

МИНОБРНАУКИ РОССИИ  
ФЕДЕРАЛЬНОЕ ГОСУДАРСТВЕННОЕ БЮДЖЕТНОЕ ОБРАЗОВАТЕЛЬНОЕ УЧРЕЖДЕНИЕ  
ВЫСШЕГО ПРОФЕССИОНАЛЬНОГО ОБРАЗОВАНИЯ  
«ВОРОНЕЖСКИЙ ГОСУДАРСТВЕННЫЙ УНИВЕРСИТЕТ»  
(ФГБОУ ВПО «ВГУ»)

Утверждаю  
Первый проректор - проректор по  
учебной работе



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23.05.2014

Дополнительная образовательная программа

«Английский язык»  
уровень Intermediate

Категория обучающихся слушатели

Срок обучения 100 (час.)

Форма обучения очно-заочная

Воронеж

## I. Общая характеристика программы

- 1.1. Основной целью изучения дисциплины является повышение уровня владения иностранным языком, формирование языковой коммуникативной компетенции для решения социально-коммуникативных задач в различных областях бытовой, культурной и обще-познавательной сфер деятельности.
- 1.2. В результате освоения данной программы развиваются, формируются и совершенствуются следующие навыки и умения:

В области чтения: навыки чтения адаптированных аутентичных текстов и извлечения необходимой информации из прочитанного иноязычного текста; навыки систематизации и обобщения информации, получаемой при чтении;

В области аудирования: навыки и умения восприятия аутентичной речи; навыки и умения выделения, систематизации и обобщения необходимой информации, получаемой на слух;

В области письма: навыки написания письменных работ разных жанров и стилей (описательного и повествовательного характера, личных и деловых писем); лексико-грамматические навыки оформления письменных работ;

В области говорения: умения высказывать свое мнение в форме монолога и диалога-обмена мнениями; лексико-грамматические навыки оформления высказывания и творческие речевые умения посредством вовлечения обучающихся в мир изучаемой тематики.

## II. Учебный план

	Наименование разделов и дисциплин	Всего часов	В том числе			
			Лекции	Практические и лабораторные занятия	Самостоятельная работа	Форма контроля
1.	Практика речи	73		48	25	Тесты
2.	Промежуточная аттестация	2				Тест
3.	Практика речи	73		48	25	Тесты
4.	Итоговая аттестация	2				Тест
5.	Итого	150		100	50	

Руководитель дополнительной образовательной программы



Бабушкин А.П.

### **III. Рабочая программа дополнительной образовательной программы «Английский язык» (уровень Intermediate)**

1. Цели курса: повышение уровня владения иностранным языком; развитие интегративных коммуникативных умений и лексико-грамматических навыков оформления высказывания по теме занятия; развитие умений поиска личностно-значимой информации и коммуникабельности как качества личности, необходимого для полноценного общения.

2. Задачи курса:

- развитие и совершенствование навыков чтения и извлечения необходимой информации из иноязычного текста;
- развитие и совершенствование навыков и умений воспринимать на слух, понимать и выделять необходимую информацию из иноязычного текста по теме занятия;
- формирование навыков систематизации и обобщения информации, получаемой на слух и при чтении;
- формирование и развитие навыков написания письменных работ разных стилей;
- развитие лексико-грамматических навыков оформления высказывания и письменных работ по теме занятия;
- расширение активного словарного запаса студентов;
- совершенствование навыков и умений высказывать свое мнение в форме монолога и диалога-обмена мнениями.

**IV. Оценка качества освоения программы:** для получения свидетельства ВГУ о прохождении подготовки по дополнительной образовательной программе «Английский язык» соответствующего уровня слушатель должен набрать по итогам двух тестирований не менее 120 баллов (60% от общего количества баллов, предусмотренных аттестационными работами).



### Перечень лабораторных работ

Номер темы	Наименование лабораторной работы (час.)
1	Unit 1A. Food: fuel or pleasure (4 часа)
2	Unit 1B. If you really want to win, cheat (4 часа)
3	Unit 1C. We are family (4 часа)
4	Unit 2A. Ka-ching! (4 часа)
5	Unit 2B. Changing your life (4 часа)
6	Unit 2C. Race to the sun (4 часа)
7	Unit 3A. Modern manners (6 часов)
8	Unit 3B. Judging by appearances (4 часа)
9	Unit 3C. If at first you don't succeed, ... (4 часа)
10	Unit 4A. Back to school, aged 35 (4 часа)
11	Unit 4B In an ideal world (6 часов)
	Current Test (2 часа)
12	Unit 4C Still friends (4 часа)
13	Unit 5A. Slow down, you move too fast (4 часа)
14	Unit 5B. Same planet, different worlds (6 часов)
15	Unit 5C. Job swap (6 часов)
16	Unit 6A.9. Love in the supermarket (4 часа)
17	Unit 6B. See the film... get on a plane (6 часов)
18	Unit 6C. I need a hero (4 часа)
19	Unit 7A. Can we make our own luck? (4 часа)
20	Unit 7B. Murder mysteries (4 часа)
21	Unit 7C. Switch it off (6 часов)
	End-of-course check (2 часа)

### Литература

1. Oxenden C., Latham-Koenig Ch. New English File, Intermediate Student's book / Oxenden Clive, Latham-Koenig Christina. - Oxford University Press, 2011. – 160 p. / [www.oup.com/elt/englishfile/intermediate](http://www.oup.com/elt/englishfile/intermediate)
2. Oxenden C., Latham-Koenig Ch., Byrne T. New English File, Intermediate Workbook / Oxenden Clive, Latham-Koenig Christina, Tracy Byrne. - Oxford University Press, 2011. – 80 p. / [www.oup.com/elt/englishfile/intermediate](http://www.oup.com/elt/englishfile/intermediate)
3. Evans V., Dooley J. Upstream Intermediate B2 Students Book / Evans Virginia-Dooley Jenny. – Express Publishing, 2008. – 224p.
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8. Soars Liz and John New Headway Intermediate Workbook / Liz and John Soars. – Oxford University Press, 2003. – 96 p.
9. Dooley J., Evans V., Grammarway3 / Dooley Jenny, Evans Virginia.– Express Publishing, 2008. – 216 p.
10. Eastwood J. Oxford Practice Grammar Intermediate / John Eastwood. – Oxford University Press, 2006. – 439 p. / [www.oup.com/elt](http://www.oup.com/elt).

#### **V. Составители программы**

1. Шишкина Наталья Михайловна к.ф.н., доцент кафедры английского языка естественно-научных факультетов факультета РГФ

# Current Test

## Intermediate

NAME

4

### Grammar, Vocabulary, and Pronunciation

A

#### GRAMMAR

##### 1 Underline the correct word(s).

Example: You won't pass the exam, unless / if you study harder.

- 1 She won't go if / unless Rob goes, because she can't drive.
- 2 They said they'd phone us as soon as / until their plane lands.
- 3 Don't eat anything now! Wait until / when dinner's ready.
- 4 You won't get there on time unless / if you don't leave work early.
- 5 This is an urgent message. Please call me as soon as / if you get home.



##### 2 Complete the sentences with the correct form of the verbs.

Example: If we had arrived (arrive) earlier, we would have got better seats.

- 1 She wouldn't help you if she \_\_\_\_\_ (not want) to.
- 2 I \_\_\_\_\_ (buy) you a present if you are good.
- 3 He \_\_\_\_\_ (not do) such a dangerous job unless he enjoyed it.
- 4 If you \_\_\_\_\_ (not ask) for a pay rise, you won't get one.
- 5 If I \_\_\_\_\_ (have) better qualifications, I could be a professor.
- 6 I \_\_\_\_\_ (not complain) if I had their lifestyle!
- 7 If he \_\_\_\_\_ (not pass) the exam, he'll be so disappointed.
- 8 His teacher won't be angry if he \_\_\_\_\_ (tell) her the truth.
- 9 If I were you, I \_\_\_\_\_ (buy) a more reliable car.



##### 3 Complete the sentences with *used to* / *didn't use to* / *Did ... use to*, or the present simple + *usually*.

Example: I used to behave (behave) badly at school, but now I study hard.

- 1 He \_\_\_\_\_ (not / be) so quiet. He must be tired today.
- 2 \_\_\_\_\_ (you / work) in the Union Street office before you came here?
- 3 When we were children, we often \_\_\_\_\_ (go) swimming in the river.
- 4 I \_\_\_\_\_ (go) to the cinema on Wednesdays, as it is cheaper on that day.
- 5 I \_\_\_\_\_ (not / like) Jason much, but now we get on really well.
- 6 I \_\_\_\_\_ (be) a sales manager, but then I trained to be a designer.

Grammar total **20**

#### VOCABULARY

##### 4 Complete the sentences with the correct verb.

Example: Pupils in Britain can leave school when they're 16.

- 1 I've never tried to c \_\_\_\_\_ in an exam, because I think it is wrong.
- 2 I never want to t \_\_\_\_\_ an exam again. I hate them!
- 3 I don't know why I went to school today. I didn't l \_\_\_\_\_ anything.
- 4 Our English teacher always gives us a lot of work to d \_\_\_\_\_ at home.
- 5 The teacher said if I didn't b \_\_\_\_\_, he'd send me out of the class.
- 6 I want to s \_\_\_\_\_ French at university because I'd like to live in France when I graduate.
- 7 If you f \_\_\_\_\_ one of your exams, you can take it again next year.
- 8 I have a really important exam tomorrow so I need to r \_\_\_\_\_ tonight.





NAME \_\_\_\_\_

**4**

**Grammar, Vocabulary, and Pronunciation**

**A**

**5 Underline the odd one out.**

Example: armchair sink wall chest of drawers

1 cottage house flat garage

2 town city country village

3 terrace kitchen garden balcony

4 sink bedside table chest of drawers coffee table

5 shower washbasin armchair bath

6 suburbs block of flats residential area city centre

6

**6 Underline the correct word(s).**

Example: I have **known** / **met** John in 1998.

1 Michael and his sister **are** / **have** a lot in common.

2 I've been trying to **keep in touch** / **get in touch** with Angela all day.

3 We **met** / **knew** our new boss for the first time today.

4 I'm meeting my close **friend** / **colleague** today. I haven't seen her for ages.

5 I think you'll like David when you **get to know** / **get on well** with him.

6 We had **lost** / **kept in** touch with each other but met again through the website Friends Reunited.

6

Vocabulary total  20

**PRONUNCIATION**

**7 Write the words in the correct place.**

school suburbs advertise pupil **physics** practise



physics



1 \_\_\_\_\_



2 \_\_\_\_\_



3 \_\_\_\_\_



4 \_\_\_\_\_

/ju:/

5 \_\_\_\_\_

5

**8 Underline the stressed syllable.**

Example: pupil

1 literature

2 entrance

3 computer

4 patio

5 friendship

5

Pronunciation total  10

Grammar, Vocabulary, and Pronunciation total  50



NAME \_\_\_\_\_

**4 Grammar, Vocabulary, and Pronunciation**

**B**

**GRAMMAR**

1 Complete the sentences with *used to / didn't use to / Did ... use to*, or **the present simple + usually**.

Example: I used to behave (behave) badly at school, but now I study hard.

- 1 I \_\_\_\_\_ (not / like) Cathy much, but now we get on really well.
- 2 I \_\_\_\_\_ (go) to the cinema on Mondays, as it is cheaper on that day.
- 3 I \_\_\_\_\_ (be) a sales manager, but then I trained to be a designer.
- 4 When we were children, we often \_\_\_\_\_ (go) swimming in the sea.
- 5 \_\_\_\_\_ (you / work) in the Union Street office before you came here?
- 6 Jumila \_\_\_\_\_ (not / be) so quiet. She **must** be tired today.



2 Underline the correct word(s).

Example: You won't pass the exam, **unless / if** you study harder.

- 1 This is an **urgent** message. Please call me **as soon as / if** you get home.
- 2 You won't get there on time **unless / if** you don't leave work early.
- 3 He won't go **if / unless** Belinda goes, because he can't drive.
- 4 Don't eat anything now! Wait **until / when** dinner's ready.
- 5 They said they'd phone us **as soon as / until** their plane lands.



3 Complete the sentences with the correct form of the verbs.

Example: If we had arrived (arrive) earlier, we would have got better seats.

- 1 If I were you, I \_\_\_\_\_ (buy) a more reliable car.
- 2 If they \_\_\_\_\_ (not pass) their exams, they'll be so disappointed.
- 3 We **wouldn't** help you if we \_\_\_\_\_ (not want) to.
- 4 If I \_\_\_\_\_ (have) better qualifications, I could be a teacher.
- 5 He \_\_\_\_\_ (not do) such a dangerous job unless he enjoyed it.
- 6 I \_\_\_\_\_ (buy) you a present if you are good.
- 7 If you \_\_\_\_\_ (not ask) for a pay rise, you won't get one.
- 8 I \_\_\_\_\_ (not complain) if I had their lifestyle!
- 9 His teacher won't be angry if he \_\_\_\_\_ (tell) her the truth.



Grammar total **20**

**VOCABULARY**

4 Underline the correct word(s).

Example: I **have known / met** John in 1998.

- 1 I think you'll like Harriet when you **get to know / get on well with** her.
- 2 I'm meeting my close **friend / colleague** today. I haven't seen him for ages.
- 3 We had **lost / kept in touch** with each other but met again through the website Friends Reunited.
- 4 We **met / knew** our new boss for the first time today.
- 5 He's been trying to **keep in touch / get in touch** with Lilian all day.
- 6 Lucas and his sister **are / have** a lot in common.



NAME \_\_\_\_\_

**4**

**Grammar, Vocabulary, and Pronunciation**

**B**

5 Complete the sentences with the correct verb.

Example: Pupils in Britain can leave school when they're 16.

- 1 If you f \_\_\_\_\_ one of your exams, you can take it again next year.
- 2 I want to s \_\_\_\_\_ German at university because I'd like to live in Germany when I graduate.
- 3 I have a really important exam tomorrow so I need to r \_\_\_\_\_ tonight.
- 4 I don't know why I went to school today. I didn't l \_\_\_\_\_ anything.
- 5 I never want to t \_\_\_\_\_ an exam again. I hate them!
- 6 I've never tried to e \_\_\_\_\_ in an exam, because I think it is wrong.
- 7 The teacher said if I didn't b \_\_\_\_\_, he'd send me out of the class.
- 8 Our English teacher always gives us a lot of work to d \_\_\_\_\_ at home.



6 Underline the odd one out.

Example: armchair sink wall chest of drawers

- 1 shower bath washbasin armchair
- 2 sink chest of drawers bedside table coffee table
- 3 suburbs block of flats residential area city centre
- 4 kitchen garden terrace balcony
- 5 town country village city
- 6 cottage flat house garage



Vocabulary total **20**

**PRONUNCIATION**

7 Underline the stressed syllable.

Example: pupil

- 1 friendship
- 2 patio
- 3 literature
- 4 computer
- 5 entrance



8 Write the words in the correct place.

advertise school suburbs ~~physics~~ pupil practise



physics



1 \_\_\_\_\_



2 \_\_\_\_\_



3 \_\_\_\_\_

/ju:/

4 \_\_\_\_\_



5 \_\_\_\_\_



Pronunciation total **10**

Grammar, Vocabulary, and Pronunciation total **50**



NAME \_\_\_\_\_

4

## Reading and Writing

A

## READING

Read the article and tick (✓) A, B, or C.

*How green is your house?*

As the UK's cities expand rapidly, problems are being caused for councils who have to meet the demand for housing. In addition to this, energy prices and pollution levels continue to increase.

A solution has been developed by the Peabody Trust who have worked with environmental experts to build the Beddington Zero Energy housing development (BedZED) in Sutton, England.

This unique development is an environmentally-friendly community of a hundred homes including gardens, offices, and childcare facilities with plenty of surrounding green areas. BedZED's designers have created an attractive, affordable, urban village whose unique features benefit instead of harm the local community and environment. BedZED is a 'zero energy' development – no fossil fuels (coal and gas) are used and homes do not waste energy. Building materials are mostly natural, renewable or recycled. Houses face the south so that they get plenty of sunlight and their roofs are also fitted with solar panels, which change the sun's energy into electricity. The windows consist of three layers of glass to stop heat from escaping. The homes are also fitted with the most modern energy-saving appliances. It is estimated that families' electricity bills could be reduced by up to 60% whilst heating bills could be reduced by as much as 90%.

Developers hope to achieve a 50% reduction in fossil-fuel use by residents' cars over the next decade by reducing the need to travel. Some residents will have the opportunity to work within walking distance of their homes. The Peabody Trust also aim to set up Internet shopping so that food can be delivered by local supermarkets.

As the need for environmentally friendly, low-energy housing increases, BedZED may change from being a unique model, to a model for all future houses.

Example: Cities in the UK \_\_\_\_\_.

- A are getting expensive   
 B are getting larger very quickly   
 C have too many politicians

1 Councils are having problems because \_\_\_\_\_.

- A there are too many houses   
 B there aren't enough houses   
 C houses cost too much to build

2 The Peabody Trust \_\_\_\_\_ an answer to the housing problem.

- A have found  B may have found   
 C have to find

3 The BedZED community is \_\_\_\_\_.

- A very friendly  B good for the environment   
 C designed for people with children

4 The designers have created houses which are \_\_\_\_\_.

- A quite expensive  B reasonably priced   
 C over priced

5 The homes \_\_\_\_\_.

- A don't use any energy   
 B don't use more energy than they need   
 C use more energy than they need

6 \_\_\_\_\_ of the materials used in the buildings are environmentally-friendly.

- A Some  B All  C Nearly all

7 Specially-designed \_\_\_\_\_ keep heat inside the houses.

- A appliances  B solar panels  C windows

8 \_\_\_\_\_ bills could be cut by as much as 60%.

- A Heating  B Electricity  C Fossil-fuel

9 In the next decade some residents will be able to \_\_\_\_\_.

- A work at home  B take the bus to work   
 C walk to work

10 BedZED is going to \_\_\_\_\_.

- A develop further  B become a town   
 C remain unique

Reading total  10

## WRITING

Write a description of the school you go / went to. Include the following information: (140–180 words)

- a brief introduction: the kind of school, size, location, your age when you went there, number of pupils in each class
- homework, uniform, discipline, teachers
- subjects – best / worst
- your general opinion of the school – good / bad? Why?

10

Reading and Writing total  20

NAME \_\_\_\_\_

4

## Reading and Writing

B

## READING

Read the article and tick (✓) A, B, or C.

**How green is your house?**

As the UK's cities expand rapidly, problems are being caused for councils who have to meet the demand for housing. In addition to this, energy prices and pollution levels continue to increase.

A solution has been developed by the Peabody Trust who have worked with environmental experts to build the Beddington Zero Energy housing development (BedZED) in Sutton, England.

This unique development is an environmentally-friendly community of a hundred homes including gardens, offices, and childcare facilities with plenty of surrounding green areas. BedZED's designers have created an attractive, affordable, urban village whose unique features benefit instead of harm the local community and environment. BedZED is a 'zero energy' development – no fossil fuels (coal and gas) are used and homes do not waste energy. Building materials are mostly natural, renewable or recycled. Houses face the south so that they get plenty of sunlight and their roofs are also fitted with solar panels, which change the sun's energy into electricity. The windows consist of three layers of glass to stop heat from escaping. The homes are also fitted with the most modern energy-saving appliances. It is estimated that families' electricity bills could be reduced by up to 60% whilst heating bills could be reduced by as much as 90%.

Developers hope to achieve a 50% reduction in fossil-fuel use by residents' cars over the next decade by reducing the need to travel. Some residents will have the opportunity to work within walking distance of their homes. The Peabody Trust also aim to set up Internet shopping so that food can be delivered by local supermarkets.

As the need for environmentally friendly, low-energy housing increases, BedZED may change from being a unique model, to a model for all future houses.

Example: Cities in the UK \_\_\_\_\_.

- A are getting expensive   
 B are getting larger very quickly   
 C have too many politicians

- 1 It's difficult for councils to \_\_\_\_\_.  
 A build enough houses   
 B pay their energy bills   
 C design new houses

- 2 A solution to the housing problem \_\_\_\_\_ found.  
 A has to be  B has been  C may have been
- 3 The BedZED development consists of \_\_\_\_\_.  
 A 100 homes   
 B houses and public buildings   
 C houses, public buildings and parks
- 4 \_\_\_\_\_ is used in the homes.  
 A Fossil fuel  B No energy   
 C Only the amount of energy that is needed
- 5 The buildings are made of materials which \_\_\_\_\_.  
 A are man-made  B can't be re-used   
 C have been used before
- 6 The houses have \_\_\_\_\_ to produce electricity.  
 A roofs  B a lot of sunlight   
 C solar panels
- 7 The sun shines into the houses from the \_\_\_\_\_.  
 A west  B north  C south
- 8 Estimates show that heating bills could be cut by \_\_\_\_\_.  
 A over 90%  B up to 90%  C 90%
- 9 The developers hope that in the future inhabitants will \_\_\_\_\_.  
 A set up Internet shopping  B walk to work   
 C only use their cars to go to work
- 10 Developers are hoping that BedZED will \_\_\_\_\_.  
 A remain unique  B change   
 C be a model for future housing development

Reading total **10**

## WRITING

Write a description of the school you go / went to. Include the following information: (140–180 words)

- a brief introduction: the kind of school, size, location, your age when you went there, number of pupils in each class
- homework, uniform, discipline, teachers
- subjects – best / worst
- your general opinion of the school – good / bad? Why?

 10Reading and Writing total **20**



NAME \_\_\_\_\_

**4** Listening and Speaking

**A**

**LISTENING**

Listen to the interview with the TV reviewer. Complete the sentences with the correct word.

Example: The reviewer talked about the *best* programme of the week.

- The *That'll Teach 'Em* series was being shown on Channel \_\_\_\_\_.
- The experiment involved sending a group of \_\_\_\_\_ 16-year-olds to a 1950s-style boarding school.
- The children thought that wearing the 1950s \_\_\_\_\_ was uncomfortable.
- The biggest difference for the pupils was the strict \_\_\_\_\_.
- In general, the pupils were very \_\_\_\_\_ about the experiment.

Listening total **10**

Speaking total **20**

Listening and Speaking total **30**

NAME \_\_\_\_\_

**4** Listening and Speaking

**B**

**LISTENING**

Listen to the interview with the TV reviewer. Complete the sentences with the correct word.

Example: The reviewer talked about the *best* programme of the week.

- Michael chose to review the \_\_\_\_\_ programme in the *That'll Teach 'Em* series.
- Thirty 16-year-olds were sent to a 1950s-style \_\_\_\_\_ school.
- The worst thing for the children was the \_\_\_\_\_.
- When they took the exams, only \_\_\_\_\_ passed all the subjects.
- The pupils felt the experiment had helped them to appreciate their own \_\_\_\_\_ more.

Listening total **10**

Speaking total **20**

Listening and Speaking total **30**

**SPEAKING**

**Student A**

- Make questions and ask your partner. What would you do if you...
  - design / ideal home?
  - be / leader of your country for a day?
  - be able to / change something about your appearance?
  - be able to / travel back in time?
  - sit / next to an actor you like in a restaurant?
- Talk about the statement below, saying if you agree or disagree. Give reasons.
 

'Good teachers are always very strict.'
- Listen to your partner talking about friendship. Do you agree with him / her?

**SPEAKING**

**Student B**

- Make questions and ask your partner. What would you do if you...
  - win / holiday for two people?
  - not work?
  - be able to / change one thing about the world?
  - be / very rich for one day?
  - have / chance to go anywhere in the world?
- Listen to your partner talking about education. Do you agree with him / her?
- Talk about the statement below, saying if you agree or disagree. Give reasons.
 

'Some friendships are very difficult to keep.'



GRAMMAR

a Circle a, b, or c.

Example: My parents \_\_\_\_\_ in China.

- a are born **b were born** c was born

- 1 **A** Hi, are you free to talk now?  
**B** We \_\_\_\_\_ dinner. Can I call you back?  
a have b having c 're having
- 2 When they arrived, their friends \_\_\_\_\_ for them.  
a were waiting b was waiting c waited
- 3 **A** Please remember to send her a card!  
**B** Don't worry. \_\_\_\_\_  
a I'm not forgetting b I don't forget c I won't forget
- 4 How long have you \_\_\_\_\_ karate?  
a been do b doing c been doing
- 5 I think basketball is \_\_\_\_\_ sport to watch.  
a the most exciting b the more exciting  
c the excitingest
- 6 We \_\_\_\_\_ forget to close all the windows.  
a have to b mustn't c don't have to
- 7 I don't think we \_\_\_\_\_ to come to the party.  
a 'll can b 'll be able c can
- 8 Let's stay under this tree \_\_\_\_\_ raining.  
a as soon as it stops b until it will stop c until it stops
- 9 I \_\_\_\_\_ married if I were you.  
a wouldn't get b wouldn't c didn't get
- 10 This place \_\_\_\_\_ a cafe – I think it was a baker's.  
a didn't use to be b didn't used to be  
c didn't used be
- 11 \_\_\_\_\_ are often not very good at buying presents.  
a The men b A man c Men
- 12 Has it stopped \_\_\_\_\_ yet?  
a rain b to rain c raining
- 13 She told the children \_\_\_\_\_ a noise.  
a not to make b that they don't make c to not make
- 14 The new hospital \_\_\_\_\_ the Prime Minister next month.  
a will open by b will be open by c will be opened by
- 15 Could you tell me \_\_\_\_\_, please?  
a where is the bank b where the bank is  
c where the bank

b Complete the sentences with **one** word.

Contractions (e.g. *don't*) count as one word.

Example: She's waiting for the bus.

- 16 I've been living in Lebanon \_\_\_\_\_ about two years.
- 17 His garden isn't nearly as big \_\_\_\_\_ ours.
- 18 He \_\_\_\_\_ be very rich. He drives a Rolls Royce.
- 19 There isn't \_\_\_\_\_ soup for all of us.
- 20 There are too \_\_\_\_\_ people in this class.
- 21 I can't go to university \_\_\_\_\_ I pass all my exams.
- 22 She asked the boy how old he \_\_\_\_\_.
- 23 My mother, \_\_\_\_\_ is 93, can still read without glasses!
- 24 If I \_\_\_\_\_ known you were coming for lunch, I would have bought more food.
- 25 That was a fascinating documentary, \_\_\_\_\_ it?

VOCABULARY

a Complete the words.

Example: The spectators ran on to the **pitch**.

- 1 I'm in **ch**\_\_\_\_\_ of the marketing department.
- 2 He's very **s**\_\_\_\_\_. He only thinks of himself.
- 3 The match ended when the **r**\_\_\_\_\_ blew his whistle.
- 4 There's a lot of traffic during the **r**\_\_\_\_\_ **h**\_\_\_\_\_.
- 5 I don't have much **I**\_\_\_\_\_, just one suitcase.
- 6 My favourite **s**\_\_\_\_\_ at school was maths.
- 7 He lives in a small **v**\_\_\_\_\_ with only 1,000 inhabitants.
- 8 When you buy something the shop assistant should give you a **r**\_\_\_\_\_.
- 9 The film was **s**\_\_\_\_\_ in Italy in the 19<sup>th</sup> century.
- 10 My sister wants to **b**\_\_\_\_\_ up with her boyfriend.

b Write the opposite word or phrase.

Example: win a match *lose a match*

- 11 **take off** (from an airport) \_\_\_\_\_ (at an airport)
- 12 **buy** a car \_\_\_\_\_
- 13 **borrow** money \_\_\_\_\_
- 14 **honest** \_\_\_\_\_
- 15 **curly** hair \_\_\_\_\_
- 16 **pass** an exam \_\_\_\_\_
- 17 a **part-time** job \_\_\_\_\_
- 18 an **enormous** flat \_\_\_\_\_
- 19 **keep in touch** with a friend \_\_\_\_\_

c Complete with one word formed from the **bold** word.

Example: **qualify** What *qualifications* do you need?

- 20 **fly** The \_\_\_\_\_ to Australia lasted 24 hours.
- 21 **govern** I think the \_\_\_\_\_ will change after the election.
- 22 **fortune** She found the perfect dress, but \_\_\_\_\_ it wasn't her size.
- 23 **disappoint** The film was really \_\_\_\_\_. The actors were terrible.
- 24 **violin** The musicians were fantastic, especially the \_\_\_\_\_.
- 25 **choose** We have to make a very difficult \_\_\_\_\_.

PRONUNCIATION

a Underline the word with a different sound.

Example: /æ/ van tram lane rank

- 1 /dʒ/ exchange **generous** aggressive jewellery
- 2 /aɪ/ might buy **weight** height
- 3 /ɔː/ **learn** hour turn journey
- 4 /ʃ/ ambitious machine **sociable** coach
- 5 /ɔː/ although court bought draw

b Underline the stressed syllable.

Example: exciting

- 6 discipline
- 7 unemployed
- 8 complain
- 9 independent
- 10 strawberries



## READING

Read the newspaper article and circle the right answer, T (True), F (False), or DS (Doesn't say).

### Save the planet and get stuff for free!

Freecycle.org was started in 2003 in the USA by 36-year-old Deron Beal. When Beal wanted to give away office supplies he no longer needed, he found that his local charity shop would not take them. He didn't want to just throw away useful items, so he decided to start 'The Freecycle Network' where environmentally-minded groups of people could advertise their unwanted goods online for free.

The idea proved so popular that Freecycle groups are now operating in over fifty countries. It is estimated that this worldwide movement is now responsible for preventing more than 200 tonnes of goods from being thrown away each day.

One of the reasons for the network's popularity is that it is extremely simple to use. Members sign up to an email list on the Freecycle.org website. They then receive lists of items that people in their area would like to give away. Unlike many other online advertising sites, the items are always free. If you find something you want, you simply contact the advertiser. You are then responsible for arranging to pick the item up.

The majority of members sign up because they agree with the environmentally friendly ethics of the network. However, there are some people who do it to make money by selling the items later. The website's voluntary workers say that they don't mind this. The important thing is that the amount of waste being dumped in landfill sites is reduced.

Freecycle is becoming increasingly popular in the UK where there are currently more than 200 groups giving away, on average, around 45,000 items each month. Some local councils now promote Freecycle by handing out leaflets, in the hope that residents put less waste in the bins provided. Others are even considering setting up a similar community advertising programme through their websites.

- 1 Deron Beal wanted a change of career. T F DS
- 2 The idea of the website is to help people recycle. T F DS
- 3 You have to pay to use the Freecycle website. T F DS
- 4 The biggest Freecycle group is in the USA. T F DS
- 5 Freecycle has reduced the amount of waste produced. T F DS
- 6 When you order something from Freecycle, you must exchange an item with the advertiser. T F DS
- 7 Items which are ordered on the website are sent directly to their new owner. T F DS
- 8 Not everyone uses the Freecycle site in order to protect the environment. T F DS
- 9 Residents in the UK separate their rubbish into different coloured bins for recycling. T F DS
- 10 Some councils in Britain are thinking about starting their own 'Freecycle' networks. T F DS

10

## LISTENING

### a Listen and circle a, b, or c.

- 1 Where did Martin fly from?  
a Geneva b Tokyo c Pisa
- 2 Why can't the woman afford to go out to dinner?  
a He hasn't been paid yet.  
b Someone owes him some money.  
c He doesn't earn very much.
- 3 How many bedrooms does the holiday home have?  
a Two. b Three. c Four.
- 4 Why does Angela agree to work extra hours?  
a Because one of her colleagues isn't at work.  
b Because she needs some extra money.  
c Because she will be able to have another afternoon off.
- 5 Who thinks that Michael is guilty?  
a the man b the woman c both of them

### b Listen to Ian Robinson talking about why he moved to New Zealand and circle the right answer, T (true) or F (false).

- 6 Ian's job was badly paid.  
T F
- 7 He stayed in New Zealand because he liked the way of life.  
T F
- 8 Ian's friend had the idea of setting up a hostel.  
T F
- 9 You can stay at the hotel as long as you want.  
T F
- 10 Ian's parents are retired.  
T F

10

## WRITING

You were on the plane in the article. Write an email to a friend describing the experience.

### A flight to nowhere

Passengers on a flight from London to New York spent a long time going nowhere on Monday. Three hours into the flight the plane developed a problem in one of its engines, and the pilot decided to turn round and return to Heathrow, where the flight landed seven hours after taking off. Passengers spent the night in airport hotels before leaving again yesterday morning – this time they reached their destination.

10

SPEAKING 10

Total 100

#### IV. Кадровое обеспечение дополнительной образовательной программы

№ п/п	Дисциплины (модули)	Характеристики педагогических работников					
		ФИО, должность	Квалификация	Ученая степень, звание	Стаж	Основное место работы, должность	Условия привлечения к педагогической деятельности
1.	Английский язык (уровень Intermediate)	Фомина Ирина Валерьевна	Филолог, преподаватель английского языка	К.ф.н., доцент	27	ВГУ, КАЯГФ, доцент	Штатный сотрудник
2.	Английский язык (уровень Intermediate)	Пешкова Анна Борисовна	Филолог, преподаватель английского языка	К.ф.н., доцент	25	ВГУ, КАЯГФ, доцент	Штатный сотрудник
3.	Английский язык (уровень Intermediate)	Соловьева Ирина Юрьевна	Филолог, преподаватель английского языка	К.ф.н., доцент	22	ВГУ, КАЯГФ, доцент	Штатный сотрудник