балів за контрольну роботу — 36. Для визначення оцінки, яку отримав (-ла) учень (учениця), загальну кількість балів за контрольну роботу треба поділити на 3 (кількість завдань). Для прикладу, учень (учениця) набрав (-ла) 26 балів —  $26 : 3 = 8,7$  — оцінка 9 балів.

Завдання атестації	Час для виконання	К-сть тестів	К-сть балів за 1 тест	Максимальна к-сть балів
Reading	15 хв	6	2	12
Use of English	15 хв	12	1	12
Writing	30 хв	—	—	12

### ХАРАКТЕРИСТИКА ЗАВДАНЬ

**Завдання 1** — читання тексту та виконання післятекстового завдання.

**Мета:** виявити рівень сформованості умінь учнів читати і розуміти автентичний англомовний текст.

**Типи текстів:** статті з періодичних видань; листи (особисті, офіційні тощо); оголошення, реклама; розклади; програми, особисті нотатки, повідомлення тощо.

**Форми завдань:** завдання з вибором однієї правильної відповіді; завдання на заповнення пропусків у тексті; завдання на визначення правильної / неправильної відповіді.

**Виконання завдань:** учень (учениця) читає текст та виконує 6 тестових завдань. Кожен правильно виконаний тест оцінюється 2 балами. Максимальна кількість балів за це завдання — 12.

**Поради учням:** In reading test you'll read different texts. At first read your tasks carefully (*учні уважно читають формулювання завдання на перевірку прослуханого тексту*). In order to complete these tests successfully, focus on the key words that are needed for doing the tests. Use the context to guess the meaning of words. Remember, you don't need to understand each word in the text to do the tests. If your task is to fill in the blanks, look carefully at the words after each space as well as the words before it. Read the text for the first time and mark your answers onto your TEST paper as in the example. If you are not sure about the answer, read a certain part of the text again. Each correct answer gives you 2 marks. This task gives a total of 12 marks.

### Завдання 2 — використання мови.

**Мета:** визначити рівень володіння лексичними, граматичними, семантичними та прагматичними знаннями, що дадуть можливість учням вільно спілкуватися іноземною мовою.

**Типи текстів:** різні за обсягом та складністю, пов'язані із ситуаціями спілкування в контексті дійсності та життя в країнах, мова яких вивчається.

**Форма завдання:** завдання з вибором однієї правильної відповіді.

**Виконання завдань:** учень (учениця) заповнює 12 пропусків у двох коротких текстах, вибираючи один правильний варіант із чотирьох поданих. Перші 6 тестів перевіряють рівень сформованості граматичної компетентності, решта — вживання в мові лексичних конструкцій. Кожен правильно виконаний тест оцінюється 1 балом. Максимальна кількість балів за це завдання — 12.

**Поради учням:** Use of English test consists of two parts which check your grammar and vocabulary. Mark your answers onto your TEST paper as in the example. Each correct answer gives you 1 mark. This task gives a total of 12 marks.

### Завдання 3 — писемне мовлення.

**Мета:** визначити рівень сформованості в учнів навичок та вмінь, необхідних для вирішення на письмі комунікативних завдань, що пов'язані з повсякденним життям.

**Форма завдань:** створення власного письмового висловлювання відповідно до запропонованої комунікативної ситуації. Від учня (учениці) вимагається написати власне письмове висловлювання на основі конкретної ситуації і плану.

**Виконання завдань:** учень (учениця) повинен (повинна) вміти: писати розповідь; описати людину, предмет; передати особисті повідомлення в короткому листі, щоб сформулювати запрошення; описати почуття, привітати з успіхом, подякувати, перепросити чи запропонувати допомогу або відповісти на повідомлення такого типу; висловити свою точку зору та аргументувати її; скласти ділові листи, оголошення, заяви тощо. Обсяг письмового висловлювання — мінімум 60 слів. Максимальна кількість балів за це завдання — 12. Правильність виконання завдання вчитель оцінює відповідно до критеріїв оцінювання, поданих вище.

**Поради учням:** In writing test you'll write a short text. In order to complete these task successfully, focus on planning your text structure. Use the given plan and a separate sheet of paper to write a draft. Read your text carefully before you copy it onto your TEST paper. Check whether you give all the information you are asked for. Remember that you must write at least 60 words. Check each word of your writing carefully, because you will lose marks if your grammar or vocabulary is not correct. This task gives a total of 12 marks.

### КРИТЕРІЇ ОЦІНЮВАННЯ ПИСЬМОВОГО ВИСЛОВЛЮВАННЯ

Бали	Характеристика відповіді учня	Припустима к-сть орфографічних помилок	Припустима к-сть лексичних, граматичних і стилістичних помилок
1	Учень (учениця) уміє писати вивчені слова, припускаючись при цьому великої кількості орфографічних помилок.	8	9
2	Учень (учениця) уміє писати вивчені словосполучення.	6	9
3	Учень (учениця) уміє писати прості непоширені речення відповідно до комунікативного завдання, проте зміст повідомлення недостатній за обсягом для розкриття теми.	6	8
4	Учень (учениця) уміє написати повідомлення за зразком, проте використовує обмежений запас лексики та граматичних структур, припускаючись помилок, які ускладнюють розуміння тексту.	6	6

5	Учень (учениця) уміє написати повідомлення за зразком у межах вивченої теми, використовуючи обмежений набір засобів логічного зв'язку; при цьому відсутні з'єднувальні кліше, недостатня різноманітність ужитих структур, моделей тощо.	4-5	5
6	Учень (учениця) уміє написати повідомлення за зразком відповідно до поставленого комунікативного завдання; при цьому вжито недостатню кількість з'єднувальних кліше та посередня різноманітність ужитих структур, моделей тощо.	4-5	5
7	Учень (учениця) уміє написати повідомлення на вивчену тематику за зразком відповідно до заданої комунікативної ситуації, припускаючись при цьому ряду помилок у використанні вивчених граматичних структур. Припущені помилки не порушують сприйняття тексту; у роботі вжито ідіоматичні звороти, з'єднувальні кліше, різноманітні структури, моделі тощо.	4	4
8	Учень (учениця) уміє без використання опори написати повідомлення за вивченою темою, зробити нотатки, припускаючись ряду помилок у використанні лексичних одиниць. Припущені помилки не порушують сприйняття тексту; у роботі вжито ідіоматичні звороти, з'єднувальні кліше, різноманітні структури, моделі тощо.	3	3
9	Учень (учениця) уміє написати повідомлення на запропоновану тему, припускаючись ряду орфографічних помилок, які не ускладнюють розуміння інформації; у роботі вжито ідіоматичні звороти, з'єднувальні кліше, різноманітні структури, моделі тощо.	3	2
10	Учень (учениця) уміє написати повідомлення, висловлюючи власне ставлення до проблеми; написати особистого листа, при цьому правильно використовуючи вивчені граматичні структури відповідно до комунікативного завдання, використовуючи достатню кількість ідіоматичних зворотів, з'єднувальних кліше, моделей тощо.	2	1
11	Учень (учениця) уміє написати повідомлення, правильно використовуючи лексичні одиниці в рамках тем, пов'язаних з повсякденним життям. Наявні несуттєві орфографічні помилки, які не порушують акту комунікації (британський або американський варіанти орфографії, орфографічні помилки в географічних назвах тощо).	1-2	
12	Учень (учениця) уміє написати повідомлення відповідно до комунікативного завдання, висловлюючи власне ставлення до проблеми, при цьому правильно використовуючи лексичні одиниці та граматичні структури.		

TEST 1

READING

Read the messages and mark if the statements are T (true) or F (false) as in the example.

**Nadia:** Andy, I don't think I'll be able to play on Saturday night — sorry.

**Andy:** What??! Why not, Nadia? We need you. It's an important night and we can't get another trumpet player before then. And no one in the band can learn to play the trumpet in three days!

**Nadia:** I'm in bed with a cold and a temperature. I cannot play the trumpet right now.

**Andy:** Well it's only Wednesday. Surely you will be better on Saturday?

**Nadia:** Perhaps, but I can't practise at the moment, obviously. My throat hurts too much. So I've decided to stay in bed.

**Andy:** Well, are you doing anything about your cold? Are you taking any medicine? Perhaps your doctor can give you an injection.

**Nadia:** Hey Andy, I'm ill here! I don't enjoy having a temperature, you know. I can't stand lying here and doing nothing!

**Andy:** OK, sorry — but you have to play on Saturday. Some people from a recording company are coming. They're looking for new jazz bands like us. It's our big chance!

**Nadia:** What? Really?

**Andy:** Yes, really. If they think we're good enough, they might offer us a record deal!

**Nadia:** OK, I promise to try. I'll do everything I can to get better. I hate being ill and I don't want to let you down. I'm going to get better! Let's chat again tomorrow.

**Andy:** OK. Thanks a lot. Get well soon, OK? I mean it! [33]

(247 words)

T F

- 0   Nadia is the trumpet player in a band.
- 1   There are two days before the band plays.
- 2   Nadia has got a sore throat.
- 3   Nadia thinks Andy is being very understanding.
- 4   Nadia doesn't want to take any medicine.
- 5   A recording company wants new jazz bands.
- 6   Nadia doesn't want to play on Saturday.

## USE OF ENGLISH

## GRAMMAR

Mark the correct variant (A–D) to fill in the blanks (1–6) as in the example.

ASIMO is a robot with a human appearance which can run and walk. It (0) \_\_\_ in 2000 by engineers at the Japanese company Honda.

At the moment, ASIMO (1) \_\_\_ to teach young people about maths and science. In the future, it will help people who have problems with movement.

In 1495, Leonardo da Vinci first drew plans for a robot that looked like a person. But it wasn't until the 1950s that the first piece of robotic technology (2) \_\_\_ produced. In the USA, George Devol and Joe Engleberger (3) \_\_\_ a robot arm, which was (4) \_\_\_ in a car factory.

These days, robots do jobs in places where a human might get hurt. For example, they (5) \_\_\_ in places like nuclear power stations, in outer space and deep under the sea.

What jobs (6) \_\_\_ by robots in the future?

- |   |                                    |                                      |   |   |
|---|------------------------------------|--------------------------------------|---|---|
| 0 | <input type="checkbox"/> A creates | <input type="checkbox"/> B created   | <input type="checkbox"/> C is created   | <input checked="" type="checkbox"/> D was created |
| 1 | <input type="checkbox"/> A uses    | <input type="checkbox"/> B is used   | <input type="checkbox"/> C used         | <input type="checkbox"/> D was used               |
| 2 | <input type="checkbox"/> A first   | <input type="checkbox"/> B first was | <input type="checkbox"/> C was first    | <input type="checkbox"/> D first is               |
| 3 | <input type="checkbox"/> A design  | <input type="checkbox"/> B designed  | <input type="checkbox"/> C are designed | <input type="checkbox"/> D were designed          |
| 4 | <input type="checkbox"/> A used    | <input type="checkbox"/> B use       | <input type="checkbox"/> C using        | <input type="checkbox"/> D be used                |
| 5 | <input type="checkbox"/> A used    | <input type="checkbox"/> B are used  | <input type="checkbox"/> C use          | <input type="checkbox"/> D have something used    |
| 6 | <input type="checkbox"/> A will do | <input type="checkbox"/> B might do  | <input type="checkbox"/> C will be done | <input type="checkbox"/> D are done               |

## VOCABULARY

Mark the correct variant (A–D) to fill in the blanks (7–12) as in the example.

## TOM CRUISE

Tom Cruise is one of the (0) \_\_\_ successful actors in cinema history. However, life hasn't always been that easy for him. As a young boy, Tom was shy and had (7) \_\_\_ in finding friends, although he really enjoyed (8) \_\_\_ part in school plays. After he had finished High School, Tom went to New York to look for work. He found employment as a porter, and at the same time he (9) \_\_\_ drama classes. In 1980, the film director Franco Zeffirelli offered Tom his first part in a film. Ten years later, he had become (10) \_\_\_ successful that he was one of the highest-paid actors in Hollywood, earning millions of dollars for (11) \_\_\_ film. Today, Tom (12) \_\_\_ appears in films and is as popular as ever with his thousands of fans from all around the world.

- |    |  |                                    |                                     |                                       |
|----|--|------------------------------------|-------------------------------------|---------------------------------------|
| 0  | <input checked="" type="checkbox"/> A most | <input type="checkbox"/> B more    | <input type="checkbox"/> C best     | <input type="checkbox"/> D better     |
| 7  | <input type="checkbox"/> A worry           | <input type="checkbox"/> B problem | <input type="checkbox"/> C fear     | <input type="checkbox"/> D difficulty |
| 8  | <input type="checkbox"/> A making          | <input type="checkbox"/> B holding | <input type="checkbox"/> C taking   | <input type="checkbox"/> D finding    |
| 9  | <input type="checkbox"/> A prepared        | <input type="checkbox"/> B waited  | <input type="checkbox"/> C attended | <input type="checkbox"/> D happened   |
| 10 | <input type="checkbox"/> A so              | <input type="checkbox"/> B such    | <input type="checkbox"/> C too      | <input type="checkbox"/> D very       |
| 11 | <input type="checkbox"/> A another         | <input type="checkbox"/> B all     | <input type="checkbox"/> C each     | <input type="checkbox"/> D some       |
| 12 | <input type="checkbox"/> A yet             | <input type="checkbox"/> B ever    | <input type="checkbox"/> C already  | <input type="checkbox"/> D still      |

## WRITING

You have left your smartphone in a bus. Write a notice (at least 50 words). Use the plan below and your own ideas:

- describe the smartphone;
- when and where you have left it;
- give your contact details.

TEST 2

READING

Read the text and mark the correct sentence (A–G) to fill in the blanks (1–6) as in the example.

- A 'I thought everyone had forgotten,' replied Ted.
- B It was very hot in the city centre.
- C The station was crowded with people and so was the train.
- D There was no answer, so Ted decided to open the door.
- E It was already five o'clock and the hotel was on the other side of the city.
- F The receptionist gave him a small white envelope with his name printed on the front.
- G Ted jumped in surprise.

	A	B	C	D	E	F	G
0	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

The sun was shining brightly in the clear, blue sky.

(0) \_\_\_ Ted Brown was sitting in his office, daydreaming. 'I wish I were on a sandy beach in an exotic place,' he thought to himself.

Just then, the telephone rang loudly. (1) \_\_\_ When he picked it up, a voice said, 'Come to the Grand Hotel at six o'clock. I have something for you.' 'Who's there?' Ted asked, but there was no answer. Puzzled, he looked at his watch. (2) \_\_\_ He knew he'd have to hurry if he was to get there in time, so he quickly left the office. The traffic outside was terrible, so Ted decided to make the journey to the hotel on the underground.

(3) \_\_\_ It took him almost an hour to get to the hotel. At exactly six o'clock, Ted was entering the impressive building. Ted walked towards the reception desk and asked if anyone had left anything for him. (4) \_\_\_ Ted opened it and took out the card which was inside. It said 'Come to room 147 on the 10<sup>th</sup> floor and knock on the door three times.' By now, Ted was very anxious to find out what was going on. When he found room 147, he knocked on the door three times and waited. (5) \_\_\_ The room inside was dark.

As Ted stepped inside, all the lights came on. 'Surprise!' yelled Ted's friends and family. Ted couldn't believe his eyes. 'Happy Birthday, Ted,' said his mum. (6) \_\_\_ His boss gave him another envelope which contained a ticket for a week's Caribbean cruise. Ted was amazed! 'Thank you, everyone,' he said. 'This is the best birthday present ever!' [15]

(272 words)



## USE OF ENGLISH

## GRAMMAR

Mark the correct variant (A-D) to fill in the blanks (1-6) as in the example.

- 0 'She got the job.' ' \_\_\_ great!'  
 A This is       B These are       C That's       D Those are
- 1 What are you doing \_\_\_ afternoon?  
 A this       B these       C that       D those
- 2 Who is \_\_\_ man over there?  
 A this       B these       C those       D that
- 3 I'm really busy \_\_\_ days.  
 A this       B these       C that       D those
- 4 Hello? \_\_\_ is Emily. Can I speak to Joan?  
 A This       B These       C That       D Those
- 5 In \_\_\_ days, people didn't have cars.  
 A this       B these       C that       D those
- 6 Hello? Who is \_\_\_ speaking?  
 A this       B that       C these       D those

## VOCABULARY

Mark the correct variant (A-D) to fill in the blanks (7-12) as in the example.

## POCKET MONEY

I was sixteen when I got my (0) \_\_\_ job. The man who (7) \_\_\_ our local supermarket was one of my mother's friends. She (8) \_\_\_ him that I was hard-working and needed to (9) \_\_\_ some money. He interviewed me, and after a few questions he told to start work. The (10) \_\_\_ was not good, but I worked every evening for twelve weeks and saved enough money for a short holiday with my friends. I was very (11) \_\_\_ to be able to pay for everything I wanted (12) \_\_\_ of asking my parents for money. Since that time, I have always done a job as well as studying.

- 0  A primary       B first       C one       D only
- 7  A held       B began       C turned       D ran
- 8  A told       B said       C asked       D spoke
- 9  A keep       B earn       C bring       D take
- 10  A charge       B fee       C salary       D fare
- 11  A proud       B great       C fun       D generous
- 12  A against       B instead       C except       D without

## WRITING

You have just seen a new film. Write an email to your friend about it (at least 50 words). Use the plan below and your own ideas:

- what kind of film it is;
- its short description;
- whether you enjoyed watching it.

TEST 3

READING

Read the text and mark the correct sentence (A-G) to fill in the blanks (1-6) as in the example.

- A Sometimes Yasmin goes with David and Rachel to a restaurant or to a friend's house in the evening, but usually they stay home where they listen to music and relax.
- B She is always on hand so he can call her when he wants her to help him.
- C She lets David know when it is safe to cross the roads and if there is anything in his way.
- D They both wake up at 6.30 every morning.
- E After that, she helps him to find his way to work.
- F She works for David, who can't see.
- G She has to remain alert in case David needs her!

	A	B	C	D	E	F	G
0	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

A DAY IN THE LIFE OF A GUIDE DOG

Yasmin has got short golden hair and enormous brown eyes. She is just seven years old and she lives in Kent, England with her owners, David and Rachel. (0)      In fact, she is his eyes.

Yasmin sleeps on her own mat which is next to David's bed. (1)      David washes and gets dressed, then they go downstairs together. They have breakfast, then Yasmin fetches David's keys and wallet and she takes him for a walk in the park. (2)     

Going for walks with David is hard work but Yasmin doesn't mind. She has to concentrate hard on the traffic and all the other people in the streets. (3)      When they get to work, Yasmin's job is much easier. She just sits in her place, under David's computer desk. But she can't relax completely. (4)     

When David finishes work, Yasmin leads him home where he makes her dinner. He doesn't need Yasmin's help so much in the house, because he knows where everything is and, of course, he has Rachel to help him when necessary. Yasmin tries to stay out of his way so that he doesn't fall over her! (5)     

After dinner Yasmin and David usually go for another walk in the park. When they get home he always thanks her for the help during the day and they play for a while. (6)     

'It's hard work being someone's eyes, but I know Yasmin loves working for me and she knows that I appreciate all her help,' says David. 'She makes it possible for me to live a normal life.' [23] (274 words)

## USE OF ENGLISH

## GRAMMAR

Mark the correct variant (A–D) to fill in the blanks (1–6) as in the example.

Hi! We're in Cairo today. 'It's one of (0) \_\_\_ places I have ever seen. It's the largest city in Africa, so there are a lot of things to see.

It's definitely (1) \_\_\_ place I've been to. The streets are crowded but there are more tourists than Egyptians in this part of town. It's much (2) \_\_\_ than any town I've been far. It's like one gigantic market place.

We had coffee in the Cairo Tower this morning. It was (3) \_\_\_. It is (4) \_\_\_ structure in the city and has the (5) \_\_\_ view. Then we went to the Pharaonic Village which was very interesting.

I'd better go. This is (6) \_\_\_ holiday of my life.

Love, Betty

- |   |                                       |   |   |  |
|---|---------------------------------------|---|---|--|
| 0 | <input type="checkbox"/> A beautiful  | <input type="checkbox"/> B beautifuller | <input type="checkbox"/> C more beautiful | <input checked="" type="checkbox"/> D the most beautiful |
| 1 | <input type="checkbox"/> A hot        | <input type="checkbox"/> B hotter       | <input type="checkbox"/> C the hottest    | <input type="checkbox"/> D more hot                      |
| 2 | <input type="checkbox"/> A more noisy | <input type="checkbox"/> B the noisiest | <input type="checkbox"/> C noisy          | <input checked="" type="checkbox"/> D noisier            |
| 3 | <input type="checkbox"/> A lovely     | <input type="checkbox"/> B lovelier     | <input type="checkbox"/> C more lovely    | <input type="checkbox"/> D the loveliest                 |
| 4 | <input type="checkbox"/> A high       | <input type="checkbox"/> B higher       | <input type="checkbox"/> C the highest    | <input checked="" type="checkbox"/> D the most high      |
| 5 | <input type="checkbox"/> A good       | <input type="checkbox"/> B better       | <input type="checkbox"/> C more good      | <input type="checkbox"/> D best                          |
| 6 | <input type="checkbox"/> A busy       | <input type="checkbox"/> B the busiest  | <input type="checkbox"/> C busier         | <input type="checkbox"/> D more busy                     |

## VOCABULARY

Mark the correct variant (A–D) to fill in the blanks (7–12) as in the example.

## HENRY FORD

Henry Ford was born (0) \_\_\_ a farm in Michigan in 1868 but he did not like farming. When he was fifteen he worked as a mechanic and in 1893 he built his first car. After he had (7) \_\_\_ 1,500 kilometres, he sold it and built two bigger cars. Then, in 1903, he started the Ford Motor Company. By (8) \_\_\_ strong but light steel, he built cheap cars for ordinary people to buy. In 1908, he built the first Ford Model T, (9) \_\_\_ was sold for \$825. He was soon selling 100 cars a day. By 1927, the Ford Motor Company was (10) \_\_\_ \$700 million. Early Ford cars were simple and cheap, but keeping things simple sometimes (11) \_\_\_ less choice. 'You (12) \_\_\_ have any colour you like,' said Henry Ford of the Model T, 'as long as it's black.'

- |    |   |                                      |                                      |                                     |
|----|---|--------------------------------------|--------------------------------------|-------------------------------------|
| 0  | <input checked="" type="checkbox"/> A on    | <input type="checkbox"/> B of        | <input type="checkbox"/> C to        | <input type="checkbox"/> D out      |
| 7  | <input type="checkbox"/> A ridden           | <input type="checkbox"/> B run       | <input type="checkbox"/> C driven    | <input type="checkbox"/> D walked   |
| 8  | <input type="checkbox"/> A putting          | <input type="checkbox"/> B operating | <input type="checkbox"/> C using     | <input type="checkbox"/> D managing |
| 9  | <input type="checkbox"/> A where            | <input type="checkbox"/> B which     | <input type="checkbox"/> C who       | <input type="checkbox"/> D what     |
| 10 | <input checked="" type="checkbox"/> A rich  | <input type="checkbox"/> B worth     | <input type="checkbox"/> C expensive | <input type="checkbox"/> D dear     |
| 11 | <input checked="" type="checkbox"/> A means | <input type="checkbox"/> B decides   | <input type="checkbox"/> C plans     | <input type="checkbox"/> D has      |
| 12 | <input checked="" type="checkbox"/> A must  | <input type="checkbox"/> B ought     | <input type="checkbox"/> C need      | <input type="checkbox"/> D can      |

## WRITING

You want to make friends with somebody on the Internet. Write an email to your new penfriend (at least 50 words). Use the plan below and your own ideas:

- your appearance;
- your character;
- your interests.

## TEST 4

### READING

Read the text and mark if the statements are T (true) or F (false) as in the example.

#### PLANNING THE PERFECT PARTY

There's no better way to have fun than by throwing a party. Everyone loves to spend time with their friends and have fun in a relaxed atmosphere. However, as anyone who has ever thrown a party will know, a lot of hard work goes into hosting a party. The following tips will help you to plan the perfect party.

- Parties need to be planned carefully. Make sure you allow yourself plenty of time to prepare for your party. Make a list of everything you need to do and be organised, because things can get very busy as the day of your party gets closer.
- If you are serving food at your party, choose foods which go together. You could pick a theme for your party and make food which fits that theme, for example, Mexican or Chinese. Make sure you don't serve foods which are going to make a mess. Remember, you are the one who will have to clean it up the next day!
- Written invitations are a great idea, especially if you can make them fun or different. Don't forget to put important information like the time, date and address on your invitations. Tell your guests when the party starts and when it will end. Also, let them know if they should wear a certain type of clothes (e.g. fancy dress).
- You can use decorations, lighting and music to create the perfect party atmosphere. Choose your favourite music and play it in the background as your guests arrive. It is a good idea to remove your television if it is in the party area. You can also replace some of your light bulbs with coloured lamps.

Just follow these simple steps and you are sure to have a fantastic party that everyone will enjoy! Good luck! [7]

(298 words)

- |   | T                                   | F                                   |   |
|---|-------------------------------------|-------------------------------------|---|
| 0 | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | You shouldn't do much work while preparing to a party.        |
| 1 | <input type="checkbox"/>            | <input type="checkbox"/>            | You should prepare for the party in advance.                  |
| 2 | <input type="checkbox"/>            | <input type="checkbox"/>            | You should serve foods with a mixture of themes.              |
| 3 | <input type="checkbox"/>            | <input type="checkbox"/>            | You should clean up the mess after the party.                 |
| 4 | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | You need to let your guests know when the party will finish.  |
| 5 | <input type="checkbox"/>            | <input type="checkbox"/>            | You should not play music until all your guests have arrived. |
| 6 | <input type="checkbox"/>            | <input type="checkbox"/>            | You should switch on a TV set during the party.               |

## USE OF ENGLISH

## GRAMMAR

Mark the correct variant (A–D) to fill in the blanks (1–6) as in the example.

Last week we went on a school trip to (0) \_\_\_ Edinburgh. It is a fascinating city, with lots of things to see and do there.

We went by plane, and as we were landing, we had a terrific view of (1) \_\_\_ River Forth. We stayed at (2) \_\_\_ youth hostel in (3) \_\_\_ place called Leith, which is about half an hour away from (4) \_\_\_ city centre.

I loved the Scottish people. They are hospitable and polite.

All in all, we had (5) \_\_\_ wonderful time. I'm going to go there again next year, and this time I'm going to stay for at least (6) \_\_\_ week.

- 0  A the  
1  A an  
2  A a  
3  A the  
4  A an  
5  A an  
6  A the

- B a  
 B the  
 B an  
 B a  
 B —  
 B a  
 B an

- C an  
 C a  
 C —  
 C an  
 C a  
 C —  
 C a

- D —  
 D —  
 D the  
 D —  
 D the  
 D the  
 D —

## VOCABULARY

Mark the correct variant (A–D) to fill in the blanks (7–12) as in the example.

## THE ESCALATOR

Charles D. Seeberger invented moving stairs to transport people (0) \_\_\_ the 1890s. He (7) \_\_\_ this invention an 'escalator', taking the name from the Latin word 'scala', which means 'ladder'. Escalators move people up and down. Lifts do the same, but only move (8) \_\_\_ small number of people. If an escalator breaks down, it can still be (9) \_\_\_ as ordinary stairs. An escalator can move (10) \_\_\_ 8,000 and 9,600 people an hour, and it does not need a person to operate it.

At the end of the nineteenth century, cities were (11) \_\_\_ more crowded and the first escalators were built at railway stations and in big department (12) \_\_\_, so that people could move about more quickly. Today we see escalators everywhere.

- 0  A in  
7  A announced  
8  A the  
9  A walked  
10  A from  
11  A coming  
12  A stores

- B at  
 B called  
 B a  
 B made  
 B above  
 B becoming  
 B shops

- C by  
 C translated  
 C some  
 C used  
 C to  
 C continuing  
 C places

- D on  
 D explained  
 D any  
 D changed  
 D between  
 D developing  
 D houses

## WRITING

Your teacher has announced a short story competition. The story must end with the sentence 'It was the trip I would always remember'. Write your story (at least 50 words). Use the plan below and your own ideas:

- when and where you went on a trip;
- who you went with;
- what impressed you most during the trip.

TEST 5

READING

Read the text and mark if the statements are T (true) or F (false) as in the example.

IRELAND

The Republic of Ireland has a population of about three and a half million people. The official language is Irish but people usually speak English. People call Ireland the 'EMERALD ISLE' because it is a very green island. It often rains in Ireland. The countryside is beautiful and Irish people are very friendly. By the way, Ireland is the third largest island in Europe and the twentieth largest island on the Earth.

Have a great time in Dublin! There are wonderful shops, restaurants, music and night life. Walk around the busy streets, visit the museums or relax in one of the parks. Go to Trinity College library. In the library you can see the amazing *Book of Kells* from the 8<sup>th</sup> century.

Some of the best writers in the English language are from Ireland, for example, Jonathan Swift, Oscar Wilde and James Joyce. You can see their portraits and letters in Dublin's Writers Museum.

Go to Blarney Castle and see the famous Blarney Stone. People say this stone has got magic powers and you will become a brilliant speaker when you kiss it!

Explore Ireland: drive, walk or cycle around the beautiful coast and the green countryside. Stop in wonderful old towns and villages and visit historic castles and churches.

Horse riding, fishing, cycling and walking are popular activities on the island. There are fantastic beaches, too. Try surfing or scuba diving — or just have a swim! [2]

(237 words)

- |   | T                                   | F                                   |   |
|---|-------------------------------------|-------------------------------------|---|
| 0 | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | Ireland is very green.                                |
| 1 | <input type="checkbox"/>            | <input type="checkbox"/>            | Irish people are not very friendly.                   |
| 2 | <input type="checkbox"/>            | <input type="checkbox"/>            | There are good shops in Dublin.                       |
| 3 | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | The stories of Swift, Wilde and Joyce are in English. |
| 4 | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | When you kiss the Blarney Stone, you become healthy.  |
| 5 | <input type="checkbox"/>            | <input type="checkbox"/>            | There are many historic buildings in Ireland.         |
| 6 | <input type="checkbox"/>            | <input type="checkbox"/>            | Skiing is a popular activity in Ireland.              |

## USE OF ENGLISH

## GRAMMAR

Mark the correct variant (A–D) to fill in the blanks (1–6) as in the example.

Andrew Rugasira is an Ugandan businessman. Ten years ago, he decided (0) \_\_\_ a new business. At that time, Ugandan coffee farmers made money by selling coffee beans to Western companies, who then made coffee and sold it to supermarkets.

Andrew thought that was wrong. He believed that his farmers didn't earn enough money. He stopped (1) \_\_\_ beans to Western companies and started making coffee himself. At first, it was very difficult (2) \_\_\_ British and American supermarkets to buy his coffee. But after ten years, he has finally succeeded.

Andrew told me that Africans needed more confidence in their business ideas. 'We should (3) \_\_\_ in ourselves. It took me six years, but I kept (4) \_\_\_ hard and refused (5) \_\_\_ (6) \_\_\_ this business has been good for me, but it's also good for the farmers.'

- |   |                                       |  |   |   |
|---|---------------------------------------|--|---|---|
| 0 | <input type="checkbox"/> A start      | <input checked="" type="checkbox"/> B to start | <input type="checkbox"/> C starting       | <input type="checkbox"/> D starts           |
| 1 | <input type="checkbox"/> A selling    | <input type="checkbox"/> B to sell             | <input type="checkbox"/> C sell           | <input checked="" type="checkbox"/> D sells |
| 2 | <input type="checkbox"/> A persuade   | <input type="checkbox"/> B to persuade         | <input type="checkbox"/> C to perstrading | <input type="checkbox"/> D persuades        |
| 3 | <input type="checkbox"/> A believe    | <input type="checkbox"/> B to believe          | <input type="checkbox"/> C believing      | <input type="checkbox"/> D believed         |
| 4 | <input type="checkbox"/> A work       | <input type="checkbox"/> B to work             | <input type="checkbox"/> C working        | <input type="checkbox"/> D worked           |
| 4 | <input type="checkbox"/> A give up    | <input type="checkbox"/> B to give up          | <input type="checkbox"/> C giving up      | <input type="checkbox"/> D gave up          |
| 6 | <input type="checkbox"/> A To creates | <input type="checkbox"/> B To create           | <input type="checkbox"/> C Create         | <input type="checkbox"/> D Creating         |

## VOCABULARY

Mark the correct variant (A–D) to fill in the blanks (7–12) as in the example.

## LONDON'S TOWER BRIDGE

Many tourists have visited Tower Bridge. It is the only bridge over the river Thames that can open and (0) \_\_\_ ships pass under it. Tower Bridge was built in 1894 and (7) \_\_\_ uses the same machines to lift up the two halves of the bridge. In earlier times, the river was (8) \_\_\_ busier than now and the bridge (9) \_\_\_ to open over a thousand times a year. Today, it only opens twice a week.

In 1952, a big red bus was (10) \_\_\_ the middle of the bridge when it started to open. The driver only just got to the other side in time. Of course, now (11) \_\_\_ are lights at (12) \_\_\_ end and the traffic must wait for them to go green.

- |    |                                   |   |                                     |                                  |
|----|-----------------------------------|---|-------------------------------------|----------------------------------|
| 0  | <input type="checkbox"/> A lets   | <input checked="" type="checkbox"/> B let | <input type="checkbox"/> C letting  | <input type="checkbox"/> D let's |
| 7  | <input type="checkbox"/> A ever   | <input type="checkbox"/> B yet            | <input type="checkbox"/> C recently | <input type="checkbox"/> D still |
| 8  | <input type="checkbox"/> A much   | <input checked="" type="checkbox"/> B too | <input type="checkbox"/> C very     | <input type="checkbox"/> D more  |
| 9  | <input type="checkbox"/> A should | <input type="checkbox"/> B had            | <input type="checkbox"/> C was      | <input type="checkbox"/> D must  |
| 10 | <input type="checkbox"/> A to     | <input type="checkbox"/> B between        | <input type="checkbox"/> C in       | <input type="checkbox"/> D on    |
| 11 | <input type="checkbox"/> A there  | <input type="checkbox"/> B here           | <input type="checkbox"/> C they     | <input type="checkbox"/> D it    |
| 12 | <input type="checkbox"/> A every  | <input type="checkbox"/> B each           | <input type="checkbox"/> C all      | <input type="checkbox"/> D any   |

## WRITING

You have decided to organise a surprise party for your sister. Write a letter to your friend inviting him / her for the party (at least 50 words). Use the plan below and your own ideas:

- details about the party theme;
- place and time;
- directions on how to get there.

## TEST 6

### READING

Read the text and mark if the statements are T (true) or F (false) as in the example.

Flamenco is very popular in southern Spain. It begins with guitar music and clapping, and dancers join the performance. Sometimes a woman dances alone and sometimes she dances with a man. The woman usually wears a long, colourful dress. She moves her arms and hands slowly but her feet move fast, complicated steps. The man often wears black. Both dancers click their shoes on the floor when they dance around each other.

Cossack dances are from Ukraine. They are very energetic — some are more like gymnastics than dancing! Dancers have to be very fit because they jump very high and kick their legs up and down. They often jump over swords. The movements are similar to traditional Cossack activities, for example, sword fighting and getting on and off horses.

Limbo dancing is originally from West Africa but today it is an important part of celebrations in the Caribbean. Young people have to dance under a horizontal pole. The pole is often on fire and the dancers mustn't touch it! After a successful 'limbo', they put the pole lower and do it again. Some dancers can dance under a pole just twenty centimetres off the ground!

Mask dances are important for the Dogon people in Mali. Each village makes different masks. They are often huge and colourful. There are masks of people, monsters or local animals like crocodiles, hyenas and monkeys. Mask dancers are always men and they dance to the sound of drums for hours after the death of a person in the village. Nowadays, Dogon villagers also perform the dances for tourists. [26]

(262 words)

- |   | T                                   | F                        |  |
|---|-------------------------------------|--------------------------|--|
| 0 | <input checked="" type="checkbox"/> | <input type="checkbox"/> | Flamenco dancers begin after the music starts.                             |
| 1 | <input type="checkbox"/>            | <input type="checkbox"/> | Flamenco is popular in Italy.  |
| 2 | <input type="checkbox"/>            | <input type="checkbox"/> | Cossacks dance slowly.   |
| 3 | <input type="checkbox"/>            | <input type="checkbox"/> | Cossack dances have movements which are similar to traditional activities. |
| 4 | <input checked="" type="checkbox"/> | <input type="checkbox"/> | Old people dance the limbo during carnivals.                               |
| 5 | <input type="checkbox"/>            | <input type="checkbox"/> | Nowadays the limbo is popular in the Caribbean.                            |
| 6 | <input checked="" type="checkbox"/> | <input type="checkbox"/> | Dogon masks are colourful.   |



## USE OF ENGLISH

## GRAMMAR

Mark the correct variant (A–D) to fill in the blanks (1–6) as in the example.

- 0 The problem of pollution \_\_\_ worse these days.  
 A will get       B got       C is getting       D was getting
- 1 This time yesterday we \_\_\_ in the sea.  
 A swam       B are swimming  
 C had been swimming       D were swimming
- 2 Doris \_\_\_ in that office since April.  
 A has been working       B works       C is working       D was working
- 3 He was hot because he \_\_\_ in the sun.  
 A sat       B had been sitting       C is sitting       D was sitting
- 4 I \_\_\_ to you as soon as I get home.  
 A wrote       B have written       C will write       D am going to write
- 5 Paul \_\_\_ abroad once a month on business.  
 A travels       B is travelling       C travel       D has been travelling
- 6 They \_\_\_ a lot of animals at the zoo last weekend.  
 A see       B saw       C are seeing       D were seeing

## VOCABULARY

Mark the correct variant (A–D) to fill in the blanks (7–12) as in the example.

## CAMPING

Although (0) \_\_\_ groups of people have always lived outdoors in tents, camping as we know it today only began to be (7) \_\_\_ about 50 years ago. The increase in the use of cars and improvements in camping equipment have allowed more people to travel longer (8) \_\_\_ into the countryside and to stay there in greater comfort.

Many campers like to be by themselves in quiet areas, so they (9) \_\_\_ their tent and food and walk or cycle into the forests or the mountains. Others, preferring to be near people, drive to a public or privately owned campsite which has up-to-date facilities, (10) \_\_\_ hot showers and swimming pools.

Whether campers are (11) \_\_\_ in the mountains or on a busy site, they should remember to (12) \_\_\_ the area clean and tidy. In the forests, they must put out any fires and keep food hidden to avoid attracting wild animals.

- 0  A some       B every       C both       D each
- 7  A famous       B popular       C favourite       D current
- 8  A ways       B directions       C voyages       D distances
- 9  A take       B make       C pick       D do
- 10  A such       B like       C as       D just
- 11  A lonely       B single       C separate       D alone
- 12  A remain       B stay       C leave       D let

## WRITING

You have found a wallet. Write a notice (at least 50 words). Use the plan below and your own ideas:

- describe the wallet;
- tell when and where you found it;
- give your contact details.

TEST 7

READING

Read the text and mark if the statements are T (true) or F (false) as in the example.

CARS

Can you imagine our world without cars? We have only had cars for about 20 years. People laughed at the first cars. They were slow and noisy. Two German engineers, Daimler and Benz, made the first car with a gasoline engine in 1885. It had only three wheels. From about 1905, companies like Rolls-Royce started to make cars. They were very expensive because people made each car by hand. Then, in 1913, the Ford Motor Company started to make their Model T car in a special factory. Ford's factories produced cars quickly, so the Model T was less expensive than other cars. By 1927, there were more than 15 million Model Ts on the roads.

Gasoline in the USA was cheap and people wanted to travel long distances, so by 1950, American cars were large. In Europe and Asia, drivers preferred small cars that were better in city traffic.

Sports cars, like the Bugatti Veyron, are low. This helps the car to go fast because air can move easily over it. The Bugatti Veyron goes faster than 400 kilometres per hour. It costs 1,5 million american dollars, and the people who make the cars have only sold a few hundred since they started to produce them in 2005.

The Peel P50 is the smallest car in the world. It was first made in 1963. It is 134 centimetres long and 99 centimetres wide. Its top speed is 61 kilometres per hour.

The world's longest car is the American Dream. It has 24 wheels and it is 30,5 metres long! It has a swimming pool and a helicopter can land on it. [18]

(271 words)

- |   | T                        | F                                   |   |
|---|--------------------------|-------------------------------------|---|
| 0 | <input type="checkbox"/> | <input checked="" type="checkbox"/> | The first car had four wheels.  |
| 1 | <input type="checkbox"/> | <input type="checkbox"/>            | The Ford Model T was expensive to produce.                                    |
| 2 | <input type="checkbox"/> | <input type="checkbox"/>            | Rolls-Royce sold 15 million cars between 1913 and 1927.                       |
| 3 | <input type="checkbox"/> | <input type="checkbox"/>            | Small cars are good in city traffic.  |
| 4 | <input type="checkbox"/> | <input type="checkbox"/>            | People in the USA travelled the long distances because of the cheap gasoline. |
| 5 | <input type="checkbox"/> | <input type="checkbox"/>            | The Bugatti Veyron is 134 centimetres long.                                   |
| 6 | <input type="checkbox"/> | <input type="checkbox"/>            | The top speed of the smallest car is 61 kilometres per hour.                  |

\*3 Підсумкові контрольні роботи для ДПА з англійської мови. 9 клас

## USE OF ENGLISH

## GRAMMAR

Mark the correct variant (A–D) to fill in the blanks (1–6) as in the example.

Hi Anna! We're in Australia at the moment. We're visiting the Palmer family. You remember them, don't you? They're the people (0) \_\_\_ used to live next door. They moved to Australia last year (1) \_\_\_ Mrs Palmer got a job in Sydney.

There are lots of things (2) \_\_\_ you can do in Sydney. You can visit museums or go to the beach. And the weather is great, (3) \_\_\_ you can spend all the time outside.

(4) \_\_\_ I get home, I'll show you the photos of the places that we visited and the people (5) \_\_\_ we met. But do you know something? (6) \_\_\_ it's a great place, I wouldn't like to live here. I wouldn't be able to see my friends.

Julia

- |   |   |                                     |                                    |                                      |
|---|---|-------------------------------------|------------------------------------|--------------------------------------|
| 0 | <input checked="" type="checkbox"/> A who | <input type="checkbox"/> B which    | <input type="checkbox"/> C what    | <input type="checkbox"/> D that      |
| 1 | <input type="checkbox"/> A so             | <input type="checkbox"/> B because  | <input type="checkbox"/> C while   | <input type="checkbox"/> D when      |
| 2 | <input type="checkbox"/> A who            | <input type="checkbox"/> B where    | <input type="checkbox"/> C that    | <input type="checkbox"/> D which     |
| 3 | <input type="checkbox"/> A because        | <input type="checkbox"/> B although | <input type="checkbox"/> C so      | <input type="checkbox"/> D while     |
| 4 | <input type="checkbox"/> A When           | <input type="checkbox"/> B While    | <input type="checkbox"/> C Because | <input type="checkbox"/> D Meanwhile |
| 5 | <input type="checkbox"/> A where          | <input type="checkbox"/> B which    | <input type="checkbox"/> C that    | <input type="checkbox"/> D what      |
| 6 | <input type="checkbox"/> A So             | <input type="checkbox"/> B Because  | <input type="checkbox"/> C But     | <input type="checkbox"/> D Although  |

## VOCABULARY

Mark the correct variant (A–D) to fill in the blanks (7–12) as in the example.

## HONEY

Honey is a sweet liquid (0) \_\_\_ by bees. It consists of water and sugar. Bees may travel as (7) \_\_\_ as seventy-five thousand kilometres and visit over two million flowers to produce just half a kilo of honey. The colour and flavour of honey depend (8) \_\_\_ the type of flower visited. In fact, there are more than three hundred (9) \_\_\_ of honey.

In ancient times, honey was the main sweet food, as sugar was very (10) \_\_\_. Honey was of great (11) \_\_\_ to the ancient Egyptians, who used it as payment.

Today, honey is produced and eaten in (12) \_\_\_ part of the world. Research suggests that it prevents tiredness and improves athletic performance. However, honey is not just food — it can be taken for sore throats and is used in many skin and hair-care products.

- |    |   |  |                                  |  |
|----|---|--|----------------------------------|--|
| 0  | <input checked="" type="checkbox"/> A made      | <input type="checkbox"/> B turned      | <input type="checkbox"/> C done  | <input type="checkbox"/> D put         |
| 7  | <input type="checkbox"/> A well                 | <input type="checkbox"/> B long        | <input type="checkbox"/> C soon  | <input type="checkbox"/> D far         |
| 8  | <input type="checkbox"/> A to                   | <input type="checkbox"/> B on          | <input type="checkbox"/> C for   | <input type="checkbox"/> D with        |
| 9  | <input checked="" type="checkbox"/> A varieties | <input type="checkbox"/> B collections | <input type="checkbox"/> C sets  | <input type="checkbox"/> D differences |
| 10 | <input checked="" type="checkbox"/> A distant   | <input type="checkbox"/> B rare        | <input type="checkbox"/> C small | <input type="checkbox"/> D slim        |
| 11 | <input type="checkbox"/> A cost                 | <input type="checkbox"/> B price       | <input type="checkbox"/> C value | <input type="checkbox"/> D charge      |
| 12 | <input type="checkbox"/> A all                  | <input type="checkbox"/> B some        | <input type="checkbox"/> C most  | <input type="checkbox"/> D every       |

## WRITING

A new gym has been opened recently in your school. Write an email to your friend about it (at least 50 words). Use the plan below and your own ideas:

- who can join the gym;
- types of trainings;
- things to wear.

## TEST 8

### READING

Read the text and mark if the statements are T (true) or F (false) as in the example.

#### US CROSS-CONTINENT TOURS

*Operate all year round, and offer you the opportunity of a lifetime to visit five of the greatest US cities, crossing nine states in our 15-days tour!*

**Days 1–4.** The tour begins with three days in New York City, the largest and busiest city in the USA. You can see the Statue of Liberty, visit the city's museums and spend an evening at Carnegie Hall, one of the best concert halls in the world. The city has a rich and varied culture, so there is plenty to see and do.

**Days 4–7.** In Washington, DC, the capital of the USA, you will tour the White House, the most famous building in the city and home to the President. You will also visit Georgetown, the oldest neighbourhood in Washington, DC. For history lovers, Washington, DC has more than 3000 memorials and statues, and there are several museums.

**Days 7–9.** Our next stop is beautiful Chicago, which is the third largest US city. Its skyline contains one of the tallest buildings in the world, the Sears Tower. The shore of Lake Michigan offers beautiful scenery with open parks and beaches.

**Days 9–12.** We will spend three days in the wonderful desert resort of Las Vegas, visiting the city's most famous attraction, The Strip — a collection of luxury hotels and casinos for fantastic entertainment.

**Days 12–15.** The last stop on our tour is one of the country's most cosmopolitan cities. San Francisco is full of amazing sights, from San Francisco Bay, one of the finest natural harbours, to the Twin Peaks of mount Davidson and mount Sutro, the largest of the city's hills. You will also eat out in the Chinatown, the largest Chinese community outside Asia. [19]

(261 words)

- |   | T                                   | F                                   |  |
|---|-------------------------------------|-------------------------------------|--|
| 0 | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | The company offers tours of America once a year.             |
| 1 | <input type="checkbox"/>            | <input type="checkbox"/>            | Carnegie Hall is a famous museum in New York.                |
| 2 | <input type="checkbox"/>            | <input type="checkbox"/>            | Washington, DC is the capital of the USA.                    |
| 3 | <input type="checkbox"/>            | <input type="checkbox"/>            | Georgetown is a new neighbourhood.                           |
| 4 | <input type="checkbox"/>            | <input type="checkbox"/>            | There are beaches in Chicago.                                |
| 5 | <input type="checkbox"/>            | <input type="checkbox"/>            | Las Vegas is in the desert.                                  |
| 6 | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | Mount Davidson is one of the largest hills in San Francisco. |

## USE OF ENGLISH

## GRAMMAR

Mark the correct variant (A–D) to fill in the blanks (1–6) as in the example.

A few days ago, David, his wife Sarah and (0) \_\_\_ children, Sam and Martha, moved into a new house. It was wonderful and (1) \_\_\_ garden even had trees and a pond. The children were very happy to have (2) \_\_\_ own bedrooms. They were all very tired that first night and went to bed early. Sam was sleeping calmly until a strange noise woke (3) \_\_\_ up. He got up quickly and went into Martha's room to see if the noise had woken her up, too. Martha was awake, (4) \_\_\_ was sitting on the floor, wearing (5) \_\_\_ pyjamas. 'What was that?' Sam asked her. 'It was (6) \_\_\_, I fell out of bed!' she said.

- |   |                                  |                                 |   |   |
|---|----------------------------------|---------------------------------|---|---|
| 0 | <input type="checkbox"/> A her   | <input type="checkbox"/> B them | <input checked="" type="checkbox"/> C their | <input type="checkbox"/> D its              |
| 1 | <input type="checkbox"/> A their | <input type="checkbox"/> B its  | <input type="checkbox"/> C his              | <input type="checkbox"/> D her              |
| 2 | <input type="checkbox"/> A they  | <input type="checkbox"/> B her  | <input type="checkbox"/> C his              | <input checked="" type="checkbox"/> D their |
| 3 | <input type="checkbox"/> A her   | <input type="checkbox"/> B him  | <input type="checkbox"/> C them             | <input type="checkbox"/> D its              |
| 4 | <input type="checkbox"/> A he    | <input type="checkbox"/> B her  | <input type="checkbox"/> C they             | <input checked="" type="checkbox"/> D she   |
| 5 | <input type="checkbox"/> A its   | <input type="checkbox"/> B them | <input type="checkbox"/> C her              | <input type="checkbox"/> D his              |
| 6 | <input type="checkbox"/> A your  | <input type="checkbox"/> B my   | <input checked="" type="checkbox"/> C you   | <input type="checkbox"/> D me               |

## VOCABULARY

Mark the correct variant (A–D) to fill in the blanks (7–12) as in the example.

## STUDYING ABROAD

Student exchange programmes are a fantastic way to give students the (0) \_\_\_ to live somewhere else for a school year. It helps them about the customs and the way of life of other people. For this reason large numbers of young people are (7) \_\_\_ the advantage of living in (8) \_\_\_ country and are deciding to study abroad. They will eat new food, experience new traditions and learn the way people live from day to day. (9) \_\_\_ they live abroad, they stay with host families and attend a (10) \_\_\_ school. (11) \_\_\_ student on the exchange programme has (12) \_\_\_ who directly supports him or her the whole time.

- |    |   |  |                                      |                                     |
|----|---|--|--------------------------------------|-------------------------------------|
| 0  | <input checked="" type="checkbox"/> A opportunity | <input type="checkbox"/> B cause               | <input type="checkbox"/> C reason    | <input type="checkbox"/> D occasion |
| 7  | <input type="checkbox"/> A recommending           | <input type="checkbox"/> B recognising         | <input type="checkbox"/> C reviewing | <input type="checkbox"/> D looking  |
| 8  | <input type="checkbox"/> A separate               | <input type="checkbox"/> B new                 | <input type="checkbox"/> C different | <input type="checkbox"/> D another  |
| 9  | <input type="checkbox"/> A Whether                | <input checked="" type="checkbox"/> B Although | <input type="checkbox"/> C While     | <input type="checkbox"/> D However  |
| 10 | <input type="checkbox"/> A local                  | <input type="checkbox"/> B home                | <input type="checkbox"/> C near      | <input type="checkbox"/> D close    |
| 11 | <input checked="" type="checkbox"/> A Many        | <input type="checkbox"/> B All                 | <input type="checkbox"/> C Both      | <input type="checkbox"/> D Every    |
| 12 | <input checked="" type="checkbox"/> A anybody     | <input type="checkbox"/> B somebody            | <input type="checkbox"/> C everyone  | <input type="checkbox"/> D anyone   |

## WRITING

Write a short article to your school magazine about your favourite actor / actress (at least 50 words). Use the plan below and your own ideas:

- what he / she is famous for;
- his / her career;
- your personal feelings about him / her.

## TEST 9

### READING

Read the letters and mark if the statements are T (true) or F (false) as in the example.

Living in the country can be a nightmare for simple things like catching a plane. My husband Paul and I were going on a holiday to Thailand. A friend picked us up and we drove for three hours to get to the airport. We arrived in plenty of time and waited in the queue at the check-in desk. When it was our turn, a look of horror came over Paul's face. He had forgotten all of our travel documents on the kitchen table! We had to reschedule our flight, drive all the way home and leave the following day.

*Olivia, New Zealand*

I always wanted to travel to Venice and I finally did last year. As the city full of canals, one way to cross the water is to use a gondola, a traditional rowing boat. I was with my best friend, Sue, and we decided to hire one. We had so much fun on the boat, laughing and posing for photos! At one point, I stood up to take a photo of Sue. However, the boat started to rock, I lost my balance and actually dropped my camera in the water. It was horrible!

*Kerry, Wales*

I had travelled to Europe many times and was confident about getting around different countries. I was with my younger sister who had never travelled abroad before. In a way, I was responsible for teaching her about the right and wrong ways of travelling. We caught an overnight train from northern Italy headed for Austria to visit family. We had fallen asleep and woke up when the ticket inspector asked us for our tickets. He looked closely at the tickets and then explained that we were on a train going to Spain! [27]

*David, Canada*  
(284 words)

- |   | T                        | F                                   |  |
|---|--------------------------|-------------------------------------|--|
| 0 | <input type="checkbox"/> | <input checked="" type="checkbox"/> | Olivia and Paul were waiting in the queue to board the plane.  |
| 1 | <input type="checkbox"/> | <input type="checkbox"/>            | Paul had forgotten their luggage at home.                      |
| 2 | <input type="checkbox"/> | <input checked="" type="checkbox"/> | Olivia and Paul changed their flight to Thailand.              |
| 3 | <input type="checkbox"/> | <input type="checkbox"/>            | It was Kerry's second trip to Venice.                          |
| 4 | <input type="checkbox"/> | <input type="checkbox"/>            | Kerry and Sue rented a boat.                                   |
| 5 | <input type="checkbox"/> | <input type="checkbox"/>            | David gets nervous when he travels.                            |
| 6 | <input type="checkbox"/> | <input checked="" type="checkbox"/> | David and his sister had arranged to see relatives in Austria. |

## USE OF ENGLISH

## GRAMMAR

Mark the correct variant (A–D) to fill in the blanks (1–6) as in the example.

The boy in the water was twelve-year-old Jamie Jones. 'At first I (0) \_\_\_ the rough sea,' Jamie said later. 'Then the water (1) \_\_\_ to pull me and I got frightened, so (2) \_\_\_ for help. Suddenly I saw Henry in the water near me. I was very happy to see him.' 'The sea here is very rough and dangerous,' he explained to me. 'I can't help you swim back to the beach, but a man (3) \_\_\_ here in a boat. He'll take us to the beach.' While we (4) \_\_\_ for the boat, Henry (5) \_\_\_ to me and (6) \_\_\_ me calm. I believe he saved my life.'

The experience has had a big effect on Henry. 'A few weeks ago, I didn't know what job I'd like to do. Now, I want to train as a lifeguard.'

- |   |   |  |   |  |
|---|---|--|---|--|
| 0 | <input type="checkbox"/> A am enjoying  | <input checked="" type="checkbox"/> B was enjoying | <input type="checkbox"/> C enjoyed      | <input type="checkbox"/> D enjoy       |
| 1 | <input type="checkbox"/> A started      | <input type="checkbox"/> B starts                  | <input type="checkbox"/> C was starting | <input type="checkbox"/> D is starting |
| 2 | <input type="checkbox"/> A was shouting | <input type="checkbox"/> B shouted                 | <input type="checkbox"/> C shout        | <input type="checkbox"/> D am shouting |
| 3 | <input type="checkbox"/> A was coming   | <input type="checkbox"/> B comes                   | <input type="checkbox"/> C came         | <input type="checkbox"/> D is coming   |
| 4 | <input type="checkbox"/> A were waiting | <input type="checkbox"/> B waited                  | <input type="checkbox"/> C wait         | <input type="checkbox"/> D are waiting |
| 5 | <input type="checkbox"/> A is talking   | <input type="checkbox"/> B talks                   | <input type="checkbox"/> C were talking | <input type="checkbox"/> D talked      |
| 6 | <input type="checkbox"/> A was keeping  | <input type="checkbox"/> B kept                    | <input type="checkbox"/> C keeps        | <input type="checkbox"/> D is keeping  |

## VOCABULARY

Mark the correct variant (A–D) to fill in the blanks (7–12) as in the example.

## BADGERS

Not many people have (0) \_\_\_ seen a badger. These black and white animals can sometimes (7) \_\_\_ the size of a large dog. They live in underground holes in woods and forests in Europe and many of their homes have been there (8) \_\_\_ centuries. Scientists have even found bones of badgers from 250,000 years ago. The old English word for a badger was 'brock' and a few English villages, for example Brockenhurst and Brockley, have (9) \_\_\_ that name.

(10) \_\_\_ are lots of children's books about badgers. In (11) \_\_\_ stories badgers are very old and clever, but in others they're not nice at all. Certainly, badgers are not very friendly and only (12) \_\_\_ out at night. They live on insects and small animals, but also eat young plants and eggs.

- |    |  |                                   |                                   |                                  |
|----|--|-----------------------------------|-----------------------------------|----------------------------------|
| 0  | <input checked="" type="checkbox"/> A ever | <input type="checkbox"/> B still  | <input type="checkbox"/> C soon   | <input type="checkbox"/> D yet   |
| 7  | <input type="checkbox"/> A being           | <input type="checkbox"/> B be     | <input type="checkbox"/> C been   | <input type="checkbox"/> D is    |
| 8  | <input type="checkbox"/> A just            | <input type="checkbox"/> B since  | <input type="checkbox"/> C during | <input type="checkbox"/> D for   |
| 9  | <input type="checkbox"/> A keeping         | <input type="checkbox"/> B keep   | <input type="checkbox"/> C kept   | <input type="checkbox"/> D keeps |
| 10 | <input checked="" type="checkbox"/> A Here | <input type="checkbox"/> B There  | <input type="checkbox"/> C They   | <input type="checkbox"/> D Where |
| 11 | <input type="checkbox"/> A some            | <input type="checkbox"/> B any    | <input type="checkbox"/> C every  | <input type="checkbox"/> D much  |
| 12 | <input type="checkbox"/> A came            | <input type="checkbox"/> B coming | <input type="checkbox"/> C comes  | <input type="checkbox"/> D come  |

## WRITING

You have two tickets for a concert of your favourite singer. Write a message to your friend (at least 50 words). Use the plan below and your own ideas:

- tell the time and the place of the concert;
- tell some facts about this singer;
- invite your friend to go with you.

## TEST 10

### READING

Read the text and mark if the statements are T (true) or F (false) as in the example.

#### WE ARE NOT ALONE ... OR ARE WE?

UFOs, alien abductions, lost time... It might sound like the latest series of the *X-Files*, but many people believe that these things really exist!

We asked Jack Smith, a top UFO researcher, what makes him believe that we're not alone. 'Well,' he told us, 'just picture the scene... I am riding my bike home one evening with my sister when suddenly a strange bright light appears in the sky in front of us. I think it's a star until it starts to change colour and move up and down and from side to side. I'm afraid, but then I feel strangely calm. After a few minutes, it disappears behind the hills and my sister and I ride home as fast as we can.'

Astronauts, pilots, scientists, even presidents have had similar experiences. Some witnesses have even found burn marks on the ground from UFO crashes. One UFO society, however, collected a list of 70,000 sightings from all over the world and found explanations for 80% of them: comets, meteors, bright planets like Venus, aircraft lights or even birds, anything but UFOs! But what about the other 20%? 'Well, there are thousands of solar systems or planets that go around a central star like our sun,' Jack told us. 'If the right conditions exist on just one of these planets, it is possible that life exists there. Personally, I'm convinced that aliens are here and that they walk among us!'

There is just one problem with this. So far no one has even found any real aliens. So, is there a logical explanation for UFO and alien sightings? Or is the truth still out there? You decide! [30] (276 words)

- |   | T                                   | F                        |  |
|---|-------------------------------------|--------------------------|--|
| 0 | <input checked="" type="checkbox"/> | <input type="checkbox"/> | Jack Smith believes in UFOs.   |
| 1 | <input type="checkbox"/>            | <input type="checkbox"/> | Jack Smith has talked to aliens.   |
| 2 | <input type="checkbox"/>            | <input type="checkbox"/> | Jack Smith was alone when he suddenly saw a strange bright light in the sky. |
| 3 | <input type="checkbox"/>            | <input type="checkbox"/> | Not many people saw strange signs which had been left with UFO.              |
| 4 | <input type="checkbox"/>            | <input type="checkbox"/> | UFOs never leave traces behind them.   |
| 5 | <input type="checkbox"/>            | <input type="checkbox"/> | There are many solar systems in the universe.                                |
| 6 | <input type="checkbox"/>            | <input type="checkbox"/> | Some people believe that there are aliens among us.                          |



## USE OF ENGLISH

## GRAMMAR

Mark the correct variant (A–D) to fill in the blanks (1–6) as in the example.

The town (0) \_\_\_ I was born has changed greatly over the last fifty years. Now there is a modern shopping centre in the place where my school used to be and all the children (1) \_\_\_ went there have grown up and moved away. The local cinema, which was built several years ago, used to be a dance hall (2) \_\_\_ big bands played. The park, (3) \_\_\_ was my favourite place as a child, is now a car park. Some things are still the same though. Mrs Jones, (4) \_\_\_ is now seventy years old, still lives in High Street and Mr Jones still owns the bakery, (5) \_\_\_ his two sons now work instead of him. The hospital which I was born in is still standing, although it is now much bigger than it was at the time (6) \_\_\_ I was born. On the day when my family and I left our home town we were all very sad.

- |   |                                  |   |                                  |   |
|---|----------------------------------|---|----------------------------------|---|
| 0 | <input type="checkbox"/> A which | <input checked="" type="checkbox"/> B where | <input type="checkbox"/> C what  | <input type="checkbox"/> D that             |
| 1 | <input type="checkbox"/> A whose | <input type="checkbox"/> B which            | <input type="checkbox"/> C who   | <input checked="" type="checkbox"/> D whom  |
| 2 | <input type="checkbox"/> A which | <input type="checkbox"/> B where            | <input type="checkbox"/> C that  | <input checked="" type="checkbox"/> D when  |
| 3 | <input type="checkbox"/> A which | <input type="checkbox"/> B where            | <input type="checkbox"/> C that  | <input type="checkbox"/> D what             |
| 4 | <input type="checkbox"/> A whose | <input type="checkbox"/> B who              | <input type="checkbox"/> C which | <input checked="" type="checkbox"/> D whom  |
| 5 | <input type="checkbox"/> A that  | <input type="checkbox"/> B which            | <input type="checkbox"/> C what  | <input type="checkbox"/> D where            |
| 6 | <input type="checkbox"/> A where | <input type="checkbox"/> B when             | <input type="checkbox"/> C that  | <input checked="" type="checkbox"/> D which |

## VOCABULARY

Mark the correct variant (A–D) to fill in the blanks (7–12) as in the example.

One of my favourite actors is Colin Farrell. He always plays very interesting (0) \_\_\_ in films. His (7) \_\_\_ famous films are *Ordinary Decent Criminals*, *Minority Report* and *Alexander The Great*.

Colin was born in Dublin in 1976. He is quite young and handsome. He is tall and well-built with short brown hair and (8) \_\_\_ eyes. He often has a (9) \_\_\_ and a goatee beard. He also has tattoos on his arms. He usually wears (10) \_\_\_ clothes. Colin has a very (11) \_\_\_ personality and is a very talented and hardworking actor. His friends say he is very kind and generous. Colin loves football and wanted to become a professional footballer like his father. All in all, I think Colin Farrell is one of the most (12) \_\_\_ actors. I love all his films and can't wait to see his next one.

- |    |                                      |  |                                     |                                     |
|----|--------------------------------------|--|-------------------------------------|-------------------------------------|
| 0  | <input type="checkbox"/> A games     | <input checked="" type="checkbox"/> B characters | <input type="checkbox"/> C scores   | <input type="checkbox"/> D music    |
| 7  | <input type="checkbox"/> A much      | <input type="checkbox"/> B more                  | <input type="checkbox"/> C rather   | <input type="checkbox"/> D most     |
| 8  | <input type="checkbox"/> A dark      | <input checked="" type="checkbox"/> B fair       | <input type="checkbox"/> C black    | <input type="checkbox"/> D open     |
| 9  | <input type="checkbox"/> A moustache | <input type="checkbox"/> B dimple                | <input type="checkbox"/> C wrinkle  | <input type="checkbox"/> D smile    |
| 10 | <input type="checkbox"/> A relaxed   | <input type="checkbox"/> B casual                | <input type="checkbox"/> C calm     | <input type="checkbox"/> D bright   |
| 11 | <input type="checkbox"/> A easy      | <input type="checkbox"/> B light                 | <input type="checkbox"/> C strong   | <input type="checkbox"/> D plain    |
| 12 | <input type="checkbox"/> A young     | <input type="checkbox"/> B big                   | <input type="checkbox"/> C straight | <input type="checkbox"/> D talented |

## WRITING

You have just received an invitation to a birthday party from your friend. Write a card to him / her (at least 50 words). Use the plan below and your own ideas:

- thank your friend for the invitation;
- ask about details of the party;
- ask about a dress code.

TEST 11

READING

Read the text and mark if the statements are T (true) or F (false) as in the example.

CROCODILES

For centuries, people lived with and respected the all-powerful crocodile. Those snapping jaws and lethal teeth frightened all attackers away, whether human or animal. People were also fascinated by their characteristic calls, their beauty and their intelligence. Unfortunately, it was their beautiful skin which put them under threat. When explorers realised how valuable crocodile skin was, everything changed. Hunters risked their lives — and sometimes lost them — in order to satisfy the world's demand for crocodile skin.

Worse was to come. The crocodiles' homes began to disappear as new towns and industries were developed on the land near swamps and rivers. Luckily for the crocodiles, people realised that a world without them would just not be the same, and now they have been officially declared an endangered species. In some parts of the world, there are now parks where crocodiles may live safely, with laws to protect them.

'It is illegal to kill crocodiles,' says conservationist Charles Swaby, who has spent the last thirty years protecting the Jamaican crocodiles. The problem is that when farm animals are killed by crocodiles, farmers ignore the law and kill them. This is what Charles is fighting against. 'Crocodiles are much more scared of us than we are of them. They are scary but lovely to watch,' he adds. If Charles, and others like him, can convince the world to share this opinion, crocodiles will be with us forever! [14]

(236 words)

T F

- 0   People were afraid of crocodiles for centuries.
- 1   People kill crocodiles for their beautiful skin.
- 2   Crocodiles are protected by law.
- 3   Some crocodiles live safely on farms.
- 4   Crocodiles have enough land near swamps and rivers to live in.
- 5   Crocodiles are afraid of people.
- 6   Crocodiles don't kill the farm animals.

\*4 Підсумкові контрольні роботи для ДПА з англійської мови. 9 клас

## USE OF ENGLISH

## GRAMMAR

Mark the correct variant (A–D) to fill in the blanks (1–6) as in the example.

- 0 Cheddar cheese \_\_\_ very tasty.  
 A is being       B are       C is       D were
- 1 *The Birds* \_\_\_ film starring Rod Taylor.  
 A is       B are       C to be a       D is a
- 2 Five minutes \_\_\_ enough time to complete this task.  
 A are       B is       C were       D is being
- 3 Who \_\_\_ the vase on the table?  
 A has broken       B have broken       C was broken       D were broken
- 4 Neither they nor she \_\_\_ the flowers.  
 A have bought       B have been bought       C has bought       D have been buying
- 5 Fish and chips \_\_\_ my mother's favourite dish.  
 A is       B are       C is being       D were
- 6 If I \_\_\_ you, I'd tell our teacher the truth.  
 A is       B have been       C was       D were

## VOCABULARY

Mark the correct variant (A–D) to fill in the blanks (7–12) as in the example.

Hi Andy!

How are you? I (0) \_\_\_ everything's OK back home. I really love my new (7) \_\_\_ here in Lancaster. It's much cosier than my previous one.

The best (8) \_\_\_ is the view. I can see half the city from my living room balcony. It's (9) \_\_\_!

The flat is spacious. It has a large living room with a fireplace and a bright kitchen. There's only one bedroom, but it's (10) \_\_\_ big. There's even space for my large desk and a bookcase. My bedroom has also got a (11) \_\_\_ of the beautiful garden. My neighbours are very friendly and helpful, too.

That's all for now. Come and visit me whenever you like. You're (12) \_\_\_ anytime!

See you soon!

Chris

- 0  A hope       B like       C love       D want
- 7  A space       B thing       C place       D ground
- 8  A way       B room       C stuff       D thing
- 9  A good       B incredible       C messy       D entertaining
- 10  A rather       B much       C quite       D a lot
- 11  A view       B look       C feature       D vision
- 12  A visit       B come       C ready       D welcome

## WRITING

A teen magazine is running a competition about adults who inspire us. Write an article about the adult family member you admire (at least 50 words). Use the plan below and your own ideas:

- who the person you admire is;
- what kind of person he / she is;
- what you admire about him / her.

TEST 12

READING

Read the texts and match the headings (A–G) to the paragraphs (1–6) as in the example.

- A More Comfortable in Water than on Land
- B Living Conditions and Description
- C Learning How to Swim
- D Danger of Extinction
- E Always Hungry and Thirsty
- F A Friendly Giant
- G Elephants in Danger

	A	B	C	D	E	F	G
0	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

HARP SEAL

(0) \_\_\_\_\_

There are eighteen different kinds of seal. Some live in the Arctic, some in the Antarctic, and some live in warmer waters. The harp seal lives in the icy cold Arctic. It has thick grey fur with a dark patch on its back. Baby harp seals have white fur.

(1) \_\_\_\_\_

Adult seals are excellent swimmers. They can dive very deep into the sea. Some can even stay under the water for an hour. Their bodies are the perfect shape for swimming, but they find it very difficult to move on land.

(2) \_\_\_\_\_

Baby harp seals are born early in the spring, but they don't swim immediately. For about two weeks they stay on large blocks of ice floating on the sea. Later, they dive into the water with their mothers to catch fish and shrimps.

(3) \_\_\_\_\_

Many species of seal are in danger of dying out because they are hunted for their beautiful fur. Another reason for hunting them is that many people believe that seals take too many fish from the sea.

AFRICAN ELEPHANT

(4) \_\_\_\_\_

The African elephant is the largest living land mammal in the world. It is also the strongest. However, studies have shown that it is also very gentle and social, too.

(5) \_\_\_\_\_

The African elephant has a huge appetite. It can eat up to 225 kilos of grass, leaves and plants per day, and can drink up to 136 litres of water at a time! They usually eat and drink at night, or in the early morning or evening.

(6) \_\_\_\_\_

African elephants usually live for about 70 years. However, many die younger because hunters kill them for their long tusks, which are made of valuable ivory. Although hunting and ivory trading are illegal now, some people continue to break the law, so efforts to save this beautiful animal are failing. [15]

(311 words)

## USE OF ENGLISH

## GRAMMAR

Mark the correct variant (A–D) to fill in the blanks (1–6) as in the example.

- 0 You \_\_\_ watch so much TV. It's a bad idea.  
 A couldn't     B shouldn't     C mustn't     D needn't
- 1 You \_\_\_ eat all broccoli. It's very good for you.  
 A need     B mustn't     C have to     D must
- 2 You \_\_\_ do what the doctor said.  
 A have to     B need     C can     D may
- 3 We \_\_\_ keep the puppy we found because we live in a flat.  
 A needn't     B mustn't     C can't     D don't have to
- 4 You \_\_\_ leave the windows open when you go out.  
 A can't     B mustn't     C don't have to     D may not
- 5 You \_\_\_ take an umbrella. It's going to be sunny today.  
 A couldn't     B mustn't     C can't     D needn't
- 6 We \_\_\_ write on the walls at school.  
 A mustn't     B needn't     C don't have to     D can't

## VOCABULARY

Mark the correct variant (A–D) to fill in the blanks (7–12) as in the example.

## A LUCKY PICNIC

When I was a child we used to (0) \_\_\_ to my grandmother's house. We often had a picnic in a wood which was (7) \_\_\_ of wild flowers. We always used to go to the (8) \_\_\_ place. One day when we had finished our picnic, my mother noticed that she had (9) \_\_\_ her ring, which had her initials inside it.

We looked everywhere for it and we carried on until it was dark and we had to give up. Thirty years later, I was on holiday with my own children and we (10) \_\_\_ the same wood. We decided to have a picnic there. It was my son who made it a lucky day. He was bored with the picnic so he started digging a hole under a tree. Suddenly, he (11) \_\_\_ up a ring. It had some writing inside it and we all (12) \_\_\_ it was my mother's ring. She was really happy when we gave it back to her.

- 0  A went     B visit     C walk     D go
- 7  A busy     B full     C complete     D crowded
- 8  A single     B same     C similar     D alike
- 9  A lost     B stolen     C disappeared     D missed
- 10  A realised     B came     C found     D met
- 11  A held     B took     C looked     D came
- 12  A persuaded     B agreed     C promised     D recommended

## WRITING

You are going on a camping trip up in the mountains. Write an email to your friend about preparation for the trip (at least 50 words). Use the plan below and your own ideas:

- how you will get there;
- suggest going together;
- ask him / her for advice about things to take.

TEST 13

READING

Read the text and mark if the statements are T (true) or F (false) as in the example.

DARYL HANNAH

The pretty mermaid looked up from the golden sand and the world fell in love with her. The film was *Splash*, and the mermaid was the famous actress, Daryl Hannah.

Daryl is tall and slender. She has got long blond hair, large blue eyes and stunning features. She looks fantastic in expensive clothes, but she prefers casual clothes which show off her natural beauty.

She is more than just another pretty face, however. She is a complicated person whose character has many sides. She is often in the public eye, but she is actually a very shy person who dislikes the crowds and noise of Hollywood parties. Her shyness is a problem which she is trying to overcome with her friends' help. She is not the sort of person who expects help without giving anything back, however. Daryl is an extremely caring person, and she says that she forgets her own problems when she is helping others. She is also a romantic who believes in true love, so she wants to find someone very special before she starts a family.

Daryl may prefer to sit in the shadows at parties, but when it comes to her beliefs she is not afraid to speak her mind. She has strong views on the environment. She believes that our modern lifestyle is destroying the environment. For this reason, she is currently looking for a place in the countryside where she can build an environmentally-friendly house. She says that she feels most relaxed when she is close to nature.

It is a pleasure to meet an actress who remains down-to-earth and sincere in a world where fame and success can often harm one's character! [14]

(280 words)

- |   | T                        | F                                   |  |
|---|--------------------------|-------------------------------------|--|
| 0 | <input type="checkbox"/> | <input checked="" type="checkbox"/> | Daryl likes wearing expensive clothes.       |
| 1 | <input type="checkbox"/> | <input type="checkbox"/>            | She is shy.                                  |
| 2 | <input type="checkbox"/> | <input type="checkbox"/>            | She likes going to Hollywood parties.        |
| 3 | <input type="checkbox"/> | <input type="checkbox"/>            | Daryl believes in true love.                 |
| 4 | <input type="checkbox"/> | <input type="checkbox"/>            | She wants to live in the city.               |
| 5 | <input type="checkbox"/> | <input type="checkbox"/>            | She cares about the environment.             |
| 6 | <input type="checkbox"/> | <input type="checkbox"/>            | Daryl Hannah is a typical Hollywood actress. |

## USE OF ENGLISH

## GRAMMAR

Mark the correct variant (A–D) to fill in the blanks (1–6) as in the example.

Amanda is 81. She has got grey hair and blue eyes. She is a kind, friendly lady (0) \_\_\_ likes talking to people (1) \_\_\_ making new friends. (2) \_\_\_, she enjoys good shopping. (3) \_\_\_, she cannot walk very far (4) \_\_\_ her age, (5) \_\_\_ her daughter Jane takes her into town every Sunday. They look in the shops, (6) \_\_\_ go for a coffee together.

- |   |  |   |                                       |  |
|---|--|---|---------------------------------------|--|
| 0 | <input type="checkbox"/> A which         | <input checked="" type="checkbox"/> B who | <input type="checkbox"/> C where      | <input type="checkbox"/> D why           |
| 1 | <input type="checkbox"/> A but           | <input type="checkbox"/> B so             | <input type="checkbox"/> C and        | <input type="checkbox"/> D because       |
| 2 | <input type="checkbox"/> A In addition   | <input type="checkbox"/> B As well as     | <input type="checkbox"/> C All in all | <input type="checkbox"/> D In particular |
| 3 | <input type="checkbox"/> A In conclusion | <input type="checkbox"/> B As a result    | <input type="checkbox"/> C Moreover   | <input type="checkbox"/> D However       |
| 4 | <input type="checkbox"/> A as a result   | <input type="checkbox"/> B because        | <input type="checkbox"/> C due to     | <input type="checkbox"/> D that is why   |
| 5 | <input type="checkbox"/> A that          | <input type="checkbox"/> B in case        | <input type="checkbox"/> C but        | <input type="checkbox"/> D so            |
| 6 | <input type="checkbox"/> A then          | <input type="checkbox"/> B so             | <input type="checkbox"/> C which      | <input type="checkbox"/> D because       |

## VOCABULARY

Mark the correct variant (A–D) to fill in the blanks (7–12) as in the example.

Hello, Pam

I'm sorry for (0) \_\_\_ such a long time to write back. I've been so busy at work lately. I've also not been studying very hard and my French exam is next month! To (7) \_\_\_ you the truth, I'm getting a bit nervous and will have to (8) \_\_\_ some revision! The good news is I'm going on holiday with my parents before the exam, so if I (9) \_\_\_ the chance, I'm going to try to (10) \_\_\_ an effort and work on my French. Anyway, the (11) \_\_\_ I'm writing is to ask you if you would like to come to the UK. I know you haven't been here before and we could (12) \_\_\_ sightseeing. Let me know what you think.

Take care,

Roy

- |    |  |                                   |                                     |                                    |
|----|--|-----------------------------------|-------------------------------------|------------------------------------|
| 0  | <input checked="" type="checkbox"/> A taking | <input type="checkbox"/> B having | <input type="checkbox"/> C being    | <input type="checkbox"/> D waiting |
| 7  | <input type="checkbox"/> A say               | <input type="checkbox"/> B tell   | <input type="checkbox"/> C speak    | <input type="checkbox"/> D reveal  |
| 8  | <input type="checkbox"/> A work              | <input type="checkbox"/> B made   | <input type="checkbox"/> C organise | <input type="checkbox"/> D do      |
| 9  | <input type="checkbox"/> A receive           | <input type="checkbox"/> B win    | <input type="checkbox"/> C get      | <input type="checkbox"/> D take    |
| 10 | <input type="checkbox"/> A make              | <input type="checkbox"/> B do     | <input type="checkbox"/> C give     | <input type="checkbox"/> D try     |
| 11 | <input type="checkbox"/> A explanation       | <input type="checkbox"/> B reason | <input type="checkbox"/> C excuse   | <input type="checkbox"/> D matter  |
| 12 | <input type="checkbox"/> A make              | <input type="checkbox"/> B do     | <input type="checkbox"/> C take     | <input type="checkbox"/> D go      |

## WRITING

You have found an advertisement of a summer job in a local newspaper. Write a letter of application (at least 50 words). Use the plan below and your own ideas:

- why it is important for you to get this job;
- your personal information;
- your work experience.

TEST 14

READING

Read the text and mark if the statements are T (true) or F (false) as in the example.

WOLVES

The big bad wolf eats the poor little pig or chases Little Red Riding Hood. The brave young hunter comes along and — BANG! — the wolf is dead. Unfortunately, in some parts of the world there are no more wolves living in the wild. And all because the wolf has traditionally been seen as an evil enemy. In fact, this misunderstood animal has many virtues.

Wolves are superb hunters. They prefer hunting wild animals to domestic ones. They do not overpopulate, but keep their numbers at the level they can feed. As for killing people, conservationists insist that this is simply not true. Wolves avoid people. We have to teach the world that wolves only attack human beings in fairy tales.

There are plans to bring wolves back to the wild areas of Scotland, but local people have doubts about the idea. 'We want wolves back. They lived for thousands of years in Scotland — it is their land — but we fear for our animals,' one farmer says. The government has announced that it will pay for any farm animals killed by wolves.

People in favour of bringing the wolf back say this: 'Let our children have the chance to hear a wolf howl at the moon on a still, Scottish night, and let us be proud that we made it possible.' [14]

(220 words)

- |   | T                                   | F                        |   |
|---|-------------------------------------|--------------------------|---|
| 0 | <input checked="" type="checkbox"/> | <input type="checkbox"/> | Wolves are usually presented in fairy tales as enemies.                                     |
| 1 | <input type="checkbox"/>            | <input type="checkbox"/> | Wolves are very good hunters.   |
| 2 | <input type="checkbox"/>            | <input type="checkbox"/> | Wolves attack and kill people.  |
| 3 | <input type="checkbox"/>            | <input type="checkbox"/> | The government will pay farmers if wolves kill their cattle.                                |
| 4 | <input type="checkbox"/>            | <input type="checkbox"/> | The number of wolves is increasing constantly.  |
| 5 | <input type="checkbox"/>            | <input type="checkbox"/> | Wolves usually hunt domestic animals.   |
| 6 | <input type="checkbox"/>            | <input type="checkbox"/> | Local people are worried about the idea to bring wolves back to the wild areas of Scotland. |



## USE OF ENGLISH

## GRAMMAR

Mark the correct variant (A–D) to fill in the blanks (1–6) as in the example.

Two very important guests have just arrived at Edinburgh Zoo. Tian Tian and Yang Guang (0) \_\_\_ giant pandas. They (1) \_\_\_ born and grew up in China. Then, two days ago, they flew into Britain. Now they (2) \_\_\_ in a special, luxury area of the zoo and are recovering from their long journey.

This is the first time that pandas (3) \_\_\_ in Britain since 1995, so millions of new visitors will probably come to the zoo to see them.

The pandas will be very expensive for the zoo. Firstly, the zoo (4) \_\_\_ to pay the Chinese government £6 million to keep the pandas for ten years. Secondly, it will have to spend a lot of money on food. Pandas (5) \_\_\_ bamboo and they normally eat for fourteen hours a day. So the zoo will probably (6) \_\_\_ £70,000 a year to buy enough bamboo!

- |   |                                       |  |   |  |
|---|---------------------------------------|--|---|--|
| 0 | <input type="checkbox"/> A were       | <input type="checkbox"/> B have been   | <input checked="" type="checkbox"/> C are | <input type="checkbox"/> D are being       |
| 1 | <input type="checkbox"/> A was        | <input type="checkbox"/> B had been    | <input type="checkbox"/> C have been      | <input checked="" type="checkbox"/> D were |
| 2 | <input type="checkbox"/> A stay       | <input type="checkbox"/> B are staying | <input type="checkbox"/> C have stayed    | <input type="checkbox"/> D stayed          |
| 3 | <input type="checkbox"/> A are        | <input type="checkbox"/> B have been   | <input type="checkbox"/> C were           | <input type="checkbox"/> D had been        |
| 4 | <input type="checkbox"/> A going      | <input type="checkbox"/> B will        | <input type="checkbox"/> C are going      | <input type="checkbox"/> D is going        |
| 5 | <input type="checkbox"/> A are loving | <input type="checkbox"/> B love        | <input type="checkbox"/> C will love      | <input type="checkbox"/> D loves           |
| 6 | <input type="checkbox"/> A paying     | <input type="checkbox"/> B to pay      | <input type="checkbox"/> C pay            | <input type="checkbox"/> D is paying       |

## VOCABULARY

Mark the correct variant (A–D) to fill in the blanks (7–12) as in the example.

I started learning to drive when I got my first (0) \_\_\_ and was earning enough to pay for a tutor. I had lots of lessons but I was a terrible driver. The first (7) \_\_\_ I took my test nobody thought I would pass. They were correct. In (8) \_\_\_, I failed a total of six times and I began to think I would never get my licence. It was costing me so much (9) \_\_\_ that I even thought about giving up. Then a friend offered to give me some lessons. She was very patient and after a while I started to feel much more (10) \_\_\_ and applied to take the test again. On the day of the test my friend took me to the test centre and (11) \_\_\_ for me to return. When she (12) \_\_\_ the smile on my face as I got out of the car, she knew that I had finally passed.

- |    |  |  |                                   |                                       |
|----|--|--|-----------------------------------|---------------------------------------|
| 0  | <input checked="" type="checkbox"/> A job      | <input type="checkbox"/> B task            | <input type="checkbox"/> C work   | <input type="checkbox"/> D occupation |
| 7  | <input type="checkbox"/> A period              | <input type="checkbox"/> B moment          | <input type="checkbox"/> C time   | <input type="checkbox"/> D sight      |
| 8  | <input type="checkbox"/> A truth               | <input checked="" type="checkbox"/> B fact | <input type="checkbox"/> C real   | <input type="checkbox"/> D case       |
| 9  | <input type="checkbox"/> A fee                 | <input type="checkbox"/> B cash            | <input type="checkbox"/> C amount | <input type="checkbox"/> D money      |
| 10 | <input checked="" type="checkbox"/> A positive | <input type="checkbox"/> B confident       | <input type="checkbox"/> C clear  | <input type="checkbox"/> D sure       |
| 11 | <input type="checkbox"/> A waited              | <input type="checkbox"/> B stopped         | <input type="checkbox"/> C stayed | <input type="checkbox"/> D kept       |
| 12 | <input checked="" type="checkbox"/> A looked   | <input type="checkbox"/> B watched         | <input type="checkbox"/> C viewed | <input type="checkbox"/> D every      |

## WRITING

Your English penfriend has asked you about shopping in your city/town. Write her/him an email about your recent shopping (at least 50 words). Use the plan below and your own ideas:

- where you went and with whom;
- what you saw and bought;
- what you want to buy the next time.

TEST 15

READING

Read the text and mark the correct sentence (A–G) to fill in the blanks (1–6) as in the example.

- |   |   |   |                                     |                                     |                                     |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |
|---|---|---|-------------------------------------|-------------------------------------|-------------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| A | The experiment failed.  | A | <input type="checkbox"/>            | B                                   | <input checked="" type="checkbox"/> | C                        | <input type="checkbox"/> | D                        | <input type="checkbox"/> | E                        | <input type="checkbox"/> | F                        | <input type="checkbox"/> | G                        | <input type="checkbox"/> |
| B | Genes carry information.  | 0 | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| C | Some — but not all — supermarkets are telling their customers which foods are genetically engineered. | 1 | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| D | They will have to find one, fight for one — or kill for one.  | 2 | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| E | These new life forms have been described as a ‘real-life Frankenstein’.                               | 3 | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| F | It makes them easier and faster for the farmer to grow.   | 4 | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| G | Plants which grow faster, or cows which produce more milk, can save the lives of starving people.     | 5 | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|   |   | 6 | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

GENETICALLY ENGINEERED FOOD

Perfectly round tomatoes all exactly the same size and big fat chickens are now a normal part of our diets. They are made that way by genetic engineering. Their genes have been changed.

Every living thing has genes. (0) \_\_\_ They are passed on from generation to generation. They make sure that humans give birth to humans and cows give birth to cows. Genetic engineers take genes from one species — for example, a scorpion, and transfer them to another — for example, corn. In this way a new life form is created. (1) \_\_\_

Genetic engineers put hormones into cows to make them produce more milk. They put genes from flowers into soya beans and from scorpions into corn. This does not make them cheaper, tastier or healthier. (2) \_\_\_

The effects of genetic engineering on the natural world may be disastrous. The engineers may create life forms — monsters — that we cannot control. The new life forms have no natural habitat or home. (3) \_\_\_ Moreover, the effects of these experiments can often be cruel. In America, pigs were given human genes to make them bigger and less fatty. (4) \_\_\_ The pigs became very ill and began to lose their eyesight.

Greenpeace is trying to prevent all such food experiments. Some — but not all — food companies are refusing to use genetically engineered foods. (5) \_\_\_ We must all be aware of what is happening.

Some people believe, though, that genetic engineering could be the solution to the problem of famine. (6) \_\_\_

In the story, Frankenstein created such a terrible and dangerous monster that he had to destroy it. We must make sure that it remains a story — and no more than that. [14]

(283 words)

## USE OF ENGLISH

## GRAMMAR

Mark the correct variant (A–D) to fill in the blanks (1–6) as in the example.

Pele was born on 23 October, 1940 in Brazil. He is often called the greatest footballer of all time. (0) \_\_\_ 1956, at the age of only fifteen, he joined the Santos Football Club and stayed with the team until 1974.

(1) \_\_\_ the time Pele was sixteen, he had also started playing for the Brazilian national team and in 1958 he won the World Cup (2) \_\_\_ the first time. In total, he played for Brazil (3) \_\_\_ fourteen years and (4) \_\_\_ that time, Brazil won the World Cup three times.

(5) \_\_\_ eighteen years at Santos, Pele left Brazil and ended his career in America. He played his last match ever (6) \_\_\_ 1 October, 1977. During his whole career 'The King of Football' amazingly scored 697 goals in 753 matches.

- |   |                                   |                                   |   |  |
|---|-----------------------------------|-----------------------------------|---|--|
| 0 | <input type="checkbox"/> A On     | <input type="checkbox"/> B At     | <input checked="" type="checkbox"/> C In    | <input type="checkbox"/> D During            |
| 1 | <input type="checkbox"/> A By     | <input type="checkbox"/> B During | <input type="checkbox"/> C At               | <input type="checkbox"/> D In                |
| 2 | <input type="checkbox"/> A in     | <input type="checkbox"/> B at     | <input type="checkbox"/> C on               | <input type="checkbox"/> D for               |
| 3 | <input type="checkbox"/> A at     | <input type="checkbox"/> B for    | <input type="checkbox"/> C in               | <input checked="" type="checkbox"/> D during |
| 4 | <input type="checkbox"/> A during | <input type="checkbox"/> B at     | <input type="checkbox"/> C for              | <input type="checkbox"/> D in                |
| 5 | <input type="checkbox"/> A For    | <input type="checkbox"/> B During | <input checked="" type="checkbox"/> C After | <input type="checkbox"/> D In                |
| 6 | <input type="checkbox"/> A at     | <input type="checkbox"/> B in     | <input type="checkbox"/> C until            | <input type="checkbox"/> D on                |

## VOCABULARY

Mark the correct variant (A–D) to fill in the blanks (7–12) as in the example.

## DOLPHINS

People love dolphins because (0) \_\_\_ are beautiful to watch and friendly. Dolphins are also (7) \_\_\_ of the cleverest animals and are just as clever as dogs. (8) \_\_\_ is possible to teach them in the same way we teach monkeys and dogs. Some people (9) \_\_\_ believe that dolphins have a special way of talking to each other.

(10) \_\_\_ many other sea animals and fish, dolphins are in danger. Many dolphins are caught (11) \_\_\_ mistake in fishing nets, but a (12) \_\_\_ greater problem is that thousands of dolphins are dying because the sea is no longer clean enough.

- |    |  |  |                                 |                                  |
|----|--|--|---------------------------------|----------------------------------|
| 0  | <input checked="" type="checkbox"/> A they | <input type="checkbox"/> B we              | <input type="checkbox"/> C you  | <input type="checkbox"/> D these |
| 7  | <input type="checkbox"/> A another         | <input type="checkbox"/> B one             | <input type="checkbox"/> C all  | <input type="checkbox"/> D each  |
| 8  | <input type="checkbox"/> A There           | <input checked="" type="checkbox"/> B That | <input type="checkbox"/> C This | <input type="checkbox"/> D It    |
| 9  | <input type="checkbox"/> A quite           | <input checked="" type="checkbox"/> B yet  | <input type="checkbox"/> C even | <input type="checkbox"/> D ever  |
| 10 | <input type="checkbox"/> A As              | <input type="checkbox"/> B For             | <input type="checkbox"/> C Like | <input type="checkbox"/> D Since |
| 11 | <input type="checkbox"/> A with            | <input type="checkbox"/> B by              | <input type="checkbox"/> C from | <input type="checkbox"/> D for   |
| 12 | <input checked="" type="checkbox"/> A more | <input type="checkbox"/> B much            | <input type="checkbox"/> C most | <input type="checkbox"/> D some  |

## WRITING

You have recently bought a camera on the Internet shop. But you have got the wrong model and no instruction manual. Write a letter of complaint (at least 50 words). Use the plan below and your own ideas:

- describe the problem;
- ask to solve it;
- name the actions you expect from the Internet shop staff.

TEST 16

READING

Read the texts and match the headings (A–G) to the paragraphs (1–6) as in the example.

- A Introduction
- B Shopping
- C Recommendation
- D Outdoor Activities
- E Evening Entertainment
- F Eating
- G Description of Guest Rooms

	A	B	C	D	E	F	G
0	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

A JOURNEY IN TIME!

(0) \_\_\_  
 Looking for a weekend away with a difference? Do you enjoy meeting people and making friends? Are you interested in history? Then you should try the Victorian Palace Hotel, and spend a few days living like people did two hundred years ago!

(1) \_\_\_  
 Enjoy traditional Victorian food! Our master chefs prepare and serve breakfast, lunch and dinner just like your great grandmother did. Eat in Victorian style and then relax in the games room, where you can meet and talk to people who share the same interests.

(2) \_\_\_  
 The Victorian Palace Hotel has rooms for over 200 guests. Each room has its own toilet and bath, but no television and Internet — we haven't invented it yet!

(3) \_\_\_  
 How about a picnic? The Victorian Palace Hotel has beautiful gardens all around it, where you can enjoy a sandwich lunch by the lake, or just have a pleasant afternoon walk.

(4) \_\_\_  
 And, in our special dance hall, our band plays Victorian music every night. You'll definitely enjoy it!

(5) \_\_\_  
 If you want to remember your visit forever, visit our Victorian shopping centre, where you can buy handmade souvenirs, postcards, photo albums, or even Victorian dresses.

(6) \_\_\_  
 A visit to the Victorian Palace Hotel is an unforgettable experience! Live up your winter or summer holidays with an entertaining journey back in time! [12]

(227 words)

## USE OF ENGLISH

## GRAMMAR

Mark the correct variant (A–D) to fill in the blanks (1–6) as in the example.

- I've no idea where the station is.  
 — We should have bought a map, (0) \_\_\_? I told you, (1) \_\_\_?  
 — Well, we'll have to ask someone, (2) \_\_\_? Let's ask a policeman, shall we?  
 — But there aren't any policemen, (3) \_\_\_? And we can't speak Spanish, (4) \_\_\_?  
 — I think we'd better get a taxi.  
 — But we haven't got enough money for a taxi, (5) \_\_\_? We shouldn't have spent all our money in that restaurant last night.  
 — Well, it doesn't matter now, because we've missed our train, (6) \_\_\_?

- |   |  |                                       |   |                                      |
|---|--|---------------------------------------|---|--------------------------------------|
| 0 | <input checked="" type="checkbox"/> A shouldn't we | <input type="checkbox"/> B have we    | <input type="checkbox"/> C did we       | <input type="checkbox"/> D should we |
| 1 | <input type="checkbox"/> A don't I                 | <input type="checkbox"/> B didn't you | <input type="checkbox"/> C didn't I     | <input type="checkbox"/> D did I     |
| 2 | <input type="checkbox"/> A will we                 | <input type="checkbox"/> B won't we   | <input type="checkbox"/> C wouldn't we  | <input type="checkbox"/> D didn't we |
| 3 | <input type="checkbox"/> A is there                | <input type="checkbox"/> B do there   | <input type="checkbox"/> C aren't there | <input type="checkbox"/> D are there |
| 4 | <input type="checkbox"/> A can we                  | <input type="checkbox"/> B could we   | <input type="checkbox"/> C can you      | <input type="checkbox"/> D will we   |
| 5 | <input type="checkbox"/> A had we                  | <input type="checkbox"/> B did we     | <input type="checkbox"/> C have we      | <input type="checkbox"/> D do we     |
| 6 | <input type="checkbox"/> A have we                 | <input type="checkbox"/> B haven't we | <input type="checkbox"/> C didn't we    | <input type="checkbox"/> D don't we  |

## VOCABULARY

Mark the correct variant (A–D) to fill in the blanks (7–12) as in the example.

## LOST AND FOUND ONLINE

Losing a favourite toy can be very (0) \_\_\_ for a young child. Deborah Hitchens understood that when she found a soft pink rabbit on a beach in Devon, England. Although Deborah was only in the area on holiday with her family, she wanted to do everything in her power to find the toy's (7) \_\_\_. She turned to the Internet to reach as many people as (8) \_\_\_. She took a picture of the toy and posted it on a social networking site with the message: 'Please share this photo and help him get back to the little person who loves and cuddles him.' Amazingly, the photo was shared 30,000 times (9) \_\_\_ 24 hours. Soon Brad and Sarah Cross, the parents of the rabbit's owner, saw the posting — even (10) \_\_\_ they didn't know Deborah and lived 100 miles away from her. Thanks to Deborah's kindness and (11) \_\_\_ to find her, the Crosses' daughter Maddie was reunited with her (12) \_\_\_ toy.

- |    |   |                                      |                                     |                                     |
|----|---|--------------------------------------|-------------------------------------|-------------------------------------|
| 0  | <input checked="" type="checkbox"/> A upsetting | <input type="checkbox"/> B hard      | <input type="checkbox"/> C annoying | <input type="checkbox"/> D painful  |
| 7  | <input type="checkbox"/> A supporter            | <input type="checkbox"/> B partner   | <input type="checkbox"/> C owner    | <input type="checkbox"/> D friend   |
| 8  | <input type="checkbox"/> A probably             | <input type="checkbox"/> B available | <input type="checkbox"/> C can      | <input type="checkbox"/> D possible |
| 9  | <input type="checkbox"/> A within               | <input type="checkbox"/> B among     | <input type="checkbox"/> C between  | <input type="checkbox"/> D inside   |
| 10 | <input type="checkbox"/> A if                   | <input type="checkbox"/> B though    | <input type="checkbox"/> C so       | <input type="checkbox"/> D unless   |
| 11 | <input type="checkbox"/> A energy               | <input type="checkbox"/> B try       | <input type="checkbox"/> C efforts  | <input type="checkbox"/> D job      |
| 12 | <input type="checkbox"/> A beloved              | <input type="checkbox"/> B sweet     | <input type="checkbox"/> C cute     | <input type="checkbox"/> D dear     |

## WRITING

You are going to be late. Write a message to your parents (at least 50 words). Use the plan below and your own ideas:

- apologise;
- explain the reason of your delay;
- write the time of your return.

TEST 17

READING

Read the text and mark if the statements are T (true) or F (false) as in the example.

A LONG JOURNEY

Where did the Polo family come from? They were a rich family and they lived in Italy over 750 years ago. They travelled all over the Mediterranean. They bought and sold things like gold and silver. Marco was born in 1254 in Venice.

Marco was only six years old when his father and uncle went on their first journey to China. In China, they met the King of the Mongols, Kublai Khan.

Marco didn't see his father for nine years. He was 15 when his father and uncle returned from China. The next time his father and uncle decided to go to China they took Marco with them. This was in 1271. They went by ship to Turkey and then used horses. It was a long journey.

In 1275 they arrived in Khanbalik (modern Beijing) and saw Kublai Khan. He talked to them and asked them many questions. He liked Marco and so he gave him a job. What did Marco do in China? Well, he travelled all over the country. He saw that the Chinese used paper money and used a machine to print books.

He visited the largest city in China, called Kinsai, many times. He said that the people in Kinsai wore beautiful clothes and ate good food. There were ten big markets in Kinsai and they sold everything people wanted.

Marco stayed in China for 17 years. The journey home took Marco and his family two years. In Italy, Marco decided to write a book about his life in China. Many people didn't believe Marco's stories at first. Later, they believed him. Marco died in 1324. [2]

(271 words)

- |   | T                        | F                                   |   |
|---|--------------------------|-------------------------------------|---|
| 0 | <input type="checkbox"/> | <input checked="" type="checkbox"/> | Marco Polo lived over 850 years ago.                      |
| 1 | <input type="checkbox"/> | <input type="checkbox"/>            | Marco came from Venice.                                   |
| 2 | <input type="checkbox"/> | <input type="checkbox"/>            | Marco first went to China when he was six years old.      |
| 3 | <input type="checkbox"/> | <input type="checkbox"/>            | It took Marco and his family a long time to get to China. |
| 4 | <input type="checkbox"/> | <input type="checkbox"/>            | Marco travelled to China by ship and on a horse.          |
| 5 | <input type="checkbox"/> | <input type="checkbox"/>            | Marco spoke to Kublai Khan.                               |
| 6 | <input type="checkbox"/> | <input type="checkbox"/>            | Kinsai had twelve markets.                                |

USE OF ENGLISH

GRAMMAR

Mark the correct variant (A–D) to fill in the blanks (1–6) as in the example.

Alaska is (0) \_\_\_ largest state in (1) \_\_\_ USA, with (2) \_\_\_ population of 741,204. The name Alaska comes from an old word, 'Alyeska', meaning 'great land'. Alaska officially became the 49<sup>th</sup> state in 1959. Before 1959, Alaska was a territory and not (3) \_\_\_ state. (4) \_\_\_ capital of (5) \_\_\_ Alaska is Juneau, located in the southeast region. Juneau has a population of 34,135. In Barrow, Alaska's northernmost village far above the Arctic Circle, (6) \_\_\_ sun doesn't set for 84 days!

- |   |                                |                                |                               |   |
|---|--------------------------------|--------------------------------|-------------------------------|---|
| 0 | <input type="checkbox"/> A a   | <input type="checkbox"/> B an  | <input type="checkbox"/> C —  | <input checked="" type="checkbox"/> D the |
| 1 | <input type="checkbox"/> A the | <input type="checkbox"/> B a   | <input type="checkbox"/> C an | <input checked="" type="checkbox"/> D —   |
| 2 | <input type="checkbox"/> A an  | <input type="checkbox"/> B the | <input type="checkbox"/> C a  | <input checked="" type="checkbox"/> D —   |
| 3 | <input type="checkbox"/> A a   | <input type="checkbox"/> B an  | <input type="checkbox"/> C —  | <input checked="" type="checkbox"/> D the |
| 4 | <input type="checkbox"/> A an  | <input type="checkbox"/> B the | <input type="checkbox"/> C a  | <input checked="" type="checkbox"/> D —   |
| 5 | <input type="checkbox"/> A the | <input type="checkbox"/> B a   | <input type="checkbox"/> C an | <input checked="" type="checkbox"/> D —   |
| 6 | <input type="checkbox"/> A the | <input type="checkbox"/> B an  | <input type="checkbox"/> C a  | <input checked="" type="checkbox"/> D —   |

VOCABULARY

Mark the correct variant (A–D) to fill in the blanks (7–12) as in the example.

FARMERS

Farming is the cultivation of animals and plants, and its history dates back thousands of years. Before farming started, people used to go to the forest (0) \_\_\_ plants or fruit they could eat, which meant they were moving all the time to find food. Then about 12,000 years ago, people (7) \_\_\_ to grow food, and this made (8) \_\_\_ possible for people to stay in (9) \_\_\_ place, rather than wandering in search of food. The villages where people started living got bigger, and (10) \_\_\_ the farmers could grow food for many people, others started doing other things. Farming at that time was very dependent on the weather, and when it was bad, there was not (11) \_\_\_ food for people to eat. Nowadays, more food (12) \_\_\_ be grown and it travels great distances to the people who eat it.

- |    |   |                                   |                                   |                                    |
|----|---|-----------------------------------|-----------------------------------|------------------------------------|
| 0  | <input checked="" type="checkbox"/> A for     | <input type="checkbox"/> B on     | <input type="checkbox"/> C at     | <input type="checkbox"/> D after   |
| 7  | <input type="checkbox"/> A start              | <input type="checkbox"/> B began  | <input type="checkbox"/> C opened | <input type="checkbox"/> D did     |
| 8  | <input type="checkbox"/> A this               | <input type="checkbox"/> B that   | <input type="checkbox"/> C them   | <input type="checkbox"/> D it      |
| 9  | <input type="checkbox"/> A the                | <input type="checkbox"/> B other  | <input type="checkbox"/> C one    | <input type="checkbox"/> D another |
| 10 | <input checked="" type="checkbox"/> A because | <input type="checkbox"/> B of     | <input type="checkbox"/> C or     | <input type="checkbox"/> D but     |
| 11 | <input type="checkbox"/> A all                | <input type="checkbox"/> B enough | <input type="checkbox"/> C many   | <input type="checkbox"/> D little  |
| 12 | <input type="checkbox"/> A should             | <input type="checkbox"/> B need   | <input type="checkbox"/> C have   | <input type="checkbox"/> D can     |

WRITING

Your friend has moved to another town. Write an email to him / her (at least 50 words). Use the plan below and your own ideas:

- apologise for not writing sooner;
- tell the news about yourself;
- ask questions about him / her.

TEST 18

READING

Read the text and mark if the statements are T (true) or F (false) as in the example.

THE HISTORY OF THE T-SHIRT

White cotton T-shirts were first worn by the US Navy in the Second World War and by 1948, every American soldier was wearing one too. But it was Hollywood films that made the T-shirt really popular: actors Marlon Brando and James Dean wore classic white T-shirts in *On the Waterfront* (1954) and *Rebel Without a Cause* (1955). After these films, every young man wanted to wear one.

Women didn't begin to wear T-shirts until the end of the 1950s. In the 1959 French film *A bout de souffle* (*Breathless*), American actress Jean Seberg wore a T-shirt advertising an English language newspaper. This started a new fashion in T-shirts for women, but it wasn't until the mid-1960s that companies like Budweiser and Coca-Cola started using T-shirts as 'walking advertisements'.

Later, the T-shirt became a way of saying something important. For example, soon after the black American leader Angela Davis went to prison in 1970, people all around the world were wearing T-shirts with the message 'Free Angela'.

In the 1970s, French fashion designer Yves Saint Laurent designed a famous blue T-shirt with his name in white letters. Giorgio Armani has also used T-shirts in his fashion shows. And in 2001, a limited number of white 'J'adore Dior' T-shirts sold quickly at well over £100 each! [2]

(214 words)

- |   | T                                   | F                                   |  |
|---|-------------------------------------|-------------------------------------|--|
| 0 | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | In the 1940s, white T-shirts were part of a uniform.                     |
| 1 | <input type="checkbox"/>            | <input type="checkbox"/>            | T-shirts became more popular because of two 1950s American films.        |
| 2 | <input type="checkbox"/>            | <input type="checkbox"/>            | Many women were wearing T-shirts in 1955.                                |
| 3 | <input type="checkbox"/>            | <input type="checkbox"/>            | In 1950, some companies were using T-shirts to advertise their products. |
| 4 | <input type="checkbox"/>            | <input type="checkbox"/>            | In 1970, a T-shirt with the words 'Free Angela' won a prize.             |
| 5 | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | Giorgio Armani included the T-shirt in his designs.                      |
| 6 | <input type="checkbox"/>            | <input type="checkbox"/>            | In 2001, one 'J'adore Dior' Christian Dior T-shirt cost almost £100.     |



## USE OF ENGLISH

## GRAMMAR

Mark the correct variant (A–D) to fill in the blanks (1–6) as in the example.

- 0 'Those flowers \_\_\_ lovely. What are they?' 'They are orchids.'  
 A smells       B is smelling       C smell       D are smelling
- 1 What \_\_\_ at? Oh, these are some pictures my sister drew.  
 A is you looking       B do you look       C you look       D are you looking
- 2 Here! Touch this. It \_\_\_ so soft.  
 A feels       B is feeling       C feel       D are feeling
- 3 'Do you know that girl over there?' 'No, but I \_\_\_ she's Spanish.'  
 A thought       B am thinking       C was thinking       D think
- 4 'Are you coming tomorrow?' 'Sorry, I can't. I \_\_\_ lunch with my aunt.'  
 A has       B am having       C is having       D have
- 5 Have some of this. It \_\_\_ so good.  
 A tastes       B is tasting       C was tasting       D taste
- 6 I \_\_\_ about buying a new car.  
 A to think       B is thinking       C think       D am thinking

## VOCABULARY

Mark the correct variant (A–D) to fill in the blanks (7–12) as in the example.

## SHIPS — FASTER AND BIGGER

The first people to build ships were the Egyptians 5000 years ago. They used (0) \_\_\_ to travel on the River Nile, the longest river in Africa.

In the sixteenth century, people from Europe travelled thousands of kilometres in large ships. (7) \_\_\_ was important that they found new ways around the world. Life was hard for these sailors and on the journey (8) \_\_\_ died because they often didn't have (9) \_\_\_ food.

In the nineteenth century, ships called 'clippers' (10) \_\_\_ tea from China to Britain and wool from Australia to the USA. In very strong winds, clippers could sail 650 kilometres a day.

In modern times, the largest ships are oil tankers. (11) \_\_\_ of these are 400 metres long (12) \_\_\_ the sailors have to use bicycles to travel round the ship!

- 0  A their       B them       C this       D it
- 7  A There       B Here       C It       D They
- 8  A many       B much       C more       D great
- 9  A few       B enough       C little       D some
- 10  A carries       B carrying       C carry       D carried
- 11  A None       B Every       C Some       D Any
- 12  A as       B because       C when       D so

## WRITING

Your friend has invited you to a concert next Saturday but you can't go. Write a text message to your friend (at least 50 words). Use the plan below and your own ideas:

- thank your friend for the invitation;
- tell him / her why you can't go;
- suggest meeting another time.

## TEST 19

### READING

Read the text and mark if the statements are T (true) or F (false) as in the example.

#### A LONG AND HAPPY LIFE

Some of the oldest people in the world are said to live in Azerbaijan. The most famous of all was Shirali Muslimov, who died on 2 September, 1973 at the age of 168. Today, doctors do not think this is possible, but he was a very old man — probably nearer 120 than 160!

Another person who was once the oldest person in the world was Kamato Hongo. She was born in 1887, in Japan, and died in 2003 at the age of 116. Kamato usually slept for two full days at a time and then was awake for two full days. She said to live a long life you mustn't 'think too much', and her favourite things were sugar, steak and green tea.

Joan Riudavets Moll was born on 15 December, 1889, on the Balearic Island of Menorca. He still lives there, spending up to 14 hours a day asleep. Riudavets really wanted to be a doctor but he became a shoemaker, working at home in the family business. He has three daughters in all, with five grandsons and six great-grandchildren. He rarely leaves his home. He thinks planes and electricity are the most important changes he has seen in his life. During his life he has played a lot of football — his favourite game — and still enjoys singing and playing the guitar. What does Joan Riudavets Moll say about living a long life? 'If you eat a little but often, you will live a long life.' [2]

(247 words)

T F

- 0   Doctors now think that Shirali was probably younger than he thought he was.
- 1   Kamato Hongo lived a long life because she only ate vegetables.
- 2   Kamato Hongo is a Chinese.
- 3   Joan's first job was working in a hospital.
- 4   Joan spends most of his time in his house.
- 5   Joan remembers life without electricity.
- 6   Joan enjoyed playing football.

## USE OF ENGLISH

## GRAMMAR

Mark the correct variant (A–D) to fill in the blanks (1–6) as in the example.

- 0 I have had \_\_\_ success in my search for a job. I must try harder.  
 A a few                       B a little                       C very little                       D much
- 1 I have a lot of records, but \_\_\_ CDs.  
 A very few                       B little                       C very little                       D a few
- 2 We have \_\_\_ spaghetti, so I can't make spaghetti bolognese.  
 A a little                       B very few                       C few                       D very little
- 3 I'm tired. I didn't get \_\_\_ sleep last night.  
 A many                       B much                       C few                       D little
- 4 I've made \_\_\_ notes, but I haven't written my essay yet.  
 A many                       B much                       C a lot of                       D too much
- 5 This coffee is bitter. It needs \_\_\_ more sugar.  
 A a few                       B a little                       C little                       D few
- 6 I have invited \_\_\_ people to the party. I hope there will be room for them all.  
 A a little                       B much a lot of                       C a lot of                       D many

## VOCABULARY

Mark the correct variant (A–D) to fill in the blanks (7–12) as in the example.

Will schools in the future be very different from schools today? The way I (0) \_\_\_ it, a lot of what we do in schools today will disappear.

I believe that pupils will do all their lessons and homework on computers, (7) \_\_\_ there will be no more heavy books to carry. They will use laptop computers instead of books. I (8) \_\_\_ there will also be robots to teach and help pupils. If this happens, there will also be fewer (9) \_\_\_ for teachers. I also predict that in the future some pupils will have videophone screens at home. They will not need to travel to school to have (10) \_\_\_.

No one really (11) \_\_\_ what the future holds so we need to be optimistic (12) \_\_\_ it and change with the times. After all, they do say that change can be a good thing.

- 0  A see                       B feel                       C read                       D think
- 7  A that                       B so                       C because                       D thus
- 8  A want                       B think                       C say                       D know
- 9  A chores                       B missions                       C jobs                       D occupations
- 10  A thoughts                       B knowledge                       C lessons                       D education
- 11  A believes                       B knows                       C thinks                       D recognizes
- 12  A about                       B on                       C of                       D upon

## WRITING

Write about an interesting place you've visited last summer (at least 50 words). Use the plan below and your own ideas:

- name of the place;
- its sights;
- your impression.

## READING

Read the text and mark the correct variant (A–D) to complete the sentences (1–6) as in the example.

In 2003, 14-year-old Jenna spoke to a journalist of ours about moving to Spain.

'I've only been a Beckham fan for a couple of years but my dad always loved seeing him play at Manchester United. It took him ten hours to get there by car from Cornwall! Mum also follows Becks now. When she and I heard he was leaving to play in Spain, I said, 'Let's move to Spain!' Dad agreed to come but my older brother decided to stay in England. He's still living in our house there.

At first we didn't know if Becks would play for Barcelona or Madrid, so my parents bought a place in Alicante. It's only about three hours away from both cities. Our new home has three bedrooms and two bathrooms on one floor, and there's a flat with another two bedrooms and bathrooms under that. There's a pool, too.

My friends in England will come and visit for my birthday in February. They think I'm a bit mad but they're pleased for me too. I email them all the time. It's great to live in another country and learn a new language, but I'm finding Spanish quite difficult. I learned French in England and I keep mixing the two. It'll be easier when I start at my new school.

Becks is playing really well in Spain, which keeps my dad happy! What I love most about him is that he's a big family man. Being famous hasn't changed him. I'm having a great time in Spain and I'd really like to meet Becks one day.' [2]

(265 words)

- 0 During the years that David Beckham played for Manchester United,...
- A Jenna always liked him.
- B Jenna's mother followed his team.
- C Jenna's father drove to his matches.
- 1 Who had the idea of moving to Spain?
- A Jenna                       B Jenna's father                       C Jenna's brother
- 2 Jenna's family bought the house in Alicante...
- A after they sold their house in Cornwall.
- B before Beckham signed for Real Madrid.
- C when Jenna's father was working in Barcelona.
- 3 The house in Alicante has...
- A an apartment downstairs.
- B a bathroom in every bedroom.
- C two swimming pools.
- 4 Jenna's friends in England...
- A never receive emails from her.
- B will visit her in winter.
- C aren't happy about her move.
- 5 Jenna is having problems learning Spanish because...
- A her lessons at school are too hard.
- B everyone speaks English to her.
- C she can't stop using French words.
- 6 Jenna thinks the best thing about Beckham is how he...
- A plays football.     B loves his children.     C enjoys being famous.

## USE OF ENGLISH

## GRAMMAR

Mark the correct variant (A–D) to fill in the blanks (1–6) as in the example.

(0) \_\_\_ people worry that the Earth may not survive forever and humans will have to go (1) \_\_\_ else.

But is life possible anywhere else? People (2) \_\_\_ talk about Mars, one of the nearest planets to Earth. There are, however, too many problems with Mars. First of all, (3) \_\_\_ at least 34 million miles from Earth to Mars and it takes eight months to get there. Secondly, there is (4) \_\_\_ oxygen and there's too much carbon dioxide. (5) \_\_\_ can survive on Mars without special equipment.

The biggest problem, however, is water. There isn't (6) \_\_\_ water on Mars. Without it, life isn't possible.

People dream about life on Mars but it probably won't happen.

- |   |                                      |                                      |                                      |  |
|---|--------------------------------------|--------------------------------------|--------------------------------------|--|
| 0 | <input type="checkbox"/> A —         | <input type="checkbox"/> B Someone   | <input type="checkbox"/> C Any       | <input checked="" type="checkbox"/> D Some       |
| 1 | <input type="checkbox"/> A anywhere  | <input type="checkbox"/> B somewhere | <input type="checkbox"/> C nowhere   | <input checked="" type="checkbox"/> D where      |
| 2 | <input type="checkbox"/> A at a time | <input type="checkbox"/> B any time  | <input type="checkbox"/> C sometimes | <input type="checkbox"/> D finally               |
| 3 | <input type="checkbox"/> A it is     | <input type="checkbox"/> B these are | <input type="checkbox"/> C they are  | <input type="checkbox"/> D there are             |
| 4 | <input type="checkbox"/> A a few     | <input type="checkbox"/> B enough    | <input type="checkbox"/> C a little  | <input checked="" type="checkbox"/> D not enough |
| 5 | <input type="checkbox"/> A Anyone    | <input type="checkbox"/> B No one    | <input type="checkbox"/> C Nobody    | <input type="checkbox"/> D Someone               |
| 6 | <input type="checkbox"/> A any       | <input type="checkbox"/> B no        | <input type="checkbox"/> C some      | <input type="checkbox"/> D few                   |

## VOCABULARY

Mark the correct variant (A–D) to fill in the blanks (7–12) as in the example.

Gwyneth Paltrow is a Hollywood actress and also works as a model. She is one of my favourite actresses. Her most famous films are *Emma* and *Shakespeare in Love*.

Gwyneth was born in Los Angeles and is the daughter of a film director and an actress. She is in her (0) \_\_\_ forties and of (7) \_\_\_ height. She has got long (8) \_\_\_ blonde hair and blue eyes.

Gwyneth is a (9) \_\_\_ talented actress and *People Magazine* says she is one of the fifty most (10) \_\_\_ people. She is a sensitive and (11) \_\_\_ woman but she is not always very friendly.

She likes children, travelling and music. She likes to eat healthy food.

All in all, I think Gwyneth Paltrow is an excellent actress and a very (12) \_\_\_ person. I would like to be like her when I grow up.

- |    |                                   |   |   |                                      |
|----|-----------------------------------|---|---|--------------------------------------|
| 0  | <input type="checkbox"/> A lower  | <input checked="" type="checkbox"/> B later | <input checked="" type="checkbox"/> C early | <input type="checkbox"/> D soon      |
| 7  | <input type="checkbox"/> A medium | <input type="checkbox"/> B middle           | <input type="checkbox"/> C medial           | <input type="checkbox"/> D media     |
| 8  | <input type="checkbox"/> A oval   | <input type="checkbox"/> B straight         | <input type="checkbox"/> C slim             | <input type="checkbox"/> D sweet     |
| 9  | <input type="checkbox"/> A too    | <input type="checkbox"/> B such             | <input type="checkbox"/> C so               | <input type="checkbox"/> D very      |
| 10 | <input type="checkbox"/> A cute   | <input type="checkbox"/> B nice             | <input type="checkbox"/> C beautiful        | <input type="checkbox"/> D handsome  |
| 11 | <input type="checkbox"/> A caring | <input type="checkbox"/> B careless         | <input type="checkbox"/> C careful          | <input type="checkbox"/> D care      |
| 12 | <input type="checkbox"/> A superb | <input type="checkbox"/> B interesting      | <input type="checkbox"/> C perfect          | <input type="checkbox"/> D excellent |

## WRITING

Write the rules you should obey in a library (at least 50 words). Use the plan below and your own ideas:

- what library you go to;
- what you should do there;
- what you shouldn't do there.

TEST 21

READING

Read the text and mark the correct sentence (A–G) to fill in the blanks (1–6) as in the example.

- A Our 'kumpania' consists of my two sons and their families, which include our four little grandchildren.
- B You see, 'home' has more than one meaning.
- C It used to be in a bright shade of yellow, and my mother had decorated it with lovely brass bells and ribbons.
- D It is then that we stop at the council-run gypsy sites.
- E She's a strong creature, with a calm and gentle nature.
- F I wish I'd lived back then.
- G He talks to 'Lifestyle' magazine about his home.

	A	B	C	D	E	F	G
0	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

WHEN 'HOME' IS TO ROAM

Jonathan Smith is an English gypsy. (0) \_\_\_\_\_  
 I live in a trailer. 'Gorjias', as we call non-gypsies in our language, sometimes refer to our homes as caravans, but we prefer to use the word trailer. My horse Jezi pulls ours along. (1) \_\_\_\_\_  
 My trailer was built back in 1933, by my uncle. I changed the canvas roof only last year. (2) \_\_\_\_\_ Now it has a well-made beige roof and the beautiful wheels are painted bright red!  
 I grew up in this wagon, with my brother Jess and my parents who have since passed away. Now it's just Nelly and I, but we travel with company 'kumpania' as it's known in our language. (3) \_\_\_\_\_  
 Of course it's not like in the old days before the war. My grandparents used to tell stories of gypsy wagon trains that were so long they stretched from one horizon to the other. They were a travelling community. (4) \_\_\_\_\_ It's hard to make a living these days.  
 Although we do still travel around a lot, living in a chilly and damp climate like that of Britain, means that we're forced to stay put through the winter. (5) \_\_\_\_\_ Even though some of these aren't very pleasant, we make the most of our temporary home by singing and dancing and knowing that we have the freedom to move on when we please.  
 Our life is about being on the move, and we're not interested in owning land or having our own country. We don't care about owning or living in a house. (6) \_\_\_\_\_ For me, home is my trailer, home is being outside with nature. Basically 'home' is where you feel that you belong. [22]

(283 words)

## USE OF ENGLISH

## GRAMMAR

Mark the correct variant (A–D) to fill in the blanks (1–6) as in the example.

'I often forget names but I never forget a face.' We're all used to (0) \_\_\_ this. But why is it true? Probably, like most people, your brain (1) \_\_\_ the memory of thousands of faces. This (2) \_\_\_ that you recognize people you (3) \_\_\_ before. And when you hear the name of a person that you know, an image of their face will appear in your mind. For about 2% of the population, however, everybody's faces (4) \_\_\_ to be the same, or very similar.

Emily Roberts has had this problem since she was a child but she's only known the name for it for a few weeks. 'I (5) \_\_\_ about memory on the Internet when I saw an article about 'face blindness'. I realized at that moment that other people have this problem. Since then I (6) \_\_\_ a face blindness support group to get help and advice in the future.'

- |   |  |   |  |  |
|---|--|---|--|--|
| 0 | <input type="checkbox"/> A hears         | <input checked="" type="checkbox"/> B hearing | <input type="checkbox"/> C heard             | <input type="checkbox"/> D hear              |
| 1 | <input type="checkbox"/> A got           | <input type="checkbox"/> B used to have       | <input type="checkbox"/> C has               | <input type="checkbox"/> D 's having         |
| 2 | <input type="checkbox"/> A has meant     | <input type="checkbox"/> B meant              | <input type="checkbox"/> C 's meaning        | <input type="checkbox"/> D means             |
| 3 | <input type="checkbox"/> A met           | <input type="checkbox"/> B 've met            | <input type="checkbox"/> C 're meeting       | <input checked="" type="checkbox"/> D 'd met |
| 4 | <input type="checkbox"/> A are appearing | <input type="checkbox"/> B appeared           | <input type="checkbox"/> C 's been appearing | <input type="checkbox"/> D appear            |
| 5 | <input type="checkbox"/> A was reading   | <input type="checkbox"/> B 'd read            | <input type="checkbox"/> C 've read          | <input type="checkbox"/> D will have read    |
| 6 | <input type="checkbox"/> A joins         | <input type="checkbox"/> B 've joined         | <input type="checkbox"/> C 'm joining        | <input type="checkbox"/> D 'd joined         |

## VOCABULARY

Mark the correct variant (A–D) to fill in the blanks (7–12) as in the example.

## SAYING GOODBYE TO THE RAT RACE

A recent study has shown that people in Great Britain work harder than (0) \_\_\_ else in Europe with an average working week of 44 hours. However, more and more Britons are deciding to (7) \_\_\_ the rat race in favour of a (8) \_\_\_ simpler life.

Research shows that many people are not happy in their jobs and do not enjoy the work they do. One in fourteen British workers have already given up jobs in order to take less stressful ones, and more than half a million workers will (9) \_\_\_ them in the next three years.

Why are so many people searching for the simple life all of a (10) \_\_\_? Well, it seems that the pressures of work are greater than ever (11) \_\_\_, and people are beginning to value free time more than a (12) \_\_\_ salary.

- |    |  |                                    |                                       |                                   |
|----|--|------------------------------------|---------------------------------------|-----------------------------------|
| 0  | <input checked="" type="checkbox"/> A anyone | <input type="checkbox"/> B someone | <input type="checkbox"/> C everything | <input type="checkbox"/> D no-one |
| 7  | <input checked="" type="checkbox"/> A depart | <input type="checkbox"/> B leave   | <input type="checkbox"/> C exit       | <input type="checkbox"/> D go     |
| 8  | <input type="checkbox"/> A more              | <input type="checkbox"/> B less    | <input type="checkbox"/> C much       | <input type="checkbox"/> D even   |
| 9  | <input type="checkbox"/> A join              | <input type="checkbox"/> B add     | <input type="checkbox"/> C connect    | <input type="checkbox"/> D link   |
| 10 | <input checked="" type="checkbox"/> A sudden | <input type="checkbox"/> B moment  | <input type="checkbox"/> C minute     | <input type="checkbox"/> D second |
| 11 | <input checked="" type="checkbox"/> A yet    | <input type="checkbox"/> B since   | <input type="checkbox"/> C still      | <input type="checkbox"/> D before |
| 12 | <input type="checkbox"/> A tall              | <input type="checkbox"/> B long    | <input type="checkbox"/> C high       | <input type="checkbox"/> D wide   |

## WRITING

You have lost the magazine your friend lent you. Write an email to your friend (at least 50 words). Use the plan below and your own ideas:

- apologize;
- explain how it happened;
- offer to replace it.

TEST 22

READING

Read the text and mark if the statements (1–6) are T (true) or F (false) as in the example.

NORWICH

Norwich, the capital of East Anglia, has existed as a place to live for more than two thousand years. It began as a small village beside the River Wensum. At the time of the Norman invasion in 1066 it had grown to become one of the largest towns in England.

With two cathedrals and a mosque, Norwich has long been a popular centre for various religions. The first cathedral was built in 1095 and has recently celebrated its 900<sup>th</sup> anniversary, while Norwich itself had a year of celebration in 1994 to mark the 800<sup>th</sup> anniversary of the city receiving a Royal Charter. This allowed it to be called a city and to govern itself independently.

Today, in comparison with places like London or Manchester, Norwich is quite small, with a population of around 150,000, but in the 16<sup>th</sup> century Norwich was the second city of England.

In 1964 the University of East Anglia was built in Norwich. With its fast-growing student population and its success as a modern commercial centre, the city now has a wide choice of entertainment. There is also a football team, whose colours are green and yellow. The team is known as 'The Canaries', though nobody can be sure why.

Now the city's attractions include another important development, a modern shopping centre called 'The Castle Mall'. The people of Norwich lived with a large hole in the middle of their city for over two years. Lorries moved nearly a million tons of earth so that the roof of the Mall could become a city centre park, with water pools and trees. But the local people are really pleased that the old open market remains, right next to the new development. Both areas continue to do good business, proving that Norwich has managed to mix the best of the old and the new. [29]

(306 words)

- |   | T                                   | F                                   |   |
|---|-------------------------------------|-------------------------------------|---|
| 0 | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | The River Wensum flows through East Anglia.   |
| 1 | <input type="checkbox"/>            | <input type="checkbox"/>            | People have lived by the River Wensum for at least 2000 years.                        |
| 2 | <input type="checkbox"/>            | <input type="checkbox"/>            | Norwich was a small village in the 11 <sup>th</sup> century.                          |
| 3 | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | Norwich has been a city since its first cathedral was built.                          |
| 4 | <input type="checkbox"/>            | <input type="checkbox"/>            | The number of students in Norwich is increasing.                                      |
| 5 | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | The Norwich City football team is called 'The Canaries' because of colours they wear. |
| 6 | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | 'The Castle Mall' took more than two years to build.                                  |



## USE OF ENGLISH

## GRAMMAR

Mark the correct variant (A–D) to fill in the blanks (1–6) as in the example.

There are a lot of good things about my town. First, it's a beautiful place, with (0) \_\_\_ parks and trees. There are also a lot of mountains near the town, and in winter you can see (1) \_\_\_ snow. Second, there isn't (2) \_\_\_ traffic, so it's quiet and we don't get (3) \_\_\_ pollution.

There are, however, (4) \_\_\_ bad things. There aren't much to do in the evening. There isn't a cinema; there are only a few cafes; and there aren't many clothes shops, so we have to go to the next town to buy clothes. Fortunately, there are a lot of supermarkets, so we always have (5) \_\_\_ food!

In winter, there's (6) \_\_\_ snow and that's great for skiing. But in summer there's a lot of rain, so you can't do outdoor activities very often.

- |   |                                     |                                   |  |   |
|---|-------------------------------------|-----------------------------------|--|---|
| 0 | <input type="checkbox"/> A few      | <input type="checkbox"/> B many   | <input type="checkbox"/> C much                | <input checked="" type="checkbox"/> D lots of |
| 1 | <input type="checkbox"/> A a        | <input type="checkbox"/> B many   | <input type="checkbox"/> C a lot of            | <input checked="" type="checkbox"/> D little  |
| 2 | <input type="checkbox"/> A many     | <input type="checkbox"/> B enough | <input type="checkbox"/> C much                | <input type="checkbox"/> D a lot of           |
| 3 | <input type="checkbox"/> A many     | <input type="checkbox"/> B much   | <input type="checkbox"/> C a little            | <input type="checkbox"/> D a few              |
| 4 | <input type="checkbox"/> A a little | <input type="checkbox"/> B little | <input type="checkbox"/> C few                 | <input type="checkbox"/> D a few              |
| 5 | <input type="checkbox"/> A enough   | <input type="checkbox"/> B much   | <input type="checkbox"/> C a few               | <input type="checkbox"/> D few                |
| 6 | <input type="checkbox"/> A a        | <input type="checkbox"/> B many   | <input checked="" type="checkbox"/> C a lot of | <input type="checkbox"/> D few                |

## VOCABULARY

Mark the correct variant (A–D) to fill in the blanks (7–12) as in the example.

## WHAT IS BEAUTY?

Have you ever wondered what makes people beautiful? Why do we (0) \_\_\_ some people more attractive than (7) \_\_\_? They say that beauty is in the eye of the beholder, but is that really true?

According to research, the friends, employees and role models that we choose depends on their facial symmetry. That is, on how alike the (8) \_\_\_ sides of their face are. Scientists (9) \_\_\_ that human beings have developed this characteristic in order to make sure that the healthiest and smartest humans survive. However, (10) \_\_\_ a more symmetrical face does not make one person better than another. Other human characteristics, (11) \_\_\_ as being kind, generous, caring and thoughtful are all important for the survival of our species. It is unfair to ignore these traits in favour of (12) \_\_\_ beauty.

- |    |   |  |                                    |                                   |
|----|---|--|------------------------------------|-----------------------------------|
| 0  | <input type="checkbox"/> A think            | <input checked="" type="checkbox"/> B find | <input type="checkbox"/> C believe | <input type="checkbox"/> D see    |
| 7  | <input type="checkbox"/> A other            | <input type="checkbox"/> B another         | <input type="checkbox"/> C each    | <input type="checkbox"/> D others |
| 8  | <input type="checkbox"/> A both             | <input type="checkbox"/> B each            | <input type="checkbox"/> C two     | <input type="checkbox"/> D either |
| 9  | <input checked="" type="checkbox"/> A say   | <input type="checkbox"/> B tell            | <input type="checkbox"/> C ask     | <input type="checkbox"/> D speak  |
| 10 | <input type="checkbox"/> A having           | <input type="checkbox"/> B has             | <input type="checkbox"/> C have    | <input type="checkbox"/> D had    |
| 11 | <input checked="" type="checkbox"/> A alike | <input type="checkbox"/> B such            | <input type="checkbox"/> C so      | <input type="checkbox"/> D like   |
| 12 | <input type="checkbox"/> A natural          | <input type="checkbox"/> B physical        | <input type="checkbox"/> C real    | <input type="checkbox"/> D true   |

## WRITING

Someone phoned your father while he was away. Write him a short message (at least 50 words). Use the plan below and your own ideas:

- who phoned;
- what the message was about;
- the person's contact telephone number.

## TEST 23

### READING

Read the text and mark the correct variant (A–D) to complete the sentences (1–6) as in the example.

Many people know about the Hindu festival Diwali, as it is probably the most famous one, but have you ever heard of Holi? This is a spring celebration, connected with the moon and — in Western India only — with the wheat harvest. It is celebrated on the day of the full moon, either in February or March.

As with most Indian festivals, there are regional custom variations throughout India. Some families hold religious ceremonies, but for many Holi is more a time for fun than religious observance. Holi is a colourful festival, with dancing, singing, and throwing of powder paint and coloured water. Bonfires are lit and roasting grains, pop corn, coconut and chick peas are thrown on by Hindu families.

Where my family and I live, we always build a bonfire. We sort out all the objects associated with what is not wanted from the previous year so that they can be thrown onto the fire. You see our New Year begins immediately after Holi. Of course, despite its joyful character, the day has a more serious side too. The burning of objects in the bonfire symbolises getting yourself clean and ready for the New Year. That's why people pay or forgive debts, become friends and forgive each other and generally try to forget and leave behind any fights or anything negative from the old year. Holi is a festival which ends the year on a happy note and begins the New Year on a fresh, hopeful one. It makes us all feel better for having celebrated it. [15]

(258 words)

- 0 According to the writer, Holi is...
- |  |  |
|--|--|
| <input type="checkbox"/> A not a Hindu Festival.   | <input type="checkbox"/> B the most famous Hindu Festival.     |
| <input type="checkbox"/> C very similar to Diwali. | <input checked="" type="checkbox"/> D less famous than Diwali. |
- 1 Holi is usually celebrated...
- |   |  |
|---|--|
| <input type="checkbox"/> A whenever there is a full moon. | <input type="checkbox"/> B in February or March. |
| <input type="checkbox"/> C at the same time as Diwali.    | <input type="checkbox"/> D in Western India.     |
- 2 Holi...
- |   |  |
|---|--|
| <input type="checkbox"/> A is celebrated in different ways in India.  | <input type="checkbox"/> B is not similar to other Indian Festivals. |
| <input type="checkbox"/> C is only celebrated where the writer lives. | <input type="checkbox"/> D is not popular where the writer lives.    |
- 3 Coloured water...
- |  |  |
|--|--|
| <input type="checkbox"/> A is thrown onto the bonfire by people. | <input type="checkbox"/> B is used to colour people's clothes. |
| <input type="checkbox"/> C is thrown by people at each other.    | <input type="checkbox"/> D explodes from paint factories.      |
- 4 Holi is described as...
- |   |  |
|---|--|
| <input type="checkbox"/> A a festival which is fun but has a serious aspect too.      |  |
| <input type="checkbox"/> B a typical New Year's Day Festival.                         |  |
| <input type="checkbox"/> C a very serious occasion.                                   |  |
| <input type="checkbox"/> D a really funny celebration without any particular meaning. |  |
- 5 During Holi people usually DON'T...
- |  |  |
|--|--|
| <input type="checkbox"/> A pay or forgive debts. | <input type="checkbox"/> B fight.              |
| <input type="checkbox"/> C become friends.       | <input type="checkbox"/> D forgive each other. |
- 6 People burn objects in the bonfire...
- |  |   |
|--|---|
| <input type="checkbox"/> A to celebrate the god Krishna. | <input type="checkbox"/> B to have good luck in the new year. |
| <input type="checkbox"/> C only for fun.                 | <input type="checkbox"/> D as a symbol of leaving bad things. |

## USE OF ENGLISH

## GRAMMAR

Mark the correct variant (A–D) to fill in the blanks (1–6) as in the example.

The Blue Star is a kind of starfish which is usually completely dark blue or light blue. (0) \_\_\_ do Blue Stars live? Blue Stars live in coral reefs and sea grass in the Indian Ocean and parts of the Pacific Ocean. (1) \_\_\_ do they look like? They have five rounded arms with an eye at the end of each arm that can identify only light and darkness. Their mouth, (2) \_\_\_ is in the centre, is on the underside of the body. (3) \_\_\_ big do Blue Stars grow? Blue Stars can grow up to 30 cm across. (4) \_\_\_ do they eat? Blue Stars are omnivores, (5) \_\_\_ means that they eat plants and animals.

Can Blue Stars grow new arms if their arms break off? Yes, they can. In fact, a single broken Blue Star arm can grow into a whole new Blue Star. (6) \_\_\_ amazing is that?

- |   |   |                                  |                                  |   |
|---|---|----------------------------------|----------------------------------|---|
| 0 | <input checked="" type="checkbox"/> A Where | <input type="checkbox"/> B How   | <input type="checkbox"/> C Why   | <input checked="" type="checkbox"/> D When  |
| 1 | <input type="checkbox"/> A How              | <input type="checkbox"/> B What  | <input type="checkbox"/> C Where | <input type="checkbox"/> D Which            |
| 2 | <input type="checkbox"/> A where            | <input type="checkbox"/> B that  | <input type="checkbox"/> C who   | <input type="checkbox"/> D which            |
| 3 | <input type="checkbox"/> A Which            | <input type="checkbox"/> B What  | <input type="checkbox"/> C How   | <input type="checkbox"/> D Why              |
| 4 | <input type="checkbox"/> A When             | <input type="checkbox"/> B How   | <input type="checkbox"/> C What  | <input checked="" type="checkbox"/> D Where |
| 5 | <input type="checkbox"/> A those            | <input type="checkbox"/> B these | <input type="checkbox"/> C who   | <input type="checkbox"/> D this             |
| 6 | <input type="checkbox"/> A How              | <input type="checkbox"/> B What  | <input type="checkbox"/> C It's  | <input type="checkbox"/> D That's           |

## VOCABULARY

Mark the correct variant (A–D) to fill in the blanks (7–12) as in the example.

In the 1920s, people were keen to (0) \_\_\_ about new ideas and inventions, but perhaps the most popular and amazing idea of that decade was the television. The first public demonstration of the television took place on 13 January, 1928. On that day, the first television programme was broadcast and shown in the home of Ernst Alexanderson in New York, USA. The world's first television (7) \_\_\_ saw a large machine with a tiny screen which was not black or white but pink. They saw a picture of a man which looked like he had been made using the x keys on a typewriter. The image was not very clear and moved from side to side slightly. Magazines and newspapers (8) \_\_\_ this event with great excitement. People were amazed. Science fiction had suddenly (9) \_\_\_ reality. Television was here and life would (10) \_\_\_ be the same again. In those days, there were only a (11) \_\_\_ homes with television sets. (12) \_\_\_ days, millions of homes all over the planet have TV sets. Television is a part of our lives and it is here to stay.

- |    |  |                                      |   |                                      |
|----|--|--------------------------------------|---|--------------------------------------|
| 0  | <input type="checkbox"/> A teach             | <input type="checkbox"/> B find      | <input checked="" type="checkbox"/> C learn | <input type="checkbox"/> D study     |
| 7  | <input type="checkbox"/> A audience          | <input type="checkbox"/> B crowd     | <input type="checkbox"/> C spectators       | <input type="checkbox"/> D listeners |
| 8  | <input type="checkbox"/> A wrote             | <input type="checkbox"/> B told      | <input type="checkbox"/> C reported         | <input type="checkbox"/> D explained |
| 9  | <input type="checkbox"/> A been              | <input type="checkbox"/> B made      | <input type="checkbox"/> C come             | <input type="checkbox"/> D become    |
| 10 | <input checked="" type="checkbox"/> A always | <input type="checkbox"/> B sometimes | <input type="checkbox"/> C rarely           | <input type="checkbox"/> D never     |
| 11 | <input checked="" type="checkbox"/> A few    | <input type="checkbox"/> B many      | <input type="checkbox"/> C little           | <input type="checkbox"/> D number    |
| 12 | <input checked="" type="checkbox"/> A These  | <input type="checkbox"/> B This      | <input type="checkbox"/> C That             | <input type="checkbox"/> D Those     |

## WRITING

You wish to take an Information Technology (IT) course in the USA. Write an email asking for details (at least 50 words). Use the plan below and your own ideas:

- duration of the course;
- its level;
- its price.

TEST 24

READING

Read the text and mark the correct sentence (A–G) to fill in the blanks (1–6) as in the example.

- A Cows and sheep are kept here during this time to improve the soil.
- B Petulia has a well-equipped primary and secondary school.
- C All land is dug by hand, using spades.
- D It lies in the middle of Lake Donika.
- E It now has a population of 1,500 people.
- F They recently voted against a hotel development plan.
- G This journey was therefore made only once a year in order to buy salt.

	A	B	C	D	E	F	G
0	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

ISLAND OF PETULIA

Petulia Island is only 5.5 kilometres long and 1.5 kilometres at its widest point. (0) \_\_\_ And it is 3,900 metres above sea level. Petulia has had a small number of inhabitants for over four centuries. (1) \_\_\_ It has no roads, no cars or bicycles, and no electricity. The sun is extremely hot during the day but temperatures at night regularly fall well below freezing.

Until recently, the island was separate from the outside world. Before the introduction of motorboats in the 1970s, travelling from Petulia to the nearest port could take over 20 hours. (2) \_\_\_ Motorboats have now cut the journey time to three hours, bringing new trade and tourists to the island.

Petulia is divided into six farming areas. Each farmer owns one piece of land in each of the six areas and grows vegetables, potatoes and cereal. Every year, farmers leave a different piece of land unplanted to allow the earth to rest. (3) \_\_\_ The food grown by each farmer is shared by everyone: none is for sale. Petulia's farming year is divided into wet and dry seasons. The wet season is the busiest time. (4) \_\_\_ In the dry season between July and August, the islanders have time to build houses, repair walls and make clothes.

(5) \_\_\_ There is a good-sized sports field, but instead of playing football the boys usually choose to knit, like their fathers, while the girls make wool. Walking along the rough tracks of the island, tourists often see small children on their way to and from school.

Petulia has a tourist industry but the people have kept their traditional customs. (6) \_\_\_ So there will be no hotels on the island. Instead, tourists are placed with a family as guests. The money earned by each family is, like all money on the island, equally divided. [1]

(308 words)

## USE OF ENGLISH

## GRAMMAR

Mark the correct variant (A-D) to fill in the blanks (1-6) as in the example.

Andrew Sully was canoeing with his family when he accidentally dropped the camera. 'Oh no! There (0) \_\_\_ be about 100 pictures on there!' said his wife, 'We will never see them again!' 'I (1) \_\_\_ be able to find it,' said Andrew, and he dived into the river to look for the camera. Unfortunately, he wasn't able to see anything and he soon (2) \_\_\_ stop looking.

Two weeks later, 23-year-old student Kevin was scuba diving in the same river when he found the camera. He (3) \_\_\_ to download the photos and then he started his detective work. 'There were pictures of a man standing by a 'Sully' sign, so I guessed the owner (4) \_\_\_ be called Sully. There were also photos of a cycling event, and I found Mr Sully on the event website. I (5) \_\_\_ to email him a message saying 'I think I might have found your camera.'

'My wife and I were very happy to see our camera and all our holiday photos again,' says Andrew. 'We (6) \_\_\_ like to say a big 'thank you' to Kevin. Perhaps we'll buy him some new diving equipment!'

- |   |                                    |  |  |  |
|---|------------------------------------|--|--|--|
| 0 | <input type="checkbox"/> A could   | <input type="checkbox"/> B can't       | <input type="checkbox"/> C might have  | <input checked="" type="checkbox"/> D must |
| 1 | <input type="checkbox"/> A won't   | <input type="checkbox"/> B can't       | <input type="checkbox"/> C might       | <input type="checkbox"/> D would           |
| 2 | <input type="checkbox"/> A will    | <input type="checkbox"/> B could       | <input type="checkbox"/> C had to      | <input type="checkbox"/> D might           |
| 3 | <input type="checkbox"/> A managed | <input type="checkbox"/> B could       | <input type="checkbox"/> C wasn't able | <input type="checkbox"/> D didn't manage   |
| 4 | <input type="checkbox"/> A must    | <input type="checkbox"/> B was able to | <input type="checkbox"/> C can't       | <input type="checkbox"/> D couldn't        |
| 5 | <input type="checkbox"/> A will    | <input type="checkbox"/> B have got to | <input type="checkbox"/> C was able    | <input type="checkbox"/> D could           |
| 6 | <input type="checkbox"/> A have    | <input type="checkbox"/> B could       | <input type="checkbox"/> C will        | <input type="checkbox"/> D would           |

## VOCABULARY

Mark the correct variant (A-D) to fill in the blanks (7-12) as in the example.

Samuel Pepys, who wrote the most famous diary, was born in London, England, on 23 February, 1633. His diary is famous for many reasons, but mainly because it provides a (0) \_\_\_ of everyday life in England (7) \_\_\_ 1660 and 1669. Samuel is very open about different aspects of his life, and he writes about important news of the time, like disease, or an enemy navy (8) \_\_\_ up the River Thames or the Great Fire of London. A large part of the diary is devoted to himself. He mentions having a (9) \_\_\_ with his wife and then making up. He was known to like books, music, the theatre, card (10) \_\_\_, and parties with good food and (11) \_\_\_ of fun. Although he had many different (12) \_\_\_, like being a Member of Parliament and President of the Royal Society, he will especially be remembered for his work for the British Navy.

- |    |   |                                    |   |                                    |
|----|---|------------------------------------|---|------------------------------------|
| 0  | <input type="checkbox"/> A letter             | <input type="checkbox"/> B notice  | <input checked="" type="checkbox"/> C description | <input type="checkbox"/> D story   |
| 7  | <input type="checkbox"/> A between            | <input type="checkbox"/> B from    | <input type="checkbox"/> C through                | <input type="checkbox"/> D to      |
| 8  | <input type="checkbox"/> A driving            | <input type="checkbox"/> B flying  | <input type="checkbox"/> C running                | <input type="checkbox"/> D sailing |
| 9  | <input type="checkbox"/> A conversation       | <input type="checkbox"/> B quarrel | <input type="checkbox"/> C discussion             | <input type="checkbox"/> D talk    |
| 10 | <input checked="" type="checkbox"/> A matches | <input type="checkbox"/> B battles | <input type="checkbox"/> C games                  | <input type="checkbox"/> D plays   |
| 11 | <input type="checkbox"/> A amount             | <input type="checkbox"/> B much    | <input type="checkbox"/> C some                   | <input type="checkbox"/> D plenty  |
| 12 | <input type="checkbox"/> A jobs               | <input type="checkbox"/> B hobbies | <input type="checkbox"/> C acts                   | <input type="checkbox"/> D studies |

## WRITING

Your school has its own rules. Write about them (at least 50 words). Use the plan below and your own ideas:

- things you must do;
- things you mustn't do;
- a school uniform.

TEST 25

READING

Read the text and mark the correct sentence (A–G) to fill in the blanks (1–6) as in the example.

- | <p><b>A</b> Holiday postcards from friends, birthday cards from favourite aunts and letters from penfriends can all provide you with stamps from all over the world.</p> <p><b>B</b> This contains 100 stamps to begin your collection, together with an attractive box to keep them in.</p> <p><b>C</b> To join the Club simply complete the application form and send your membership fee.</p> <p><b>D</b> We're sure you'll agree that this is great value for money.</p> <p><b>E</b> Every two months you'll get a copy of the club magazine.</p> <p><b>F</b> And every year, more and more people start a stamp collection of their own and discover an interest which can last a lifetime.</p> <p><b>G</b> Or we can send you the same stamps in a colourful information pack with lots of interesting facts.</p> | <table border="1" style="border-collapse: collapse; text-align: center;"> <thead> <tr> <th></th> <th>A</th> <th>B</th> <th>C</th> <th>D</th> <th>E</th> <th>F</th> <th>G</th> </tr> </thead> <tbody> <tr> <td>0</td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input checked="" type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> <tr> <td>1</td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> <tr> <td>2</td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> <tr> <td>3</td> <td><input checked="" type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> <tr> <td>4</td> <td><input type="checkbox"/></td> <td><input checked="" type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> <tr> <td>5</td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> <tr> <td>6</td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input checked="" type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> </tbody> </table> |                                     | A                        | B                        | C                        | D                                   | E                        | F | G | 0 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | 1 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 2 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 3 | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 4 | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 5 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 6 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
|---|--|-------------------------------------|--------------------------|--------------------------|--------------------------|-------------------------------------|--------------------------|---|---|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|-------------------------------------|--------------------------|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|---|-------------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|---|--------------------------|-------------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|-------------------------------------|--------------------------|
|   | A  | B                                   | C                        | D                        | E                        | F                                   | G                        |   |   |   |                          |                          |                          |                          |                          |                                     |                          |   |                          |                          |                          |                          |                          |                          |                          |   |                          |                          |                          |                          |                          |                          |                          |   |                                     |                          |                          |                          |                          |                          |                          |   |                          |                                     |                          |                          |                          |                          |                          |   |                          |                          |                          |                          |                          |                          |                          |   |                          |                          |                          |                          |                          |                                     |                          |
| 0   | <input type="checkbox"/>   | <input type="checkbox"/>            | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |   |   |   |                          |                          |                          |                          |                          |                                     |                          |   |                          |                          |                          |                          |                          |                          |                          |   |                          |                          |                          |                          |                          |                          |                          |   |                                     |                          |                          |                          |                          |                          |                          |   |                          |                                     |                          |                          |                          |                          |                          |   |                          |                          |                          |                          |                          |                          |                          |   |                          |                          |                          |                          |                          |                                     |                          |
| 1   | <input type="checkbox"/>   | <input type="checkbox"/>            | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/> |   |   |   |                          |                          |                          |                          |                          |                                     |                          |   |                          |                          |                          |                          |                          |                          |                          |   |                          |                          |                          |                          |                          |                          |                          |   |                                     |                          |                          |                          |                          |                          |                          |   |                          |                                     |                          |                          |                          |                          |                          |   |                          |                          |                          |                          |                          |                          |                          |   |                          |                          |                          |                          |                          |                                     |                          |
| 2   | <input type="checkbox"/>   | <input type="checkbox"/>            | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/> |   |   |   |                          |                          |                          |                          |                          |                                     |                          |   |                          |                          |                          |                          |                          |                          |                          |   |                          |                          |                          |                          |                          |                          |                          |   |                                     |                          |                          |                          |                          |                          |                          |   |                          |                                     |                          |                          |                          |                          |                          |   |                          |                          |                          |                          |                          |                          |                          |   |                          |                          |                          |                          |                          |                                     |                          |
| 3   | <input checked="" type="checkbox"/>  | <input type="checkbox"/>            | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/> |   |   |   |                          |                          |                          |                          |                          |                                     |                          |   |                          |                          |                          |                          |                          |                          |                          |   |                          |                          |                          |                          |                          |                          |                          |   |                                     |                          |                          |                          |                          |                          |                          |   |                          |                                     |                          |                          |                          |                          |                          |   |                          |                          |                          |                          |                          |                          |                          |   |                          |                          |                          |                          |                          |                                     |                          |
| 4   | <input type="checkbox"/>   | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/> |   |   |   |                          |                          |                          |                          |                          |                                     |                          |   |                          |                          |                          |                          |                          |                          |                          |   |                          |                          |                          |                          |                          |                          |                          |   |                                     |                          |                          |                          |                          |                          |                          |   |                          |                                     |                          |                          |                          |                          |                          |   |                          |                          |                          |                          |                          |                          |                          |   |                          |                          |                          |                          |                          |                                     |                          |
| 5   | <input type="checkbox"/>   | <input type="checkbox"/>            | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/> |   |   |   |                          |                          |                          |                          |                          |                                     |                          |   |                          |                          |                          |                          |                          |                          |                          |   |                          |                          |                          |                          |                          |                          |                          |   |                                     |                          |                          |                          |                          |                          |                          |   |                          |                                     |                          |                          |                          |                          |                          |   |                          |                          |                          |                          |                          |                          |                          |   |                          |                          |                          |                          |                          |                                     |                          |
| 6   | <input type="checkbox"/>   | <input type="checkbox"/>            | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |   |   |   |                          |                          |                          |                          |                          |                                     |                          |   |                          |                          |                          |                          |                          |                          |                          |   |                          |                          |                          |                          |                          |                          |                          |   |                                     |                          |                          |                          |                          |                          |                          |   |                          |                                     |                          |                          |                          |                          |                          |   |                          |                          |                          |                          |                          |                          |                          |   |                          |                          |                          |                          |                          |                                     |                          |

Millions of people of all ages enjoy a hobby which is both interesting and fun. (0) \_\_\_ Starting your collection is easy because stamps are everywhere. (1) \_\_\_ But once you've started collecting seriously, you will probably want to join the Stamp Collectors' Club which exists to provide collectors with new British stamps.

As a Club member you order the special sets of new stamps you want for your collection. You can receive these in three different ways. We can post you a complete set of stamps on an envelope addressed to you. (2) \_\_\_ Or, if you prefer, we can send you the individual stamps for you to arrange in a special book of your own.

The Stamp Collectors' Club has about 70,000 members and you could become a member too, with a two-year membership costing just £5. You can even get a reduction if a group of you join at the same time. (3) \_\_\_

And when you join, the Club sends you a Starter Pack at no extra cost. (4) \_\_\_ You also receive our helpful 4-page guide to collecting, which has further suggestions on how to add to your collection and includes useful addresses of shops and businesses that sell stamps.

(5) \_\_\_ It is packed full of competitions and quizzes. This magazine gives you the chance to exchange stamps with members around the world.

So join the Stamp Collectors' Club today and discover the fun and excitement of stamp collecting. (6) \_\_\_ Your Starter Pack will be sent within 28 days. [1]

(256 words)

## USE OF ENGLISH

## GRAMMAR

Mark the correct variant (A–D) to fill in the blanks (1–6) as in the example.

The train journey from Riobamba (0) \_\_\_ Guayaquil in Ecuador is one of the most exciting in the world. It starts at 2,700 metres above sea level and then travels (1) \_\_\_ the Andes mountains before gradually going all the way down to the sea at Guayaquil. The train travels (2) \_\_\_ volcanoes covered in snow and stops at interesting Andean towns.

There is also something special about the train itself. It has seats on the roof. So most people don't sit (3) \_\_\_ the train; they climb (4) \_\_\_ a ladder and sit outside during the journey. When you sit on top of the train, the views are fantastic.

Every time the train arrives at a station, people get (5) \_\_\_ the train and walk (6) \_\_\_ the colourful markets. After half an hour, they climb back onto the train and continue their journey. The whole journey to Guayaquil takes about eight hours.

- |   |                                   |                                   |  |                                    |
|---|-----------------------------------|-----------------------------------|--|------------------------------------|
| 0 | <input type="checkbox"/> A up     | <input type="checkbox"/> B till   | <input checked="" type="checkbox"/> C to | <input type="checkbox"/> D at      |
| 1 | <input type="checkbox"/> A along  | <input type="checkbox"/> B across | <input type="checkbox"/> C over          | <input type="checkbox"/> D through |
| 2 | <input type="checkbox"/> A past   | <input type="checkbox"/> B down   | <input type="checkbox"/> C towards       | <input type="checkbox"/> D into    |
| 3 | <input type="checkbox"/> A at     | <input type="checkbox"/> B inside | <input type="checkbox"/> C in            | <input type="checkbox"/> D up      |
| 4 | <input type="checkbox"/> A above  | <input type="checkbox"/> B over   | <input type="checkbox"/> C up            | <input type="checkbox"/> D into    |
| 5 | <input type="checkbox"/> A from   | <input type="checkbox"/> B of     | <input type="checkbox"/> C into          | <input type="checkbox"/> D off     |
| 6 | <input type="checkbox"/> A around | <input type="checkbox"/> B across | <input type="checkbox"/> C along         | <input type="checkbox"/> D above   |

## VOCABULARY

Mark the correct variant (A–D) to fill in the blanks (7–12) as in the example.

What will our homes be like 100 years (0) \_\_\_ now? In my opinion, where and how we live will change a lot in the future.

I (7) \_\_\_ that we will have homes that are more environmentally friendly.

(8) \_\_\_ this happens, we will use alternative (9) \_\_\_ of energy such as wind and solar power. I also believe that we will have houses that we can control with our voices. Life will be easier, (10) \_\_\_ lights will go on and windows will open when we ask them to. In the future, there will be underwater cities. In my (11) \_\_\_, there will be so many people by then that there will be no land to build houses on.

No one really knows what the future (12) \_\_\_ for us, so we need to try our best to make it a better one. After all, as Lyndon B. Johnson once said, 'Yesterday is not ours to recover, but tomorrow is ours to win or lose.'

- |    |  |                                  |                                    |                                  |
|----|--|----------------------------------|------------------------------------|----------------------------------|
| 0  | <input checked="" type="checkbox"/> A from     | <input type="checkbox"/> B of    | <input type="checkbox"/> C till    | <input type="checkbox"/> D in    |
| 7  | <input checked="" type="checkbox"/> A know     | <input type="checkbox"/> B say   | <input type="checkbox"/> C tell    | <input type="checkbox"/> D think |
| 8  | <input type="checkbox"/> A Where               | <input type="checkbox"/> B If    | <input type="checkbox"/> C Because | <input type="checkbox"/> D But   |
| 9  | <input type="checkbox"/> A causes              | <input type="checkbox"/> B means | <input type="checkbox"/> C sources | <input type="checkbox"/> D ways  |
| 10 | <input checked="" type="checkbox"/> A although | <input type="checkbox"/> B so    | <input type="checkbox"/> C while   | <input type="checkbox"/> D as    |
| 11 | <input type="checkbox"/> A opinion             | <input type="checkbox"/> B idea  | <input type="checkbox"/> C belief  | <input type="checkbox"/> D point |
| 12 | <input checked="" type="checkbox"/> A takes    | <input type="checkbox"/> B holds | <input type="checkbox"/> C does    | <input type="checkbox"/> D has   |

## WRITING

Write an advertisement of your favourite TV programme (at least 50 words). Use the plan below and your own ideas:

- its name and the channel where you can watch it;
- its short description;
- why it is worth watching.

## TEST 26

### READING

Read the text and mark if the statements (1–6) are T (true) or F (false) as in the example.

#### TAKE THE STRESS OUT OF SHOPPING

The holiday season is one of the most stressful times of the year, especially when it comes to shopping. Shoppers are faced with long queues, last minute shopping trips and midnight gift wrapping. If you want to enjoy the holidays and experience less stress, here are a few simple holiday shopping tips. The first step to successful gift shopping is to make a list of who you need to buy presents for. You also need to know what type of gift you would like to give each person, as this will help you save both time and money. The next step is to decide where you want to do your shopping. If you are going to a shopping centre, make sure you have already decided which shops you want to visit. This will help cut down on the time you have to spend on your shopping trip as well as keeping you from wandering around window shopping. If possible try to do your shopping on weekdays, or if you have to do it on the weekends, go early in the morning to avoid the crowds. Another tip is to stock up on basic items, such as wrapping paper, ribbon, tape and cards, before the season rush begins. It's also a good idea to buy some spare presents, for example candles or chocolates as this can save you from embarrassing moments and last-minute trips to the shops for people you have forgotten.

If all of this sounds like too much hard work, then, thanks to modern technology, many of us can do all our shopping on the Internet, without ever having to leave home. No matter how you do your shopping, it's important not to lose sight of the fact that you are buying gifts to show your love and affection for friends and family. [1]

(304 words)

- |   | T                                   | F                        |  |
|---|-------------------------------------|--------------------------|--|
| 0 | <input checked="" type="checkbox"/> | <input type="checkbox"/> | The holiday season can be very tiring.                                 |
| 1 | <input type="checkbox"/>            | <input type="checkbox"/> | Holiday shopping can be made easier.                                   |
| 2 | <input type="checkbox"/>            | <input type="checkbox"/> | It's important to make a list of how much you want to spend.           |
| 3 | <input type="checkbox"/>            | <input type="checkbox"/> | You should take the time to go window shopping.                        |
| 4 | <input type="checkbox"/>            | <input type="checkbox"/> | The best time to go shopping is at the weekend.                        |
| 5 | <input type="checkbox"/>            | <input type="checkbox"/> | It's better to buy wrapping paper and cards before you buy your gifts. |
| 6 | <input type="checkbox"/>            | <input type="checkbox"/> | Buying spare presents can save your money.                             |



## USE OF ENGLISH

## GRAMMAR

Mark the correct variant (A–D) to fill in the blanks (1–6) as in the example.

As a young teenager I used to love (0) \_\_\_ to summer camp. I can remember (1) \_\_\_ for school to end so I could pack my bag and get all my gear ready. My parents would take me to the train station and wave to me as the train pulled away. I loved (2) \_\_\_ on my own. I will never forget how much I looked forward to (3) \_\_\_ all my old friends again. The camp instructors were great too and they would let us (4) \_\_\_ up late and tell us scary stories. I used to enjoy (5) \_\_\_ early in the morning and (6) \_\_\_ down to the lake. In my mind, I can still hear the sound of the birds and smell the flowers. I know I will always have these memories to remind me how special those days were.

- |   |  |   |  |  |
|---|--|---|--|--|
| 0 | <input type="checkbox"/> A to be going | <input checked="" type="checkbox"/> B going | <input type="checkbox"/> C go              | <input type="checkbox"/> D to go                       |
| 1 | <input type="checkbox"/> A waiting     | <input type="checkbox"/> B be waiting       | <input type="checkbox"/> C to wait         | <input type="checkbox"/> D wait                        |
| 2 | <input type="checkbox"/> A travel      | <input type="checkbox"/> B to travel        | <input type="checkbox"/> C travelling      | <input checked="" type="checkbox"/> D to be travelling |
| 3 | <input type="checkbox"/> A meet        | <input type="checkbox"/> B meeting          | <input type="checkbox"/> C to meet         | <input checked="" type="checkbox"/> D meets            |
| 4 | <input type="checkbox"/> A staying     | <input type="checkbox"/> B to stay          | <input type="checkbox"/> C stay            | <input checked="" type="checkbox"/> D to be staying    |
| 5 | <input type="checkbox"/> A wake up     | <input type="checkbox"/> B waking up        | <input type="checkbox"/> C to be waking up | <input checked="" type="checkbox"/> D to wake up       |
| 6 | <input type="checkbox"/> A to go       | <input type="checkbox"/> B to be going      | <input checked="" type="checkbox"/> C go   | <input type="checkbox"/> D going                       |

## VOCABULARY

Mark the correct variant (A–D) to fill in the blanks (7–12) as in the example.

## BECOMING A COSTUME DESIGNER

It is difficult to find a job in costume design as it is very (0) \_\_\_. But if you work hard and you are good at it, you will do well. Costume designers research, design and prepare costumes, (7) \_\_\_ for theatres but also for film and TV productions. To be a costume designer, you have to be (8) \_\_\_ in theatre, film and drama and have a knowledge of fashion and art. You will (9) \_\_\_ meetings with directors and managers to (10) \_\_\_ the costumes and how much will be (11) \_\_\_ on them. You need to be able to draw and work hard because costumes are often produced in very short time.

There are several ways of learning how to be a costume designer. Some people (12) \_\_\_ a job and learn while they are working. Others do a course at an art school.

- |    |   |                                    |                                       |                                    |
|----|---|------------------------------------|---------------------------------------|------------------------------------|
| 0  | <input checked="" type="checkbox"/> A popular | <input type="checkbox"/> B liked   | <input type="checkbox"/> C satisfied  | <input type="checkbox"/> D known   |
| 7  | <input type="checkbox"/> A greatly            | <input type="checkbox"/> B mainly  | <input type="checkbox"/> C hugely     | <input type="checkbox"/> D fully   |
| 8  | <input type="checkbox"/> A excited            | <input type="checkbox"/> B keen    | <input type="checkbox"/> C interested | <input type="checkbox"/> D pleased |
| 9  | <input checked="" type="checkbox"/> A go      | <input type="checkbox"/> B open    | <input type="checkbox"/> C attend     | <input type="checkbox"/> D come    |
| 10 | <input checked="" type="checkbox"/> A discuss | <input type="checkbox"/> B talk    | <input type="checkbox"/> C argue      | <input type="checkbox"/> D chat    |
| 11 | <input checked="" type="checkbox"/> A paid    | <input type="checkbox"/> B charged | <input type="checkbox"/> C bough      | <input type="checkbox"/> D spent   |
| 12 | <input type="checkbox"/> A search             | <input type="checkbox"/> B get     | <input type="checkbox"/> C become     | <input type="checkbox"/> D look    |

## WRITING

Write about your favourite book (at least 50 words). Use the plan below and your own ideas:

- the title and the author;
- short description of the plot;
- why it is worth reading.

TEST 27

READING

Read the text and mark if the statements (1–6) are T (true) or F (false) as in the example.

THE GREEN SEA TURTLE

The green sea turtle is a large turtle which is found in warm coastal waters around the world, but the largest populations today are in Florida, the Caribbean, Hawaii, and Borneo. In all these areas the turtles are at risk. Although in the past there were probably several million green sea turtles in the world, today scientists believe that fewer than 200,000 adult females remain. Below we list some of the reasons why numbers of this and other sea turtles have declined.

People around the world have used the meat of the green sea turtle for food since ancient times and it is the main ingredient in turtle soup. The eggs, which the female turtles bury on sandy beaches, are also collected by hunters. Unfortunately, although laws banning the hunting have been passed in many countries, people continue to do so illegally.

Every year, more than 10,000 sea turtles are accidentally trapped in fishing nets. Unable to breathe, these turtles soon drown. Many of these deaths could be avoided if the fishermen made minor changes to their equipment that would allow the turtles to escape. For some reason, many fishermen seem unwilling to do this, although the law requires them to do so.

The seas are littered with rubbish which can prove deadly to the turtles. They can become entangled in old fishing lines and nets or they may mistake pieces of plastic for food. When the turtles swallow the plastic, it can block their digestive systems and then the turtles starve to death.

More and more beaches, used by the turtles as nesting areas, are lost every year as tourist areas are developed. This means that the females do not have a familiar place in which to lay their eggs and as a result some females may not nest at all. [25]

(302 words)

T F

- 0   There are more than two million green sea turtles in the world.
- 1   The number of green sea turtles is getting smaller.
- 2   A lot of countries do not allow people to hunt the turtles.
- 3   Fishermen do their best to avoid catching the turtles.
- 4   The turtles are sometimes caught in old fishing lines.
- 5   The turtles like to eat plastic.
- 6   There are not enough beaches for turtles to lay their eggs.

## USE OF ENGLISH

## GRAMMAR

Mark the correct variant (A–D) to fill in the blanks (1–6) as in the example.

Ice cream, one of the most favourite desserts in the world, (0) \_\_\_ to Europe from the East. In 1670, Francisco Procopio opened a cafe in Paris, serving ices and sherbets. The ices and sherbets became so popular that by 1676 there were 250 ice makers in Paris. However, another cafe owner in Paris in the late 18<sup>th</sup> century by the name of Tortoni (1) \_\_\_ to be the first person to make cream ices.

The main ingredients which (2) \_\_\_ to make ice cream are milk, cream, sugar and eggs. These ingredients (3) \_\_\_ to make a mixture which (4) \_\_\_ in a large container and refrigerated for several hours. Then, chopped nuts or chocolate pieces (5) \_\_\_ to make different flavours. After that, the ice cream (6) \_\_\_ individually and finally it is frozen.

- |   |  |  |   |   |
|---|--|--|---|---|
| 0 | <input type="checkbox"/> A has been introduced | <input checked="" type="checkbox"/> B was introduced | <input type="checkbox"/> C is introduced      | <input type="checkbox"/> D had been introduced      |
| 1 | <input type="checkbox"/> A are said            | <input type="checkbox"/> B has been said             | <input type="checkbox"/> C is said            | <input checked="" type="checkbox"/> D had been said |
| 2 | <input type="checkbox"/> A are used            | <input type="checkbox"/> B is used                   | <input type="checkbox"/> C have been used     | <input type="checkbox"/> D were used                |
| 3 | <input type="checkbox"/> A is combined         | <input type="checkbox"/> B was combined              | <input type="checkbox"/> C are combined       | <input type="checkbox"/> D were combined            |
| 4 | <input type="checkbox"/> A is put              | <input type="checkbox"/> B are put                   | <input checked="" type="checkbox"/> C was put | <input type="checkbox"/> D were put                 |
| 5 | <input type="checkbox"/> A is added            | <input type="checkbox"/> B were added                | <input type="checkbox"/> C have been added    | <input type="checkbox"/> D are added                |
| 6 | <input type="checkbox"/> A was packaged        | <input type="checkbox"/> B is packaged               | <input type="checkbox"/> C were packaged      | <input type="checkbox"/> D being packaged           |

## VOCABULARY

Mark the correct variant (A–D) to fill in the blanks (7–12) as in the example.

When a company wants to (0) \_\_\_ the sales of a product, it will usually advertise. An advertisement (7) \_\_\_ us what products are available and it also (8) \_\_\_ us to buy a particular product.

Today's television advertisements (9) \_\_\_ millions of people, but the first forms of advertising were much more local. Market traders shouted out what they had for sale and large signs were displayed outside shops. Modern advertising began about 150 years ago, when factories started producing goods in large quantities. Before long, advertisements for a wide (10) \_\_\_ of products appeared in national newspapers.

Nowadays, we see many different (11) \_\_\_ of advertisements. They can appear on the sides of vehicles and on the clothes we wear as well as on television and radio. But the (12) \_\_\_ of all advertisements is the same. They try to bring our attention and get us to buy a particular product.

- |    |  |                                      |                                    |                                      |
|----|--|--------------------------------------|------------------------------------|--------------------------------------|
| 0  | <input checked="" type="checkbox"/> A increase | <input type="checkbox"/> B correct   | <input type="checkbox"/> C rise    | <input type="checkbox"/> D create    |
| 7  | <input type="checkbox"/> A says                | <input type="checkbox"/> B indicates | <input type="checkbox"/> C tells   | <input type="checkbox"/> D announces |
| 8  | <input type="checkbox"/> A approves            | <input type="checkbox"/> B suggests  | <input type="checkbox"/> C wins    | <input type="checkbox"/> D persuades |
| 9  | <input type="checkbox"/> A arrive              | <input type="checkbox"/> B pass      | <input type="checkbox"/> C reach   | <input type="checkbox"/> D spread    |
| 10 | <input type="checkbox"/> A area                | <input type="checkbox"/> B row       | <input type="checkbox"/> C range   | <input type="checkbox"/> D pack      |
| 11 | <input type="checkbox"/> A methods             | <input type="checkbox"/> B kinds     | <input type="checkbox"/> C systems | <input type="checkbox"/> D ways      |
| 12 | <input type="checkbox"/> A aim                 | <input type="checkbox"/> B plan      | <input type="checkbox"/> C attempt | <input type="checkbox"/> D wish      |

## WRITING

Imagine you are a travel agent. Write an advert about any famous place in Ukraine (at least 50 words). Use the plan below and your own ideas:

- its name and location;
- its sights;
- interesting things to do there.

## TEST 28

### READING

Read the text and mark if the statements (1–6) are T (true) or F (false) as in the example.

#### READY. GET SET ... EAT!

Competitive eating is a well-organised activity for thousands of people from all over the world, although it's most popular in the USA, where the tradition began.

*Nathan's Hot Dog Eating Contest* takes place every fourth of July in Coney Island, New York. According to the legend, in 1916, four immigrants had a hot dog eating contest at the site of the first Nathan's stand to show who was the most patriotic. Today, the competition brings together many of the world's best competitive eaters. The current champion is Japan's Takeru Kobayashi, who set a world record of eating 53 1/2 hot dogs in 12 minutes, but this year he faces tough competition from America's Sonya Thomas, *The Black Widow*, who holds the record for eating 65 hard boiled eggs in 7 minutes.

Other world records include eating 137 chicken wings in 30 minutes, 9 1/2 boxes of popcorn in 12 minutes and almost a kilo of butter in 5 minutes, but don't imagine you have to be enormous to break a record. Kobayashi weighs just 65 kilos and Thomas weighs only 55 kilos. In fact, being overweight is thought to be a disadvantage in competitive eating as body fat stops the stomach from expanding as much as it could. Kobayashi expands his stomach for a competition by eating larger and larger amounts of food, and then exercises so the fat will not get in the way during a competition.

The rules of *Nathan's Hot Dog Eating Contest* are quite simple. Twenty competitors stand behind a long table with hot dogs and drinks. The competitors can eat them however they like, but most usually dip their food in water to make it easier to chew and swallow. Whoever eats (and keeps down) the most hot dogs in 12 minutes is the winner. [25]

(300 words)

- |   | T                                   | F                        |  |
|---|-------------------------------------|--------------------------|--|
| 0 | <input checked="" type="checkbox"/> | <input type="checkbox"/> | Usually a prize at an eating competition is money.                             |
| 1 | <input type="checkbox"/>            | <input type="checkbox"/> | Competitive eating only happens in the USA.                                    |
| 2 | <input type="checkbox"/>            | <input type="checkbox"/> | Only Americans compete in the contest.   |
| 3 | <input type="checkbox"/>            | <input type="checkbox"/> | The world record holder is a man.  |
| 4 | <input type="checkbox"/>            | <input type="checkbox"/> | Most record breakers are overweight.   |
| 5 | <input type="checkbox"/>            | <input type="checkbox"/> | It's a good idea to increase the amounts of food you eat before a competition. |
| 6 | <input type="checkbox"/>            | <input type="checkbox"/> | There are many rules to obey at the contest.                                   |

## USE OF ENGLISH

## GRAMMAR

Mark the correct variant (A–D) to fill in the blanks (1–6) as in the example.

Mary was telling Julie about her planned trip to a tropical island. It sounded wonderful. 'If I were you. I (0) \_\_\_ so excited,' Julie said. 'I am,' replied Mary, 'but I wish you (1) \_\_\_ with me. We (2) \_\_\_ such fun!' 'I know. If only I (3) \_\_\_ earlier, I would not spent all my money on redecorating the kitchen. Anyway, what clothes are you planning to take with you?' 'Well, I'm hoping to buy some new ones. If you (4) \_\_\_ work early today, we (5) \_\_\_ shopping in town.' 'If I were you, I'd make sure I took light clothes and lots of insect repellent. What (6) \_\_\_ when you get there?' 'Sunbathe, swim and go for long walks on the beach.' 'Make sure you will send me a postcard and take lots of pictures.' 'Don't worry. I will.'

- |   |  |   |  |  |
|---|--|---|--|--|
| 0 | <input checked="" type="checkbox"/> A would be | <input type="checkbox"/> B will be      | <input type="checkbox"/> C am            | <input type="checkbox"/> D would have been |
| 1 | <input type="checkbox"/> A come                | <input type="checkbox"/> B came         | <input type="checkbox"/> C will come     | <input type="checkbox"/> D would come      |
| 2 | <input type="checkbox"/> A would have had      | <input type="checkbox"/> B will have    | <input type="checkbox"/> C have          | <input type="checkbox"/> D would have      |
| 3 | <input type="checkbox"/> A knew                | <input type="checkbox"/> B had known    | <input type="checkbox"/> C would know    | <input type="checkbox"/> D know            |
| 4 | <input type="checkbox"/> A finished            | <input type="checkbox"/> B would finish | <input type="checkbox"/> C finish        | <input type="checkbox"/> D had finished    |
| 5 | <input type="checkbox"/> A would go            | <input type="checkbox"/> B will go      | <input checked="" type="checkbox"/> C go | <input type="checkbox"/> D would have gone |
| 6 | <input type="checkbox"/> A you do              | <input type="checkbox"/> B did you do   | <input type="checkbox"/> C do you do     | <input type="checkbox"/> D would you do    |

## VOCABULARY

Mark the correct variant (A–D) to fill in the blanks (7–12) as in the example.

These amazing islands, which are 1,000 km off the coast South America in the Pacific Ocean, were once volcanoes. They cooled down over a long period of time to become the rocky islands that we see today.

The Galapagos are home to a (0) \_\_\_ variety of animals that do not live anywhere else. The climate is just right for them and the ocean supplies all the food they need.

The Galapagos are now a national park. This (7) \_\_\_ it possible to protect their natural beauty and the wildlife living there. Most of the islands have no human inhabitants and (8) \_\_\_ to them is limited. Tourists are (9) \_\_\_ to visit the island by boat but cannot (10) \_\_\_ there overnight. Each group of tourists has to be accompanied by a park guide. They can take photographs (11) \_\_\_ they are there but they must not (12) \_\_\_ anything from the islands.

- |    |   |  |  |                                     |
|----|---|--|--|-------------------------------------|
| 0  | <input type="checkbox"/> A long               | <input checked="" type="checkbox"/> B deep | <input checked="" type="checkbox"/> C wide | <input type="checkbox"/> D high     |
| 7  | <input type="checkbox"/> A gets               | <input type="checkbox"/> B makes           | <input type="checkbox"/> C puts            | <input type="checkbox"/> D allows   |
| 8  | <input checked="" type="checkbox"/> A arrival | <input type="checkbox"/> B path            | <input type="checkbox"/> C way             | <input type="checkbox"/> D access   |
| 9  | <input type="checkbox"/> A allowed            | <input type="checkbox"/> B let             | <input type="checkbox"/> C agreed          | <input type="checkbox"/> D welcomed |
| 10 | <input type="checkbox"/> A keep               | <input type="checkbox"/> B hold            | <input type="checkbox"/> C stay            | <input type="checkbox"/> D pass     |
| 11 | <input checked="" type="checkbox"/> A until   | <input type="checkbox"/> B whereas         | <input type="checkbox"/> C although        | <input type="checkbox"/> D while    |
| 12 | <input type="checkbox"/> A receive            | <input type="checkbox"/> B give            | <input type="checkbox"/> C remove          | <input type="checkbox"/> D place    |

## WRITING

You spent a holiday at your relatives in the country last month. You enjoyed it very much. Write an email to your relatives (at least 50 words). Use the plan below and your own ideas:

- thank your relatives for the invitation;
- say what you liked best;
- invite them to visit you.

TEST 29

READING

Read the text and mark the correct sentence (A-G) to fill in the blanks (1-6) as in the example.

- | <p><b>A</b> Most search engines and Internet shopping directories should be able to find it for you.</p> <p><b>B</b> So browsing around a wide range of shops can take as long as a traditional shopping visit.</p> <p><b>C</b> Stick to well-known retailers and large chain stores.</p> <p><b>D</b> When you are ready to pay for your goods, you are taken to a secure part of the site to give the details of your credit card.</p> <p><b>E</b> All you have to do is turn on your computer, click on to your favourite shop and step into a world of hi-tech shopping.</p> <p><b>F</b> Supermarket shopping online, in particular, can be confusing because you have to buy everything according to weights and measures so you have to be precise.</p> <p><b>G</b> In addition, goods are usually cheaper on the web.</p> | <table border="1" style="border-collapse: collapse; text-align: center;"> <thead> <tr> <th></th> <th>A</th> <th>B</th> <th>C</th> <th>D</th> <th>E</th> <th>F</th> <th>G</th> </tr> </thead> <tbody> <tr> <td>0</td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input checked="" type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> <tr> <td>1</td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> <tr> <td>2</td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> <tr> <td>3</td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> <tr> <td>4</td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> <tr> <td>5</td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> <tr> <td>6</td> <td><input checked="" type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> </tbody> </table> |                          | A                        | B                        | C                                   | D                        | E                        | F | G | 0 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 1 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 2 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 3 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 4 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 5 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 6 | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|---|--|--------------------------|--------------------------|--------------------------|-------------------------------------|--------------------------|--------------------------|---|---|---|--------------------------|--------------------------|--------------------------|--------------------------|-------------------------------------|--------------------------|--------------------------|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|---|-------------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
|   | A  | B                        | C                        | D                        | E                                   | F                        | G                        |   |   |   |                          |                          |                          |                          |                                     |                          |                          |   |                          |                          |                          |                          |                          |                          |                          |   |                          |                          |                          |                          |                          |                          |                          |   |                          |                          |                          |                          |                          |                          |                          |   |                          |                          |                          |                          |                          |                          |                          |   |                          |                          |                          |                          |                          |                          |                          |   |                                     |                          |                          |                          |                          |                          |                          |
| 0   | <input type="checkbox"/>   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |   |   |   |                          |                          |                          |                          |                                     |                          |                          |   |                          |                          |                          |                          |                          |                          |                          |   |                          |                          |                          |                          |                          |                          |                          |   |                          |                          |                          |                          |                          |                          |                          |   |                          |                          |                          |                          |                          |                          |                          |   |                          |                          |                          |                          |                          |                          |                          |   |                                     |                          |                          |                          |                          |                          |                          |
| 1   | <input type="checkbox"/>   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/> | <input type="checkbox"/> |   |   |   |                          |                          |                          |                          |                                     |                          |                          |   |                          |                          |                          |                          |                          |                          |                          |   |                          |                          |                          |                          |                          |                          |                          |   |                          |                          |                          |                          |                          |                          |                          |   |                          |                          |                          |                          |                          |                          |                          |   |                          |                          |                          |                          |                          |                          |                          |   |                                     |                          |                          |                          |                          |                          |                          |
| 2   | <input type="checkbox"/>   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/> | <input type="checkbox"/> |   |   |   |                          |                          |                          |                          |                                     |                          |                          |   |                          |                          |                          |                          |                          |                          |                          |   |                          |                          |                          |                          |                          |                          |                          |   |                          |                          |                          |                          |                          |                          |                          |   |                          |                          |                          |                          |                          |                          |                          |   |                          |                          |                          |                          |                          |                          |                          |   |                                     |                          |                          |                          |                          |                          |                          |
| 3   | <input type="checkbox"/>   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/> | <input type="checkbox"/> |   |   |   |                          |                          |                          |                          |                                     |                          |                          |   |                          |                          |                          |                          |                          |                          |                          |   |                          |                          |                          |                          |                          |                          |                          |   |                          |                          |                          |                          |                          |                          |                          |   |                          |                          |                          |                          |                          |                          |                          |   |                          |                          |                          |                          |                          |                          |                          |   |                                     |                          |                          |                          |                          |                          |                          |
| 4   | <input type="checkbox"/>   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/> | <input type="checkbox"/> |   |   |   |                          |                          |                          |                          |                                     |                          |                          |   |                          |                          |                          |                          |                          |                          |                          |   |                          |                          |                          |                          |                          |                          |                          |   |                          |                          |                          |                          |                          |                          |                          |   |                          |                          |                          |                          |                          |                          |                          |   |                          |                          |                          |                          |                          |                          |                          |   |                                     |                          |                          |                          |                          |                          |                          |
| 5   | <input type="checkbox"/>   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/> | <input type="checkbox"/> |   |   |   |                          |                          |                          |                          |                                     |                          |                          |   |                          |                          |                          |                          |                          |                          |                          |   |                          |                          |                          |                          |                          |                          |                          |   |                          |                          |                          |                          |                          |                          |                          |   |                          |                          |                          |                          |                          |                          |                          |   |                          |                          |                          |                          |                          |                          |                          |   |                                     |                          |                          |                          |                          |                          |                          |
| 6   | <input checked="" type="checkbox"/>  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/> | <input type="checkbox"/> |   |   |   |                          |                          |                          |                          |                                     |                          |                          |   |                          |                          |                          |                          |                          |                          |                          |   |                          |                          |                          |                          |                          |                          |                          |   |                          |                          |                          |                          |                          |                          |                          |   |                          |                          |                          |                          |                          |                          |                          |   |                          |                          |                          |                          |                          |                          |                          |   |                                     |                          |                          |                          |                          |                          |                          |

ARMCHAIR SHOPPING

For those people who are too busy to stand in line at supermarket checkouts or live too far away from a shopping centre, armchair shopping is just the answer. (0) \_\_\_

Finding your favourite shop online couldn't be easier. If you don't have the online address, all you have to do is use a search engine. (1) \_\_\_

Once online, shoppers tour the site with a virtual shopping basket. If you see something you want to buy, all you have to do is click on the item and drag it into the shopping basket. (2) \_\_\_

Buying online has a number of advantages. Firstly, it is convenient for those people who don't own cars, are housebound or just too busy to go shopping. (3) \_\_\_ Online shoppers also have a much wider range of shops to choose from because on the net they can access shops from all around the world.

Although it's true that online shopping has many advantages, there can be problems. The cost of using the net is getting cheaper, but many Internet providers still charge by the minute. (4) \_\_\_ Also, online shoppers can't see or feel the quality of the items they're buying or try on clothing. In the case of food shopping, you have to rely on someone else to choose the product for you. (5) \_\_\_

Despite the problems involved, you can shop safely. (6) \_\_\_ If you're paying by credit card, make sure the site is secure before giving your details. If you are buying clothing, check the sizes as sizing varies from country to country. Finally, if the offer seems too good to be true, then it probably is. [34]

(278 words)

## USE OF ENGLISH

## GRAMMAR

Mark the correct variant (A-D) to fill in the blanks (1-6) as in the example.

When (0) \_\_\_ winter, frogs stay at the bottom of ponds or in holes where (1) \_\_\_ wet. In spring the frogs usually return to a place they know to lay their eggs. They might cross from one side of a busy road to the other, for example. When they arrive, they call to each other. Each species of frog has a particular set of sounds, because (2) \_\_\_ important that frogs of the same species find each other. The frogs mate in the water and lay their eggs in a layer of jelly there. There are large numbers of eggs, because (3) \_\_\_ likely that predators will eat most of them. (4) \_\_\_ takes about ten days before the tadpoles leave the eggs. They look like small fish, with a large body and a tail, and live in the water until (5) \_\_\_ begin to change into frogs. (6) \_\_\_ an amazing story.

- |   |                                     |                                     |   |   |
|---|-------------------------------------|-------------------------------------|---|---|
| 0 | <input type="checkbox"/> A there is | <input type="checkbox"/> B they are | <input checked="" type="checkbox"/> C it is | <input checked="" type="checkbox"/> D there are |
| 1 | <input type="checkbox"/> A it is    | <input type="checkbox"/> B there is | <input type="checkbox"/> C there are        | <input type="checkbox"/> D they are             |
| 2 | <input type="checkbox"/> A its      | <input type="checkbox"/> B they are | <input type="checkbox"/> C there is         | <input type="checkbox"/> D it's                 |
| 3 | <input type="checkbox"/> A they are | <input type="checkbox"/> B it is    | <input type="checkbox"/> C there is         | <input type="checkbox"/> D its                  |
| 4 | <input type="checkbox"/> A It       | <input type="checkbox"/> B There is | <input type="checkbox"/> C They             | <input type="checkbox"/> D Its                  |
| 5 | <input type="checkbox"/> A they     | <input type="checkbox"/> B they are | <input type="checkbox"/> C it               | <input type="checkbox"/> D it's                 |
| 6 | <input type="checkbox"/> A There is | <input type="checkbox"/> B They are | <input checked="" type="checkbox"/> C It is | <input type="checkbox"/> D This                 |

## VOCABULARY

Mark the correct variant (A-D) to fill in the blanks (7-12) as in the example.

In the past, importance (0) \_\_\_ not given to shoes being comfortable or fashionable. These early foot coverings were probably animal skins, (7) \_\_\_ people tied round their ankles during cold weather. We still use leather today, but other materials such as silk, plastic or cotton are also popular, (8) \_\_\_ on what is in fashion.

It was only one hundred and fifty years (9) \_\_\_ that people began to wear a different shoe on each foot. Formerly, the two shoes had been straight instead of shaped and could be worn on the left or the right foot. All shoes used to be made by hand, but now, (10) \_\_\_ shoemakers still using their (11) \_\_\_ skills, most shoes are now machine-made in large factories. The introduction of sewing machines allowed the shoe industry to produce large (12) \_\_\_ of cheaper shoes for a wider range of buyers.

- |    |  |   |                                    |  |
|----|--|---|------------------------------------|--|
| 0  | <input checked="" type="checkbox"/> A was      | <input type="checkbox"/> B is                   | <input type="checkbox"/> C has     | <input type="checkbox"/> D had         |
| 7  | <input type="checkbox"/> A who                 | <input type="checkbox"/> B why                  | <input type="checkbox"/> C which   | <input type="checkbox"/> D where       |
| 8  | <input type="checkbox"/> A turning             | <input checked="" type="checkbox"/> B depending | <input type="checkbox"/> C resting | <input type="checkbox"/> D taking      |
| 9  | <input type="checkbox"/> A before              | <input type="checkbox"/> B beyond               | <input type="checkbox"/> C ago     | <input type="checkbox"/> D after       |
| 10 | <input checked="" type="checkbox"/> A although | <input type="checkbox"/> B if                   | <input type="checkbox"/> C unless  | <input type="checkbox"/> D since       |
| 11 | <input checked="" type="checkbox"/> A typical  | <input type="checkbox"/> B usual                | <input type="checkbox"/> C model   | <input type="checkbox"/> D traditional |
| 12 | <input type="checkbox"/> A quantities          | <input type="checkbox"/> B totals               | <input type="checkbox"/> C sums    | <input type="checkbox"/> D sizes       |

## WRITING

Your English-speaking friend is going to visit you. Write him/her a note giving directions how to get to your apartment from the railway station (at least 50 words). Use the plan below and your own ideas:

- transport;
- route;
- approximate time of a trip.

TEST 30

READING

Read the texts and match the headings (A-G) to the paragraphs (1-6) as in the example.

- A Gift for James
- B Unanswered Questions
- C Waking up in London
- D Fantastic Dream?
- E Happy Anniversary
- F Reunion with Dr Applebaum
- G Mary Finds James

	A	B	C	D	E	F	G
0	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

(0) \_\_\_

The professor woke up in the park near Dr Applebaum's house. He still didn't know where he was or what year it was. The streets and the cars looked familiar. He was back in London.

(1) \_\_\_

He walked towards Dr Applebaum's house. The fire brigade was outside the house, and there was a huge fire burning inside. Dr Applebaum was being taken out on a stretcher. The doctor was barely conscious but he was able to ask if James had brought anything from the past. James suddenly remembered the charm given to him by Ula. He took it out of his pocket and showed it to the doctor, who smiled weakly and then lost consciousness. The ambulance took him away.

(2) \_\_\_

As he stood watching the house burn, James' wife, Mary, ran down the street. She hugged him and told him how worried she had been when he hadn't come home.

(3) \_\_\_

Then Mary saw the charm in her husband's hand and smiled. James glanced at it and said that a lot had happened to him that day. He thought of telling her the whole story but then decided that it would be better to wait until they got home. Mary put her arms round his shoulders, kissed him and said, 'Happy anniversary, darling.'

(4) \_\_\_

As they walked home, Mary told him that she had found the charm in an antique shop. The salesman there had told her it was an authentic Viking artifact, and she had bought it. Mary had put it in his pocket hoping that he would find it during the day. James smiled and told her it was the perfect anniversary present, but quietly he wondered, 'What about Ula?'

(5) \_\_\_

Dr Applebaum died and his house and his laboratory had been destroyed in the fire. James never found out exactly how he had travelled through time. He began to think that it had all been just a dream.

(6) \_\_\_

But how had he got to the park? Why had the doctor asked him if he'd brought anything back? Suddenly, he remembered his notebook. He looked for it in his coat pocket, but it was gone.

[14]

(353 words)



## USE OF ENGLISH

## GRAMMAR

Mark the correct variant (A-D) to fill in the blanks (1-6) as in the example.

- 0 Some foods, \_\_\_ chocolate, are very fattening.  
 A such a       B moreover       C such as       D as
- 1 I've never been here before \_\_\_ my friend has.  
 A as       B but       C even though       D like
- 2 I typed the reports \_\_\_ Joanne interviewed a client.  
 A before       B despite       C while       D since
- 3 \_\_\_, I think that Mark is the best person for this job.  
 A In conclusion       B For instance       C Firstly       D Whenever
- 4 I went to the bank \_\_\_ get some money.  
 A in case to       B due to       C because to       D in order to
- 5 We took a taxi \_\_\_ we were late.  
 A so that       B because       C in short       D in case
- 6 This house is beautiful. \_\_\_, it is in poor condition.  
 A In addition       B But       C However       D Moreover

## VOCABULARY

Mark the correct variant (A-D) to fill in the blanks (7-12) as in the example.

The idea of fashion and wearing (0) \_\_\_ clothes is nothing new. But why do we get so excited about what we wear and how we look? One reason is that through fashion we can show others how we feel about ourselves. In other words, it gives us the (7) \_\_\_ that others recognise. There are many different fashion (8) \_\_\_, from punks and hippies to skaters and raggas. The one we choose makes us a part of a like-minded group of people who share the same (9) \_\_\_. It's only natural to want to be a part of a group as it helps us to feel more (10) \_\_\_.

Getting the look that lets you (11) \_\_\_ your personality is a matter of finding the right place to buy your clothing and (12) \_\_\_. Some people like to splash out on designer labels, while others are happier picking up a bargain at the local market. But, young or old, alternative or mainstream, one way or another we are all dedicated followers of fashion.

- 0  A embroidered       B old-fashioned       C trendy       D patterned
- 7  A meaning       B message       C shape       D identity
- 8  A tribes       B victims       C crowds       D teams
- 9  A reasons       B identities       C interests       D aims
- 10  A classy       B competitive       C confused       D confident
- 11  A organise       B feel       C express       D explain
- 12  A products       B accessories       C styles       D varieties

## WRITING

Your friend from Britain invited you to visit him / her. Write an email to your friend (at least 50 words). Use the plan below and your own ideas:

- thank for the invitation;
- ask what to prepare for the trip and how to get to the place;
- say what places you would like to visit.