

УТВЕРЖДАЮ

Директор ЧОУ ДО

«Английский клуб №1»

В.Г. Коньшина

01 июня 2021 г.



**Программа дополнительного образования по английскому языку  
для ВЗРОСЛЫХ ОБУЧАЮЩИХСЯ**

«English File Upper-intermediate»

г. Челябинск

Содержание:

- 1. Комплекс основных характеристик программы** (пояснительная записка, цели, задачи, содержание программы); стр. 3-10
- 2. Организационно – педагогические условия реализации программы** календарно-учебный график, организационно – педагогические условия реализации программы, материально-техническое обеспечение, планируемые результаты), стр. 11-16
- 3. Оценочные и методические материалы** стр.17-44
- 4. Список литературы** стр. 45-46

## 1. Комплекс основных характеристик программы

### 1.1. Пояснительная записка (Уровень Upper-intermediate на основе EF Upper-intermediate 4<sup>th</sup> edition)

Практический курс обучения английскому языку рассчитан на взрослых слушателей, которые изучали английский язык в школе или других учебных заведениях, и владеют средним уровнем языка на момент обращения в компанию «Английский Клуб», а также для тех, кто закончил уровень Intermediate по любому из имеющихся пособий.

Актуальность курса определяется постоянно возрастающей ролью английского языка в современном обществе, интересом к англоязычной культуре и международными контактами на всех уровнях. Знания, полученные по окончании курса, могут послужить основой для дальнейшего совершенствования владения английским языком, что является одной из составляющих успешной карьеры, повышает самооценку и расширяет горизонты общения офлайн или онлайн с представителями других культур, использующими английский в качестве языка международного общения.

Образовательной задачей курса является расширение знаний по истории и культуре англоговорящих стран и других стран мира, расширение кругозора на основе материалов, включающих информацию полезную для обогащения знаний в разнообразных областях.

### 1.2. Цели и Задачи курса:

**ЦЕЛЮ** курса является формирование у студентов представления о системе языка, его структуре и функционировании, а также его особенностях в сравнении с родным языком.

Непосредственной **ЗАДАЧЕЙ** практического курса является сообщить слушателям современные знания о системе английского языка, научить их читать, писать и объясняться на английском языке, на данном уровне. Слушатели приобретают правильные навыки английского произношения, умение свободно и правильно пользоваться грамматическими структурами и словарным запасом, предусмотренным программой данного курса.

Программа курса представляет собой интегрированную программу, составленную на основе учебной программы “English File Upper-Intermediate 4th edition”, разработанной авторами Clive Oxenden, Christina Latham-Koenig & Kate Chomacki, и международного экзамена “B2 First” (FCE). Прохождение языкового материала по этой интегрированной программе рассчитано на 210 академических часов. Занятия проходят 2 раза в неделю по 2 или 3 академических часа.

Курс “English File Upper-Intermediate” состоит из книги для учащихся и учителя, рабочей тетради, аудио сопровождения, видеокурса с заданиями по темам, сборника тестов и заданий Online Practice. В качестве дополнительных материалов используются игры, задания, упражнения и песни в блоках Grammar Activities, Communicative Activities, Vocabulary Banks.

В обучении доминирует коммуникативный подход, наряду с комбинированием различных подходов, принципов и элементов других методов (традиционного и интенсивного) с учетом специфики этапа обучения и конкретных условий. Упор в

обучении делается на развитие устной речи, которая является как средством, так и методом обучения.

В процессе обучения проводится как текущий контроль, так и промежуточные тесты после каждого модуля (краткий тест) и каждого 5 модуля (промежуточный тест). В конце курса слушатели проходят итоговое тестирование. Экзаменационные итоговые тесты разработаны методистами компании «Английский Клуб» и охватывают все аспекты языковой и речевой подготовки, необходимой на данном этапе изучения английского языка (слушание, говорение, чтение, письмо, лексико-грамматическая часть). Финальный тест состоит из 2 основных частей – письменной и устной. Письменная часть включает тест, состоящий из 4 частей: слушание, чтение, письмо, лексико-грамматическая часть. Устная часть состоит из 2 частей: тема и обсуждение заданной ситуации, на основе предложенных материалов. Длительность устного собеседования составляет 12-15 минут. Раскрывая выше обозначенные темы, слушатели демонстрируют знание и правильное использование лексики и грамматики данного учебного курса.

По окончании курса слушатели проходят финальное тестирование и получают сертификат образовательной компании «Английский клуб», который имеет разные уровни отличия: Gold (золотой) – 95-100% , Silver (серебряный) – 80-94%, Red (красный) – 70-79%, Green (зеленый) – 60-69%, Blank (прослушал курс) – менее 60%.

### 1.3. Содержание программы (для взрослых групп)

Units in the textbook Наименование темы в учебном пособии	Grammar Грамматический компонент	Vocabulary / Colloquial English Лексический компонент / Разговорный английский)	Интегрированный компонент экзамена B2 First	<b>Hours</b> Кол-во академических часов
<p><b>Раздел 1</b></p> <p>Знакомство и собеседование при приеме на работу <b>Questions &amp; Answers</b> <b>Job Interview</b></p> <p>В Неразгаданные загадки нашего мира <b>It's a mystery</b></p>	<p>Формообразование вопросительных предложений. Краткие и полные ответы /Question Formation Вспомогательные глаголы, определённый артикль 'the', определённый артикль 'the' во фразах со сравнительной степенью прилагательных и наречий /auxiliary verbs, the ..., the... + comparatives</p>	<p>А 'Читаем между строк' /Working out meaning from context Составные – сложные прилагательные, усилители значения прилагательных /Compound adjectives, Modifiers</p>	<b>Use of English Speaking</b>	16
<p><b>Colloquial English</b> Разговорный английский</p>		<p>Поговорим о работе Talking about Getting a Job</p>	Speaking	2
<p><b>File Test 1</b> Проверочный тест</p>				2
<p><b>Раздел 2</b></p> <p>Врача мне! <b>Doctor, Doctor!</b></p> <p>В соответствии с возрастом <b>Act Your Age</b></p>	<p>Настоящее совершенное простое и длительное времена /Present Perfect Simple &amp;</p> <p>Использование прилагательных как существительных, порядок прилагательных во фразе</p>	<p>А Болезни и травмы /Illnesses &amp; Injuries В Одежда и Moda /Clothes &amp; Fashion</p>	Reading Use of English	16

	/Using Adjectives as Nouns, Adjective Order			
<b>1 &amp; 2 Revise &amp; Check</b> Повторение и проверка знаний				1
<b>File Test 2</b> Проверочный тест				2
<b>Unit 3 / Раздел 3</b>  А Пристегните ремни <b>Fasten Your Seatbelts</b> Хороший конец для любой истории <b>A Really Good Ending?</b>	Грамматические времена повествования, Прошедшее совершённое длительное время, 'так/такой ... что' /Narrative Tenses, Past Perfect Continuous, so/such ... that <b>В</b> Местоположение наречий и адвербиальных фраз /The position of Adverbs & Adverbial Phrases	Путешествуем Наречия и адвербиальные фразы /Adverbs & Adverbial	Listening Writing	16
2&3 Colloquial English Разговорный английский		Поговорим о книгах Talking about Books	Reading	2
<b>File Test 3</b> Проверочный тест				
<b>Раздел 4</b>  Дождливая погода <b>Stormy weather</b> Риск в нашей жизни <b>A Risky Business</b>	Будущее завершённое и будущее завершённое длительное времена /Future Perfect & Future  Условные	Защита окружающей среды, погода /The environment,  <b>В</b> Выражения с глаголом 'take' /Expressions with 'take'	Use of English Speaking	6

	предложения нулевого и первого типа. Придаточные будущего времени /Zero & First Conditionals. Future Time Clauses			
<b>3&amp;4 Revise &amp; Check</b> Повторение и проверка знаний				1
<b>File Test 4</b> Проверочный тест				
<b>Раздел 5</b> В непростых условиях <b>I'm a Survivor</b>  В Сожаления <b>Wish You Were Here</b>	Условные предложения нереального типа /Unreal  Выражение пожеланий относительно настоящего/будущего. Выражение сожалений относительно прошлого при помощи 'wish' /Wish for present/future. Wish for past regrets	Чувства и эмоции /  Выражение чувств при помощи глаголов или –ed/-ing прилагательных <b>/Expressing feelings with verbs or –ed/-ing adjectives</b>	Use of English Writing	6
<b>4&amp;5 Colloquial English</b> Разговорный английский		Поговорим о проблеме отходов Talking about Waste	Speaking	2
<b>File Test 5</b> Проверочный тест				
<b>Progress Test Files 1-5</b> Промежуточный тест				
<b>Unit 6 / Раздел 6</b>  А Ночь пришла <b>Night Night</b>	А Описание привычек / Used to, Be used to, Get used to Сравнение	А Сон / Sleep В Музыка / Music		6

<p><b>В</b> Музыка в моей жизни <b>Music to my ears</b></p>	<p>использования форм причастий и инфинитива / Gerunds &amp; Infinitives</p>			
<p><b>5 &amp; 6 Revise &amp; Check</b> Повторение и проверка знаний</p>				1
<p><b>File Test 6</b> Проверочный тест</p>				
<p><b>Раздел 7</b> Не будем спорить <b>Let's not argue</b> Актёрские способности</p>	<p>Модальные глаголы для выражения предположений о произошедших событиях /Past Modals: must, have, ..., would</p> <p>Глаголы чувственного восприятия /Verbs of the Senses</p>	<p>Глаголы, которые часто путают</p> <p>Части тела и внутренние органы /The Body</p>	<p>Speaking Writing</p>	6
<p><b>6 &amp; 7 Colloquial English</b> Разговорный английский</p>		<p>Поговорим о спектаклях Talking about performances</p>		3
<p><b>File Test 7</b> Проверочный тест</p>				
<p><b>Раздел 8</b> Раскрываем преступления <b>Cutting Crime</b> Новости – правда или нет <b>Fake News</b></p>	<p>Пассивный залог (все формы); 'have something done'; 'говорят, что ...'; 'считается, что он ...' /the Passives (all forms); have something done; it is said that ...; he is thought to ... . Глаголы чувственного</p>	<p>Преступление и наказание</p> <p>Средства массовой информации</p>	<p>Reading Writing</p>	6

	восприятия /Reporting Verbs			
<b>7 &amp; 8 Revise &amp; Check</b> Повторение и проверка знаний				1
<b>File Test 8</b> Проверочный тест				
<b>Раздел 9</b>  'По рукам?' <b>Good business?</b> <b>В</b> Интересные города <b>Super Cities</b>	Придаточные уступки/противопоставления и придаточные цели /Clauses of Contrast &  Неисчисляемые существительные и существительные имеющие форму только множественного числа /Uncountable & Plural Nouns	Реклама, бизнес Словообразование: приставки и суффиксы /Word building: prefixes	Writing Reading	6
<b>8 &amp; 9 Colloquial English</b> Разговорный английский		Поговорим о рекламе Talking about advertising	Speaking	2
<b>File Test 9</b> Проверочный тест				
<b>Раздел 10</b>  Научный факт, научный вымысел <b>Science fact, science fiction</b> <b>В</b> Свобода слова <b>Free Speech</b>	<b>А</b> Количественные слова /Quantifiers: all, every, both, etc. <b>В</b> Статьи /Articles	Наука /  Устойчивые парные словосочетания /Collocation: word pairs	Reading Listening	6
<b>9 &amp; 10 Revise &amp; Check</b> Повторение и проверка знаний				1
<b>File Test 10</b> Проверочный тест				
<b>Progress Test Files 6-10</b> Промежуточный тест				
<b>Revise for the End-of-</b>				6

<b>the-course test (Final test)</b> Подготовка к финальному тестированию				
<b>End-of-the-course test (Final test)</b> Финальное тестирование				

T  
o  
t

**Итого: 210 академических часов**

## 2. Организационно – педагогические условия.

### Календарно-учебный график.

Образовательный курс для учащихся программы «English File Upper-intermediate» рассчитан на 210 академических часов.

Программа состоит из 10 тематических разделов.

**Промежуточное тестирование:** после окончания каждого раздела проводится тестирование.

**Форма итоговой аттестации:** тестирование (состоит из письменной и устной частей).

**Начало** учебного года: 01 сентября 2021 г.

**Окончание** учебного года: 30 мая 2022 г.

**Зимние каникулы:** 31 декабря 2021 г. по 09 января 2022 г.

**Продолжительность** рабочей недели: 6-ти дневная рабочая неделя

**Занятия** в группах: 2 раза в неделю по расписанию

академических часов в неделю с 08.00 – 21.00

**Академический час:** 45 минут

### Учебно – тематический план

<i>№ п/п</i>	<i>Наименование разделов</i>	<i>В</i>
	<b>Раздел 1</b> Знакомство и собеседование при приёме на работу <b>Questions &amp; Answers</b> <b>Job Interview</b>  В Неразгаданные загадки нашего мира <b>It's a mystery</b>  <b>Colloquial English</b> Поговорим о работе Talking about Getting a Job	20
	<b>Раздел 2</b>  Врача мне! <b>Doctor, Doctor!</b>	19

	<p>В соответствии с возрастом <b>Act Your Age</b></p> <p>Revise and check Units 1&amp;2 Повторение</p>	
	<p>Unit 3 / Раздел 3</p> <p>А Пристегните ремни <b>Fasten Your Seatbelts</b></p> <p>Хороший конец для любой истории <b>A Really Good Ending?</b></p> <p>2&amp;3 Colloquial English Разговорный английский Поговорим о книгах Talking about Books</p>	20
	<p>Раздел 4</p> <p>Дождливая погода <b>Stormy weather</b></p> <p>Риск в нашей жизни <b>A Risky Business</b></p> <p>Revise and check Units 3&amp;4 Повторение</p>	19
5	<p>Раздел 5</p> <p>В непростых условиях <b>I'm a Survivor</b></p> <p>В Сожаления <b>Wish You Were Here</b></p> <p><b>4&amp;5 Colloquial English</b> Разговорный английский Поговорим о проблеме отходов Talking about Waste</p>	
	<p>Unit 6 / Раздел 6</p> <p>А Ночь пришла <b>Night Night</b></p> <p>В Музыка в моей жизни <b>Music to my ears</b> Revise and check Units 5&amp;6 Повторение</p>	19
	<p>Раздел 7</p>	20

	<p>Не будем спорить  <b>Let's not argue</b>  Актёрские способности  <b>It's all an act</b>  <b>6 &amp; 7 Colloquial English</b>  Разговорный английский  Поговорим о спектаклях  Talking about performances</p>	
	<p><b>Раздел 8</b>    Раскрываем преступления  <b>Cutting Crime</b>  В Новости – правда или нет  <b>Fake News Revise and check Units 7&amp;8</b>  Повторение</p>	19
	<p><b>Раздел 9</b>    ‘По рукам?’  <b>Good business?</b>  В Интересные города  <b>Super Cities</b>  <b>8 &amp; 9 Colloquial English</b>  Разговорный английский</p>	20
	<p><b>Раздел 10</b>    Научный факт, научный вымысел  <b>Science fact, science fiction</b>  В Свобода слова  <b>Free Speech</b>  Revise and check Units 9&amp;10  Повторение</p>	
	<p><b>Revise for the End-of-the-course test (Final test)</b>  <b>End-of-the-course test (Final test)</b>  Финальное тестирование</p>	
	<b>Итого</b>	

## **Организационно – педагогические условия реализации программы**

**Форма проведения занятий:** аудиторная.

**Формы организации образовательной деятельности:** групповая и индивидуальная.

Для реализации программы используется практико-ориентированный подход, что обусловлено, в том числе, актуальностью изучения иностранного языка как инструмента коммуникации.

### **Формы и методы работы со взрослыми:**

- фронтальная работа
  - работа учащихся в парах и группах
  - индивидуальная работа
  - анализ конкретных ситуаций
  - дискуссия
  - мозговой штурм
  - выполнение проектов и мини-проектов
  - игры-знакомства
  - игры на запоминание материала
  - игры-театрализации
- разучивание тематических песен  
уроки-праздники

### **Программа следует основным тенденциям в развитии современной методики обучения иностранным языкам:**

- коммуникативной направленности;
- активации речемыслительной деятельности учащихся в процессе овладения языком как средством общения;
- повышение мотивации учения;
- индивидуальному подходу к студентам;
- техническому оснащению учебного процесса.

Групповые занятия строятся следующим образом:

#### 1) Вводная часть:

- приветствие, орг. момент;
- фонетическая разминка.

#### 2) Основная часть:

- лексический материал по теме занятия;

- речевой материал по теме;
- пение песен;
- игры на закрепление материала;
- задания для самостоятельной работы и их проверка.

3) Заключительная часть:

- закрепление пройденного материала в виде игр, диалогов, речевых ситуаций;
- творческое задание прикладного характера;
- ориентировка на следующее занятие.

### **Материально-техническое обеспечение**

Для методического обеспечения дополнительной общеразвивающей программы по английскому языку для обучающихся имеется в наличии:

- отдельный кабинет;
- комплект столов и стульев согласно количеству обучающихся;
- доска;
- стол для педагога;
- раздаточный материал (дидактические игры и пособия, тесты и задания для самостоятельной работы, иллюстративная наглядность);
- медиапроектор или телевизор.

## Планируемые результаты

Ступень Upper-Intermediate – это ступень, когда речь студента становится действительно сложной и все больше приближается к живой речи носителей языка. На этом уровне студент может поддержать беседу на любую тему, не теряется, отвечая на вопросы собеседника, свободно перефразируя и уточняя; студент может объяснять малейшие детали и абстрактные понятия, передавать оттенки чувств и впечатлений.

Студент говорит связно, длинными предложениями. В беседе использует разные грамматические конструкции, оперируя всем временами и залогами. Речь богата идиомами, студент прекрасно отличает формальный стиль общения от неформального.

Студент может детально описать характер и внешность человека, говорить о психологии, анатомии, чувствах и переживаниях, искусстве и живописи и обсуждать широкий спектр научно-популярных тем.

На этом уровне значительно расширяется словарный запас, он составит от 3000 до 4000 слов. При этом речь пополнится различными синонимами и антонимами уже знакомых студенту слов, фразовыми глаголами и идиомами. Восприятие речи носителей языка на слух будет качественно эффективнее.

Кроме того, по окончании курса студент сможет:

- читать художественную и научную литературу;
- участвовать в разговоре на незнакомые темы;
- написать эссе, статью, обзор или отчет.

По окончании курса Upper-intermediate слушатель может продолжить обучение на уровне Advanced.

### 3. ОЦЕНОЧНЫЕ И МЕТОДИЧЕСКИЕ МАТЕРИАЛЫ

Программа для взрослых учащихся предусматривает безоценочный подход.

Проверка знаний осуществляется в следующих формах контроля:

- Текущий (осуществляется на каждом занятии);
- Промежуточный (тематическое тестирование проводится по завершении изучения 1 раздела/темы);
- Итоговый (проводится в конце курса в форме итогового тестирования. Успешное прохождение тестирования является основанием для перевода студента на следующий уровень).

#### Оценочная система по видам аттестации

Вид аттестации	Формы	Сроки	Способ оценивания
Текущая	Тестирование, диктант, устный опрос	в течение урока	Процентное соотношение правильных и неправильных ответов
Промежуточная	Лексико-грамматическое тестирование, аудирование, чтение, письмо	ежемесячно	Процентное соотношение правильных и неправильных ответов
Итоговая	Лексико-грамматическое тестирование, аудирование, чтение, письмо, устный опрос	По окончании курса	Процентное соотношение правильных и неправильных ответов

Любая проверочная/ контрольная работа, которая представляет из себя объективный тест, оценивается из расчета 100% за безошибочное выполнение. Если обучающийся допускает в тесте ошибки, то, соответственно, он не набирает максимально возможных баллов, и % складывается из отношения набранных за правильные ответы баллов к максимально возможным. Результат выше 60% считается удовлетворительным, выше 75% - хорошим, выше 80% - отличным. % ниже 60 свидетельствует о недостаточном результате для конкретного уровня и требует выполнения работы над ошибками и дополнительного консультирования обучающегося. Результаты промежуточного и итогового контроля обучающихся данного уровня содержатся в тетрадях для тестов, которые хранятся у преподавателя, а по окончании учебного курса итоговые результаты хранятся у помощника директора по обучению в бумажном виде. В соответствии с программой преподаватели также получают установку оценивать обучающихся в процессе урока вербально, используя слова, имеющие оценочное значение (позитивного характера), в целях формирования мотивации обучающихся. По завершении обучения на каждом уровне программы выдается сертификат установленного образца.

## Progress Test Files 1–5

### GRAMMAR

#### 1 Complete the sentences. Use the correct form of the verb in brackets.

Example: Have you ever been (go) to Berlin?

- 1 We \_\_\_\_\_ (climb) for about an hour when the fog came down.
- 2 'Ellie doesn't like using Skype.' 'Neither \_\_\_\_\_ (do) Karl and I – we prefer the phone.'
- 3 I \_\_\_\_\_ (not read) your report yet. Could you call me back in half an hour?
- 4 Had my driving test been on a rainy day, I doubt I \_\_\_\_\_ (pass) it.
- 5 Scientists say that by 2030, the area \_\_\_\_\_ (run out) of fresh water.
- 6 These boots are really uncomfortable. I wish I \_\_\_\_\_ (not wear) them right now.
- 7 The solar panels will start working as soon as we \_\_\_\_\_ (install) them.
- 8 Emma wishes she \_\_\_\_\_ (speak) German. Her company is sending her to Vienna.
- 9 When I got to the train station, I realized I \_\_\_\_\_ (leave) my wallet at home.
- 10 Sam \_\_\_\_\_ (recycle) bottles when he dropped one and cut his foot.
- 11 This time tomorrow we \_\_\_\_\_ (swim) in the sea in Mallorca.
- 12 How long \_\_\_\_\_ (stand) here? Are you still waiting for your luggage?
- 13 You should go to the doctor's if you \_\_\_\_\_ (have) headaches on and off for over a month.
- 14 Why are you wearing a bandage? \_\_\_\_\_ you \_\_\_\_\_ (break) your arm?
- 15 If I \_\_\_\_\_ (be) you, I would ask them to raise my salary.
- 16 Who \_\_\_\_\_ (know) what really happened that night? It's still a mystery.

	16
--	----

#### 2 Order the words to make sentences.

Example: boots / yesterday / you / buy / did / sale / the / in / those / ?

Did you buy those boots in the sale yesterday?

- 1 get / sooner / the / there / we'll / take / quicker / , / we / off / the
- 2 such / decided / barbecue / weather / have / it / hot / we / a / was / to
- 3 hadn't / you / bet / trip / come / wish / camping / you / on / I / this
- 4 little / brown / bag / bought / lovely / Italian / yesterday / a / I
- 5 hardly / big / ever / for / we / time / breakfast / have / a
- 6 the / as / soon / I'll / at / arrive / as / call / I / you / airport
- 7 is / have / where / do / reclaim / idea / baggage / you / any / the / ?
- 8 police / report / had / station / our / to / went / that / we / the / someone / car / to / stolen
- 9 I've / sure / laptop / I'm / left / where / my / not
- 10 badly / wasn't / , / accident / the / in / woman / injured / the / luckily
- 11 before / were / we'd / hiking / for / we / hours / realized / we / lost / been
- 12 occasion / buying / are / what / red / that / you / hat / for / big / ?

	12
--	----

### 3 Underline the correct form.

Example: I like reading mystery stories, but my sister **does** / **doesn't**.

- 1 **The rich** / **The rich people** should pay a lot more tax than they do.
- 2 Your brother doesn't do extreme sports, **does** / **doesn't** he?
- 3 **A** My parents went to Malaysia last year.  
**B** **Did** / **Have** they? I'd love to go there!
- 4 We had such **good** / **a good** time paragliding that we booked another session for next month.
- 5 I only speak a **little** / **bit** Japanese.
- 6 I wish my brother **wouldn't be** / **wasn't** so tall – it gives me neck ache to look up at him!
- 7 Take a coat in case it **gets** / **will get** chilly at the top of the mountain.
- 8 Come round at 7.30 – we'll **have had** / **be having** dinner by then.
- 9 **The British** / **British** are always talking about the weather.
- 10 Marco won't come to the meeting on time. He's **late always** / **always late**.
- 11 My sister doesn't eat meat, and neither **will** / **does** her husband.
- 12 I did **tell** / **told** you I was going away for the weekend. I remember mentioning it.

	12
--	----

Grammar total		40
---------------	--	----

## VOCABULARY

### 4 Complete the words in the sentences.

Example: I've had a sore throat for three days now. I'm going to see the doctor.

- 1 We're having another **h**\_\_\_\_\_ this month. It's been over 35 degrees for weeks.
- 2 Antonia is **a**\_\_\_\_\_ to eggs. She comes out in a rash if she eats any.
- 3 Could everyone please **f**\_\_\_\_\_ in this form and return it to me as soon as possible?
- 4 I've never felt so much emotion before – I was completely **o**\_\_\_\_\_.
- 5 I'm sure Jackie will like your ideas. She's really **o**\_\_\_\_\_ -minded.
- 6 The fog was so **t**\_\_\_\_\_ I could hardly see anything and I had to drive very slowly.
- 7 'Is your handbag made from real **l**\_\_\_\_\_?' 'No, it's vegan – it's made of plastic.'
- 8 I prefer an **a**\_\_\_\_\_ seat to a window seat on planes. I need a lot of legroom.
- 9 High blood **p**\_\_\_\_\_ can be a result of diet and / or lifestyle.
- 10 Are you absolutely sure you want to **t**\_\_\_\_\_ up skydiving?

	10
--	----

## 5 Complete the sentences with the correct word(s).

Example: Viktor has sprained his ankle, so he can't walk very far.  
ached sore sprained

- 1 I was horrified when Sam started \_\_\_\_\_ on that fish bone!  
sneezing fainting choking
- 2 I'm so \_\_\_\_\_ that job interview's over – they asked some really tough questions!  
relieved fed up offended
- 3 We thought we'd never be found, but as you can see, we \_\_\_\_\_ got rescued.  
apparently eventually actually
- 4 Rabia's very \_\_\_\_\_. She always wears the latest clothes.  
scruffy old-fashioned trendy
- 5 I just need to collect my suitcase from baggage \_\_\_\_\_ and I'll see you in Arrivals.  
check-in drop-off reclaim
- 6 The weather has been really \_\_\_\_\_ recently. You never know what we're going to get next!  
settled humid changeable
- 7 I was absolutely \_\_\_\_\_ when the festival was cancelled – I'd been really looking forward to it!  
shattered disappointed gutted
- 8 Wow! I like that colour – it really \_\_\_\_\_ you!  
suits matches fits
- 9 You won't get very wet if you leave now – it's only \_\_\_\_\_.  
drizzling pouring damp
- 10 Which artists have most \_\_\_\_\_ your artwork?  
impressed confused inspired

	10
--	----

## 6 Underline the odd word out.

Example: temperature blister bandage rash

- 1 freezing chilly boiling cool
- 2 suit match fit undress
- 3 injection operation treat burn
- 4 relieved offended desperate bewildered
- 5 checked loose plain striped
- 6 really a bit incredibly extremely
- 7 gradually eventually in the end basically
- 8 homesick fed up delighted devastated
- 9 press rub allergic pinch
- 10 long-haul turbulence direct connecting

	10
--	----

## 7 Underline the correct word.

Example: Our hotel is **nearly** / near the beach.

- 1 I'm going to take **notice** / **advantage** of the dry weather and cut the grass.
- 2 I hate having to eat in a rush. I prefer to take my **easy** / **time**.
- 3 That dress was **special** / **especially** designed for her.

- 4 We usually go on a camping trip **in / at** the end of July.
- 5 That restaurant's been open nearly a year and we **still / yet** haven't tried it.
- 6 I don't need to check anything in, I've only got hand **baggage / luggage**.
- 7 Holly's going to take **part / up** climbing. There's a course starting in April.
- 8 **Apparently / Ideally**, we'd like to find a cottage not too far from the sea.
- 9 It's just an informal event so there's no need to **get dressed / dress up**.
- 10 We've been working very **hard / hardly** recently. I hope things get easier soon.

	10
--	----

Vocabulary total	40
------------------	----

## PRONUNCIATION

### 8 Match the words with the same sound.

allergic scratch caught crew drought  
 relieved especially injury lycra homesick  
 frustrate

Example: rub frustrate

- 1 pressure \_\_\_\_\_
- 2 boarding \_\_\_\_\_
- 3 shower \_\_\_\_\_
- 4 budget \_\_\_\_\_
- 5 headache \_\_\_\_\_
- 6 loose \_\_\_\_\_
- 7 hurt \_\_\_\_\_
- 8 striped \_\_\_\_\_
- 9 cello \_\_\_\_\_
- 10 breathe \_\_\_\_\_

	10
--	----

### 9 Underline the stressed syllable.

Example: gla|mour|ous

- 1 fa|shio|na|ble
- 2 poi|son|ing
- 3 a|ston|ished
- 4 re|ac|tion
- 5 in|fur|ia|ting
- 6 a|ppa|rent|ly
- 7 change|a|ble
- 8 tem|pera|ture
- 9 im|pressed
- 10 pa|ra|gli|ding

	10
--	----

**READING**

- 1 Read the article. For questions 1–5, choose the correct answer (A, B, C, or D).

## The future of smart clothing

Scientists have been developing smart clothing for medical purposes for some time, but now we're beginning to see it coming onto the market with a wider variety of uses. While it hasn't become popular just yet, it's likely we'll all be wearing smart clothing soon. Why? Because it allows technology to be part of our clothing whatever activity we're doing. Here are just a few examples.

### Sports

A few years ago, we were all attaching smartphones, watches, and pedometers to our bodies to monitor our fitness and sporting performance. But the days of checking a device every few minutes at the gym are over. In future, your sports clothing will collect all the data you need, leaving you to concentrate on your performance. The newest technology features sensors which are fitted into your sports clothing. It can perform various tasks such as monitoring your heart rate and breathing, tracking the movement of your muscles, and counting the number of calories you've burned. Your data appears on a smartphone app which then designs your own personalized training programme.

Another invention which is likely to become popular is clothing which allows you to practise activities like yoga without an instructor. Specially designed fitness leggings have technology in them which vibrates at key points such as the hips, knees, and ankles. These are programmed to direct your movements, helping you get into the correct position, which prevents you from injuring yourself.

### Work

Many people spend a large part of their week commuting to and from work. Several technology companies are working on creating 'connected clothing' to make that regular journey easier and more enjoyable. One particularly appealing commuter jacket has sleeves with built in sensors which are both touch and gesture sensitive. This allows the wearer to interact with online services during their commute, including maps and entertainment apps. They can use hand or arm gestures to get directions or dismiss phone calls without actually getting a phone out of their pocket. Similarly, a smart business suit has been developed. It is fitted with 'smart buttons' which allow the wearer to swap digital business cards, or engage with their smartphone, during business activities.

### Fashion

A particular appeal of smart clothing is that it can be both stylish and practical. An innovative design team has developed a material which contains sensors that react to temperature and movement, and then respond by heating or lighting up. So, if it's cold, your footwear will become warm, and when it gets dark, your jacket will light up to ensure that you remain visible in traffic. The lightweight material works as a sensor which can be fitted to any clothing like a label. It

contains metal inks which can conduct electricity. These inks connect to a battery and generate heat or light when they are required. Unsurprisingly, this new smart material has attracted the attention of several big clothing brands.

Smart clothing is not only useful and fashionable, it can allow its wearer to make money too. The sensors in your outfit can gather large amounts of data as you go about your daily life. This data is valuable to clothing brands because they can use it to develop better advertising. The clothing brands give wearers tokens, which can be used to purchase more products, in exchange for their data. Clever clothes that look great and can earn you money too, isn't that what we've all been waiting for?

1 According to the writer, smart devices that measure sporting performance ...

- A are going to become more popular.
- B will soon be a thing of the past.
- C are not yet mainstream.
- D do not provide accurate data.

2 What advantage do smart yoga leggings have in comparison to regular ones?

- A They're more comfortable.
- B They improve sleep quality.
- C They are less expensive.
- D They can prevent injury.

3 The commuter jacket is activated by ...

- A smartphone app.
- B voice.
- C gesture.
- D temperature control.

4 What innovation allows smart clothing to respond to temperature and light levels?

- A metal inks
- B a new app
- C solar sensors
- D a special battery

5 Smart clothing brands will reward customers if they ...

- A test new clothing and write positive reviews.
- B give the companies the personal data their clothing collects.
- C promote the companies' clothing on social media.
- D get a friend to buy a product too.

## 2 Match five of the highlighted words to the definitions.

Example: technology that notices changes in the environment sensors

- 1 makes something, e.g. electricity or heat
- 2 new and clever
- 3 movements of the body
- 4 attractive

5 moves up and down or side to side very quickly

	5	
Reading total		15

## WRITING

Write an article for one of the following. Write 140–180 words.

- 1 What advice would you give to someone who was going for a job interview?
- 2 Write a short story about an experience you had while travelling or on holiday.
- 3 In your country, what is in fashion for young people at the moment?

Writing total		10
---------------	--	----

Reading and Writing total		25
---------------------------	--	----

**1 Listen to five people talking about regrets. Choose from the list (A–H) what each person says they regret or don't regret doing. Use the letters only once. There are three extra letters you do not need to use.**

- A accidentally upsetting another person
- B causing an accident
- C letting another person make an important decision
- D making a decision without thinking carefully about it
- E a decision which has cost them money
- F neglecting a person they cared about
- G missing an important deadline
- H getting married

Speaker 1: [ ]

Speaker 2: [ ]

Speaker 3: [ ]

Speaker 4: [ ]

Speaker 5: [ ]

	5
--	---

**2 Listen to two age-gap friends talking about their shopping habits. Underline the correct answer.**

- 1 Chloe feels that consumers will **go for the cheapest clothing options** / **have more money to spend** / **become less interested in fast fashion** in the future.
- 2 Chloe feels that social media **doesn't successfully promote fast fashion to Generation Z** / **isn't used enough by big brands** / **profiles aren't important to Generation Z**.
- 3 Vanessa offers to **repair some of Chloe's clothes** / **lend Chloe some of her old clothes** / **help Chloe shop more ethically online**.
- 4 Vanessa does most of her shopping **in town** / **online** / **by mail order**.
- 5 Vanessa **feels delivery charges are too high** / **is unsure whether shopping online is**

better for the environment / doesn't like to shop online.

	5
--	---

Listening total		10
-----------------	--	----

## SPEAKING

### 1 Answer your partner's questions.

Now make questions and ask your partner.

- 1 If you / be / superhero / who / be? Why?
- 2 What / the most interesting book or article / ever read?
- 3 What / know about first aid?
- 4 anything / annoys you / people do?
- 5 What / do if someone had an allergic reaction?
- 6 What / do / be more environmentally friendly?
- 7 How / you feel about flying? Why?
- 8 What kind of weather / think / have in the next three months?
- 9 enjoy taking risks? Why / Why not?
- 10 How / think our shopping habits / changed in 50 years' time?

### 2 Talk about one of the statements below, saying if you agree or disagree. Give reasons.

- 1 'It is important to keep up with the latest fashion trends.'
- 2 'People should stop all non-essential air travel to protect the environment.'
- 3 'Taking risks is an important part of a healthy life.'

### 3 Listen to your partner. Do you agree with him / her?

Speaking total		15
----------------	--	----

Listening and Speaking total		25
------------------------------	--	----

## Progress Test Files 6–10

## GRAMMAR

### 1 Complete the sentences. Use the correct form of the verb in brackets.

Example: Fiona doesn't fancy going (go) out for dinner tonight.

- 1 The art thieves are believed \_\_\_\_\_ (steal) two priceless paintings.
- 2 I enjoyed the film, despite \_\_\_\_\_ (see) it before.
- 3 Marius denied \_\_\_\_\_ (leave) the car door unlocked.
- 4 I remember \_\_\_\_\_ (play) cricket in the garden when I was little.
- 5 Criminals used \_\_\_\_\_ (give) longer prison sentences in the past.

- 6 The family business is going to \_\_\_\_\_ (sell) next week.
- 7 I'm so sorry – I completely forgot \_\_\_\_\_ (buy) any bread.
- 8 It \_\_\_\_\_ (think) that the gang escaped in a black 4x4.
- 9 Dogs must not \_\_\_\_\_ (bring) into the park unless they are on a lead.
- 10 My parents convinced me \_\_\_\_\_ (not go) straight to university after finishing school.

	10
--	----

## 2 Complete the sentences with one word.

Example: This milk carton has already been opened – take it back to the shop.

- 1 We'll have to leave that box. There's \_\_\_\_\_ more room in the van.
- 2 We love India, but we can't \_\_\_\_\_ used to eating spicy food every day.
- 3 I have good chats with my hairdresser while I'm \_\_\_\_\_ my hair cut.
- 4 My sister's with me – she insisted \_\_\_\_\_ coming.
- 5 Darcy \_\_\_\_\_ have gone home – her coat is still on her chair.
- 6 That sounds \_\_\_\_\_ a really good idea!
- 7 I'm \_\_\_\_\_ to working in this kind of heat. I lived in Abu Dhabi before I moved here.
- 8 \_\_\_\_\_ of my brothers are older than me – I'm 19 and they're 22 and 25.
- 9 Sandy looks \_\_\_\_\_ if he's had some really bad news. Is he OK?
- 10 You \_\_\_\_\_ have spoken to the customer like that – it was very rude!
- 11 I loved the music, even \_\_\_\_\_ it was a bit too loud.
- 12 Do you have a \_\_\_\_\_ of scissors? I need to cut some wrapping paper.
- 13 Please close doors quietly so \_\_\_\_\_ not to disturb other residents.
- 14 \_\_\_\_\_ the cold, we had a fantastic time exploring Norway.
- 15 I don't want tea, thanks. I'd \_\_\_\_\_ have a coffee if you have some.

	15
--	----

## 3 Underline the correct form.

Example: It took my father-in-law a long time to **be / get** used to being retired.

- 1 All the staff in this hotel **is / are** really friendly.
- 2 I bought a book and a magazine in the shop. **The / A** book is for my sister.
- 3 I'm going to **get my car serviced / get serviced my car** tomorrow.
- 4 Selma's going to **(-) / the** hospital tomorrow to visit her friend who has just had a baby.
- 5 **Every / All** room in the hotel has a spectacular view.
- 6 **Any / None** of the children wanted to go ice-skating so we went bowling instead.
- 7 There'll be **(-) / a** terrible traffic if you leave before 9.30.
- 8 Do you feel **as if / like** going to a concert tonight?
- 9 We used to **live / living** in Denmark. It was nice, but the weather wasn't great in winter.
- 10 A great place to go to escape the cold winter is **the / (-)** Canary Islands.
- 11 You **may / can't** have seen Anthony at work yesterday. He took the day off.
- 12 We built a fire **so that / so as to** help the rescuers locate us.
- 13 **Despite / In spite** of setting off late, we arrived in good time.
- 14 I know it's difficult with this noise, but please try **to go / going** to sleep.
- 15 I recommend **to visit / visiting** the Uffizi Gallery in Florence.

	15
--	----

Grammar total		40
---------------	--	----

## VOCABULARY

### 4 Underline the odd word out.

Example: duvet pillow sleeping pills blanket

- 1 fraud robbery evidence blackmail
- 2 biased accurate sensational censored
- 3 ankle heel calf wrist
- 4 newsreader advert presenter commentator
- 5 scratch wave point kneel
- 6 judge verdict jury witness
- 7 nap snore insomnia yawn
- 8 launch manufacture take over merge

	8
--	---

### 5 Complete the sentences with the correct word(s).

Example: There was a big advertising campaign to launch their latest mobile phone.  
produce launch manufacture

- 1 We \_\_\_\_\_ most of our manufactured goods from China.  
export import expand
- 2 The Sun's so bright when it \_\_\_\_\_ off the water like that. I need my sunglasses!  
dissolves scatters reflects
- 3 It's an interesting proposal but we should consider the \_\_\_\_\_ before making a decision.  
cause and effect forwards and backwards pros and cons
- 4 Government plans to \_\_\_\_\_ thousands of public sector jobs.  
quit clash axe
- 5 A \_\_\_\_\_ is somebody who studies plants and their structure.  
zoologist geneticist botanist
- 6 Three men have been \_\_\_\_\_ with theft.  
charged arrested questioned
- 7 I have to wake my husband up when he \_\_\_\_\_ because it's so loud!  
snores yawns sleepwalks
- 8 My neighbours won't \_\_\_\_\_ if you park your car in front of their house.  
notice mind matter
- 9 The conferences are \_\_\_\_\_, in April and October.  
postannual multiannual biannual
- 10 Have you ever read any reviews by this \_\_\_\_\_?  
agony aunt critic paparazzi

	10
--	----

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

Example: My wallet was stolen / **robbed** from out of my jacket when I went to the toilet.

- 1 The drug is no longer used because of its harmful side **results** / **effects**.
- 2 Scientists **made** / **carried out** an experiment to see whether the plant could be developed into a new medicine.
- 3 Did you **notice** / **realize** whether the post office was open when we drove past?
- 4 Prices have **raised** / **risen** by over 10% during the last year.

- 5 Governments must cut carbon emissions to avoid environmental disaster. It's **sooner or later / now or never!**
- 6 Which of the company's branches **did / made** the biggest profit this year?
- 7 Unfortunately, our favourite restaurant has **gone out of / unfinished** business. Apparently, the owner had financial problems.
- 8 **Remember / Remind** me to buy some stamps when we're in the newsagents.
- 9 It was a difficult expedition, but luckily they arrived home **safe and sound / sound and safe.**
- 10 I've had plenty of **downs and outs / ups and downs** in my 20-year career.
- 11 Javier is a brilliant public speaker – he really does have the **wit / gift of the gab!**
- 12 It's hard to find **biased / objective** journalism that isn't obviously left- or right-wing.

	12
--	----

## 7 Complete the words in the sentences.

Example: You should turn off the tap while you're **brushing** your teeth!

- 1 The men were tried, but **a**\_\_\_\_\_ because of a lack of evidence.
- 2 The noise of the traffic going past the hotel kept me **a**\_\_\_\_\_ all night.
- 3 This hard drive is so small you can hold it in the **p**\_\_\_\_\_ of your hand.
- 4 As wind turbines **r**\_\_\_\_\_, they produce energy.
- 5 The audience clapped so long that the singer gave another **e**\_\_\_\_\_.
- 6 I'd hate to suffer from **i**\_\_\_\_\_ because I love sleeping!
- 7 I've sent Maya a lovely **b**\_\_\_\_\_ of flowers for her birthday.
- 8 We were absolutely **s**\_\_\_\_\_ stiff walking home through the woods in the dark!
- 9 You're such a **h**\_\_\_\_\_ – you're always imagining that you're ill!
- 10 I don't trust that politician at all – I think he's really **d**\_\_\_\_\_.

	10
--	----

Vocabulary total	40
------------------	----

## PRONUNCIATION

### 8 Underline the stressed syllable.

Example: or|a|tor

- 1 ad|ver|tis|ing
- 2 black|mail
- 3 me|ga|ci|ty
- 4 em|ba|rassed
- 5 lone|i|ness
- 6 per|mit (verb)
- 7 sci|en|ti|fic
- 8 con|vince
- 9 or|ches|tra
- 10 in|vest|i|g|ated

**9 Match the words with the same sound.**

verdict	sleep	refuse	court	violin	ankle	jury
theory	lose	antisocial	grow			

Example: axe ankle

- 1 comb \_\_\_\_\_
- 2 review \_\_\_\_\_
- 3 law \_\_\_\_\_
- 4 peace \_\_\_\_\_
- 5 journalist \_\_\_\_\_
- 6 deny \_\_\_\_\_
- 7 judge \_\_\_\_\_
- 8 guilty \_\_\_\_\_
- 9 raise \_\_\_\_\_
- 10 volunteer \_\_\_\_\_

	10
--	----

Pronunciation total		20
---------------------	--	----

Grammar, Vocabulary, and Pronunciation total		100
----------------------------------------------	--	-----

**READING**

**1 Read the article. For questions 1–5, choose the correct answer (A, B, C, or D).**

**Pet sounds**

There have been many scientific studies related to how the human brain responds to music. But what about animals? Do they respond, and if so, are there any **similarities** between animals and humans? Studies have come up with a few interesting results.

In one study in the US, researchers **monitored** the effect of music on the behaviour of dogs. They played different types of music to the dogs, including classical and heavy metal. They also observed their behaviour when no music was playing. The study found several similarities between dogs and humans when they heard music. For example, classical music seemed to **reduce stress** and promote sleep, and heavy metal music increased anxiety and caused **restlessness**. Interestingly, a similar study in Scotland concluded that dogs prefer soft rock and reggae music. Perhaps it's just a matter of taste!

Cats, on the other hand, are fairly indifferent to human music of all types. In 2015, a team of psychologists and musicians in the US developed a specific type of music which contained frequencies and rhythms similar to the ones that cats use for communication. When the team played examples of both classical music and 'cat' music, the cats ignored the 'human' music. However, they responded physically to the specially developed cat music by going close to the speakers and rubbing themselves against them.

In terms of physical reactions to music, humans might tap a beat, nod their head, or dance, but so do birds. To explore this, researchers at Harvard University in the US used an **unconventional** source for their studies – YouTube videos. They analyzed videos of Snowball, a type of parrot, moving to music, and found that he could follow the beat of a song even when it was slowed down or sped up. The common factor between parrots and humans is that they can imitate sound and move in time to a beat. This suggested that there is a connection between the brain mechanisms required for dance and sound imitation.

But parrots aren't the only birds that respond to music. The UK's traditional Christmas dinner bird – the turkey – doesn't move to a beat but it does enjoy music. Organic farm worker Elin Williams plays her guitar to the turkeys on the organic farm where she works. The main aim on the farm is to create an environment which is as stress-free as possible, but unfortunately as it is located beside a main road, the birds are often disturbed by loud traffic. To combat this, the staff started playing classical music on the radio to the turkeys overnight. The birds responded well to it so the staff put the radio on during the day too. Then Elin's boss suggested she play her guitar to them. She thought he was joking, but as soon as she started playing, the turkeys **crowded around** to listen and started pecking on the guitar strings with their beaks. Now she regularly plays pop and Welsh folk songs, and her boss thinks the turkeys are happier and more relaxed as a result.

The benefits of playing music to farm animals isn't limited to de-stressing turkeys either. The dairy industry is starting to take notice of some interesting results from **trials** which involve playing music to cows. In a recent study, different genres of music were played to a herd of around a thousand cows. The music was organized by speed: slow (under 100 beats per minute), including pop and classical music such as Beethoven, and fast (over 120 beats per minute), including soft rock and faster pop tunes. The cows seemed to prefer the slower, more relaxing music as it resulted in an increase of over 3% in their milk production. That translates to approximately 0.73 litres more milk per cow a day – a significant increase in profit for the farmers, and happier cows too!

- 1 A study revealed that Scottish dogs feel more relaxed when they listen to ...
  - A heavy metal.
  - B classical music.
  - C reggae.
  - D pop.
  
- 2 How did the cats in the study respond to music?
  - A They ignored all types of music.
  - B They had a strong physical response to human music.
  - C They only enjoyed the classical music.
  - D They only responded to the music that is similar to cat communication.
  
- 3 A Harvard study found that parrot ...
  - A can memorize musical sequences.
  - B don't enjoy human music.
  - C are able to move in time to a beat.
  - D can accurately mimic the sounds of music.
  
- 4 Elin plays her guitar to turkeys on an organic farm ...

- A because they appear to enjoy it.
- B to disguise the sound of nearby traffic.
- C because they didn't like the radio music.
- D for her own entertainment.

5 What effect does slow music have on dairy cows?

- A They become stressed.
- B They produce more milk.
- C They sleep more.
- D They don't respond to it at all.

	10
--	----

**2 Match five of the highlighted words / phrases to the definitions.**

Example: qualities that the same similarities

- 1 doing things in a different way from most people
- 2 tests
- 3 the state of being unable to sit still
- 4 came very close
- 5 observed over a period of time

	5
--	---

Reading total		15
---------------	--	----

**WRITING**

**Write an article for one of the following. Write 140–180 words.**

- 1 Write a blog post about your favourite music, film, or TV show.
- 2 Describe an invention or piece of technology you think is clever and explain why.
- 3 What do you like and dislike about using social media?

Writing total		10
---------------	--	----

Reading and Writing total		25
---------------------------	--	----

**1 Listen to five people talking about photographs. Choose from the list (A–H) what each person is describing. Use the letters only once. There are three extra letters you do not need to use.**

- A a childhood memory
- B a very old photograph
- C a fake news photograph
- D a school photograph
- E a wedding
- F a person they once knew
- G a journey
- H a place they once lived

- Speaker 1: [ ]  
 Speaker 2: [ ]  
 Speaker 3: [ ]  
 Speaker 4: [ ]  
 Speaker 5: [ ]

	5
--	---

**2 Listen to an interview with a professional speaker. Underline the correct answer.**

- 1 Kyle says that **he still gets nervous before a speech / anxiety and excitement have the same effect on the body / he used to have a phobia of public speaking.**
- 2 Kyle says most people make the mistake of **talking too fast / making their speech shorter than it should be / including too many facts and statistics.**
- 3 Before writing a speech Kyle **considers who might listen to him speak / interviews his audience / does some physical exercise.**
- 4 According to Kyle, the most powerful part of communication is your **tone of voice / words / body language.**
- 5 Kyle advises people preparing a speech to **record themselves giving it / use the Internet as a learning resource / memorize it word for word.**

	5
--	---

Listening total		10
-----------------	--	----

**SPEAKING**

**1 Make questions and ask your partner.**

- 1 Which city / most like to visit and why?
- 2 you rather have a city break or an adventure holiday? Why?
- 3 How / get a good night's sleep?
- 4 What / last advert you saw?
- 5 Which relative / you most look like? Why?
- 6 How / science made life easier in the last 100 years?
- 7 What fake news / last hear about?
- 8 If / could work for an advertising company, which product / like to promote?
- 9 you ever had difficulties sleeping? What / you do?
- 10 How / feel if / had to speak in public?

**Now answer your partner's questions.**

**2 Listen to your partner. Do you agree with him / her?**

**3 Talk about one of the statements below, saying if you agree or disagree. Give reasons.**

- 1 'We should always believe what we read online.'
- 2 'It's easy to tell whether someone has committed a crime from their appearance and behaviour.'
- 3 'If you have to give a speech or presentation, it is best to memorize it.'

Speaking total		15
----------------	--	----

Listening and Speaking total		25
------------------------------	--	----

## End-of-course Test

### GRAMMAR

#### 1 Complete the sentences. Use the correct form of the verb in brackets.

Example: We ve lived (live) next door to the Parkers for 20 years.

- 1 I wanted to meet Anja, but she \_\_\_\_\_ (already leave) when I got to the barbecue.
- 2 I \_\_\_\_\_ (write) my report for an hour when my computer crashed and lost it all.
- 3 I immediately regretted \_\_\_\_\_ (send) the text.
- 4 You \_\_\_\_\_ (not sit) here now if Jay hadn't managed to get us the invitation.
- 5 They \_\_\_\_\_ (practise) the dance for months, so the performance should go well tonight.
- 6 I wish we \_\_\_\_\_ (not buy) that car. It's been nothing but trouble!
- 7 I'll bring something to eat in case we \_\_\_\_\_ (get) hungry.
- 8 You shouldn't \_\_\_\_\_ (spend) so long in the sun yesterday – you've got sunburn.
- 9 I think I'd have got the job if I \_\_\_\_\_ (not ask) that stupid question.
- 10 We couldn't go inside the town hall because it \_\_\_\_\_ (redecorate).
- 11 I think I \_\_\_\_\_ (learn) enough Japanese by the time I go to Japan.
- 12 One of the greatest paintings of the 19th century \_\_\_\_\_ (report) to have been stolen.
- 13 Call an ambulance! Mrs Patel's foot \_\_\_\_\_ (run over) by a taxi!
- 14 I can't meet you until 8.00 because I'm on a late shift – I \_\_\_\_\_ (still work) at 7.30.
- 15 I'll let you know your exam results as soon as I \_\_\_\_\_ (discuss) them with your tutor.

	15
--	----

#### 2 Complete the sentences with one word.

Example: **A** I loved the play. **B** So did I.

- 1 Oh dear, it sounds as \_\_\_\_\_ the neighbours are arguing again.
- 2 Don't \_\_\_\_\_ me for forgetting to feed the cat – it's your responsibility!
- 3 We \_\_\_\_\_ have been crazy to buy this house! There's so much wrong with it.
- 4 I don't speak German very well, but my sister \_\_\_\_\_.
- 5 I can't \_\_\_\_\_ used to this smartphone – it's so different from my old one!
- 6 Neither Rob \_\_\_\_\_ Bea are interested in joining the reading group.
- 7 There's \_\_\_\_\_ milk in the fridge. Can you go and get some from the corner shop?
- 8 Chloe sang that song really well, \_\_\_\_\_ she?
- 9 I wish you \_\_\_\_\_ keep leaving the door open when you go outside! It's freezing!
- 10 It was \_\_\_\_\_ a big shock that we all had to sit down.
- 11 I don't really feel \_\_\_\_\_ going out tonight – let's stay in and watch a film.
- 12 Marc didn't \_\_\_\_\_ to do much sport, but now he's really into volleyball.
- 13 We're \_\_\_\_\_ the roof fixed next week – the rain is starting to come through it.

14 Do you have any idea \_\_\_\_\_ Catriona is coming to football practice this week?

15 I offered Lily and Freya a snack but \_\_\_\_\_ of them was hungry.

	15
--	----

### 3 Complete the sentences with the correct word(s).

Example: Who painted this picture? I love it!

Who painted Who did paint Who paint

1 \_\_\_\_\_ are becoming an increasingly large proportion of many societies.

Elderly The elderly The elderly people

2 I really like my neighbour's cat, but generally I prefer \_\_\_\_\_ dogs.

some the (-)

3 I just love \_\_\_\_\_ in this holiday house!

the furnitures the furniture a furniture

4 \_\_\_\_\_ the very steep climb up the last hill, we all really enjoyed the walk.

Although In spite Despite

5 Does anyone know where \_\_\_\_\_?

lives Sofia Sofia lives does Sofia live

6 That's a \_\_\_\_\_ chair – where did you get it?

little lovely wooden lovely little wooden lovely wooden little

7 I \_\_\_\_\_ when I'm cleaning my flat.

play music often play often music often play music

8 \_\_\_\_\_ of our team played well today – that's why we lost.

Neither None Some

9 We played the music quietly \_\_\_\_\_ wake the children.

to not not to so as not to

10 Our eldest daughter is at \_\_\_\_\_ university. She's studying Genetics.

the a (-)

	10
--	----

Grammar total		40
---------------	--	----

## VOCABULARY

### 4 Write the words after the definitions.

Example: the thing which planes take off from and land on = runway

1 feeling like you have little hope and are ready to do anything to get out of the situation = \_\_\_\_\_

2 not allowing water to go through it = \_\_\_\_\_

3 a group of people who sing together = \_\_\_\_\_

4 you use these to breathe = \_\_\_\_\_

5 extremely confused = \_\_\_\_\_

6 a snow storm with very strong winds = \_\_\_\_\_

- 7 someone who tries to avoid spending money = tight- \_\_\_\_\_
- 8 being unable to sleep for many nights = \_\_\_\_\_
- 9 the person who controls how an orchestra plays = \_\_\_\_\_
- 10 unsure how to react to something because your emotions are so strong = \_\_\_\_\_
- 11 a person who sees a crime happening = \_\_\_\_\_
- 12 a person who is currently looking for work = \_\_\_\_\_
- 13 you put your head on this when you sleep = \_\_\_\_\_
- 14 the person in charge of a newspaper who decides what will go in it = \_\_\_\_\_
- 15 the opposite of tight (trousers) = \_\_\_\_\_

## 5 Complete the sentences with the correct word.

Example: Oh no, it's drizzling today. How am I going to get my washing dry?  
warm chilly drizzling

- 1 The man was charged \_\_\_\_\_ both fraud and bribery.  
of with for
- 2 I'm \_\_\_\_\_ and tired of listening to you complaining about your job – why don't you just quit?  
fed up bored sick
- 3 I find it \_\_\_\_\_ when apps keep updating themselves all the time.  
confusion confused confusing
- 4 The audience made so much noise at the end of the concert that the band came back twice to give \_\_\_\_\_.  
encores choruses performances
- 5 You have to take Natalia's age into \_\_\_\_\_ when you judge her work.  
place care account
- 6 I wore my new trainers on my run today, and now I've got \_\_\_\_\_ on my feet!  
burns blisters rashes
- 7 It's difficult to get the truth from newspapers in this country – they're all \_\_\_\_\_.  
objective accurate censored
- 8 We were \_\_\_\_\_ when we heard that Will's ankle wasn't broken, only sprained.  
disappointed relieved upset
- 9 Zoologists working in South America have \_\_\_\_\_ an important discovery.  
carried out done made
- 10 Have you \_\_\_\_\_ finished that magazine? I really want to read it!  
yet nearly still
- 11 I think Elliott was very tired – he's \_\_\_\_\_ asleep on the sofa.  
full fast deep
- 12 Please keep reminding Nadia about the meeting – she's quite \_\_\_\_\_-minded.  
narrow open absent
- 13 I was trying hard not to \_\_\_\_\_ my voice, but I was getting angrier and angrier.  
put up raise rise
- 14 That jacket really \_\_\_\_\_ you. It goes really well with your eye colour.  
matches fits suits
- 15 This restaurant is part of a \_\_\_\_\_ – I went to one in Birmingham last year.  
chain branch company

## 6 Complete the sentences with one word made from the word in brackets.

Example: We misunderstood the instructions so we couldn't set up the new TV properly.  
(understand)

- 1 This phone is \_\_\_\_\_, even if you drop it on a hard surface! (break)
- 2 We have a lot of \_\_\_\_\_ people in the capital because housing costs are so high.  
(home)
- 3 The weather here is so \_\_\_\_\_, it could be very different later. (change)
- 4 \_\_\_\_\_ is a big problem in this area. (vandal)
- 5 I felt very \_\_\_\_\_ when I couldn't remember her name. (embarrass)
- 6 I don't suffer from \_\_\_\_\_ – I really enjoy spending time on my own. (lonely)
- 7 I like a good drama series as long as there's no strong \_\_\_\_\_. (violent)
- 8 Jordan likes green vegetables, \_\_\_\_\_ spinach. (special)
- 9 I'm \_\_\_\_\_ to peanuts, but I can eat all other kinds of nuts. (allergy)
- 10 My home town is quite \_\_\_\_\_ at the moment but there are plans to transform it next year. (develop)

	10
--	----

Vocabulary total	40
------------------	----

## PRONUNCIATION

### 7 Circle the different sound.

- 1 /bird/      merge firm **journalist** heart
- 2 /horse/    **launch** drought stalk yawn
- 3 /shower/   pressure infection **choke** rash
- 4 /judge/    **generate** budget smuggler agenda
- 5 /bike/      linen **height** biased mild
- 6 /tree/      illegal relieved colleague **leather**
- 7 /up/        multicultural **flood** hooded luggage
- 8 /boot/      **loose** blood lose chew
- 9 /buzz/     raise cause course physics
- 10 /train/     baggage faint lay ache

	10
--	----

### 8 Underline the stressed syllable.

Example: lea|ther

- 1 co|mmen|ta|tor
- 2 ob|jec|tive
- 3 mul|ti|na|tio|nal
- 4 eye|brow
- 5 old|-fash|ioned
- 6 ex|port (verb)
- 7 un|con|scious
- 8 neigh|bour|hood
- 9 gob|smacked

**READING**

Read the article. For questions 1–5, choose the correct answer (A, B, C, or D).

## Going to extremes

We tend to think that people who do extreme sports are just addicted to the adrenaline rush you get along with the thrill of danger. However, recent research shows that the many are motivated by the emotional experience of being in nature, and the psychological benefits it can bring.

A recent study based on interviews with people who practise a range of high-risk extreme sports, suggests that exposure to natural environments in early childhood can provide significant psychological and health benefits. It can also help people to form a strong, life-long emotional connection to nature.

The majority of the participants reported that nature provided powerful emotional experiences, which had drawn them to engage in outdoor activities such as climbing, kayaking, and surfing. They mentioned the importance of their early childhood experiences in the outdoors and how these had influenced their adult lives as extreme sportspeople.

Richard, a skyrunner – who runs on high paths in the mountains – said, ‘My best childhood memories are of being out in nature. Camping by the beach, swimming in the sea, climbing on the rocks, lighting fires in the woods, hiking up mountains ... the natural environment in Scotland where I grew up is incredible. I just wanted to be out in it. I still do.’

Similarly, for surfer Mika, the natural world was an inspiration: ‘I lived by the sea, and from an early age I was drawn to the water. I can’t remember not being able to swim. It just came naturally to me – I can’t really separate myself from the sea. It’s such a huge part of who I am.’

Mika also emphasized how being in close contact with nature, away from the urban environment, has led to a commitment to the environment and nature conservation: ‘My deep connection to the sea led me to become a marine biologist. It’s so important to me that the marine environment is protected.’ Her views on conservation were shared by many of the other participants.

Obviously, extreme sports present a high level of risk to survival. The participants acknowledged this but almost all felt that the connection to nature was as important, if not more so, as the excitement of risk-taking. Nick, an ice climber and professional mountain guide said, ‘When you’re climbing in winter, you’re in extreme conditions all the time. It’s a constant battle between fear and attraction, but the psychological benefits for me are huge. I’d never give it up.’

Extreme mountain biker Louise has a similar attitude: ‘I could do my sport on an indoor track and it would give me that adrenaline hit I enjoy, but it wouldn’t be the same. It’s the experience of cycling in the natural environment that attracts me more than anything. You can’t beat that feeling.’

Other positive factors were related to the senses. Sound was said to have a calming influence. Skyrunner Richard said, ‘When I run, I notice the thud of my feet on the ground, the rhythm of

my breath, I hear the sounds of my environment – birds, water flowing in the hill streams. My mind is empty of worry and stress.’

Jake, a free diver, appreciates the silence he experiences under water: ‘I suffer from noise sensitivity and I find urban environments exhausting. When I dive, it’s incredibly still and silent. It works like meditation for me.’

Touch and smell also featured highly in the participants’ responses. Free climber Holly explained, ‘I like the feel of the different types of rock under my hands, and also the smells. Where I climb, there are native herbs that grow on the rocks. The smell helps me stay relaxed and focused when I’m climbing.’

Overall, the results of the study showed that participants valued the greater connection with nature that extreme sports provided, and most felt that their attitude towards the environment was positive and more caring as a result. This led to them spending more time outdoors, not only while practising their extreme sports, but also when they were with family and friends, therefore reducing and preventing stress in others too.

The study’s results are particularly significant because they provide evidence to support the development of waterways and natural spaces in urban areas in order to promote outdoor sports and leisure activities. It is hoped that this will in turn boost both the physical and mental health of whole communities.

- 1 A popular view of people who practise extreme sports is that they do it because they ...
  - A want to be closer to nature.
  - B lack emotional experience.
  - C are highly competitive.
  - D are addicted to risk-taking.
  
- 2 Which factor was a particularly strong motivation for most study participants?
  - A competition prize money
  - B psychological problems
  - C early childhood experiences
  - D improved fitness levels
  
- 3 What additional benefit from practising extreme sports did the participants report?
  - A better career prospects
  - B a stronger commitment to environmental conservation
  - C better relationships with family and friends
  - D improved life skills
  
- 4 Most of the participants felt that extreme sports reduced stress by ...
  - A stimulating their senses.
  - B improving their quality of sleep.
  - C increasing their adrenaline levels.
  - D making them physically stronger.
  
- 5 The study provides evidence that ...
  - A most people don’t engage enough with nature.
  - B outdoor activities are most popular in childhood.
  - C people could do extreme sports in urban areas.
  - D people of all ages would benefit from engaging with nature.

## WRITING

Write a report on the following topic.

'Cities of the future.'

Include the following information:

- say what you think the cities of the future will be like
- say why you think changes in cities will take place
- discuss how the changes will affect residents' lives.

–180 words.

Writing total		10
---------------	--	----

Reading and Writing total		20
---------------------------	--	----

**1 Listen to five students talk about their designs for a city of the future. Choose from the list (A–H) what each speaker says they have included as the main feature of their design. Use the letters only once. There are three extra letters you do not need to use.**

- A hi-tech monitoring systems
- B creating a more natural environment
- C energy solutions
- D reducing rubbish
- E a design centred around the residents of the city
- F urban sprawl
- G consumerism
- H an environmentally friendly transport model

Speaker 1 [ ]

Speaker 2 [ ]

Speaker 3 [ ]

Speaker 4 [ ]

Speaker 5 [ ]

	5
--	---

**2 Listen to a talk about the mystery of the Loch Ness Monster by a man who lives beside Loch Ness in Scotland. Underline the correct answer.**

- 1 Calum says that people believe the Loch Ness monster **used to / couldn't / might be able to** live undiscovered in Loch Ness.

- 2 Calum thinks that the Surgeon's Photograph **shows a dinosaur / isn't as good as his photographs of Nessie / looks real.**
- 3 Calum says that **there are no eyewitness sightings of Nessie / Nessie sightings are fake news / people often mistakenly think they've seen Nessie.**
- 4 Calum suggests that people who see a 'monster' are actually looking at **seals or otters / a model / a dinosaur.**
- 5 According to Calum, the recent DNA study **solves the mystery of the monster / detected the monster's DNA / does not spoil the mystery of the Loch Ness Monster.**

	5
--	---

Listening total		10
-----------------	--	----

## SPEAKING

### 1 Make questions and ask your partner.

- 1 Would / like / try / extreme sport? Why / Why not?
- 2 Can / share a regret about your life so far?
- 3 What / do / in ten years' time?
- 4 How / favourite music make you feel?
- 5 When / last feel annoyed? Why?

Now answer your partner's questions.

### 2 Listen to your partner. Do you agree with him / her?

### 3 Talk about one of the statements below, saying if you agree or disagree. Give reasons.

'People who post fake news stories on the Internet should be punished as criminals.'

'Advertising that targets children and their parents should be banned.'

'Taking care of the environment is the responsibility of politicians and large companies, not ordinary people.'

Speaking total		20
----------------	--	----

Listening and Speaking total		30
------------------------------	--	----

## ENGLISH FILE Upper-Intermediate 4<sup>th</sup> edition Final Topics

### 1. Speak about medical help.

- if you've ever happened to give smb. or be given first aid
- some disease, describe the symptoms & say what should be done to solve a health problem
- what kinds of people cyberchondriacs & hypochondriacs are & what they have in common

**2. Speak about the phenomenon of the age-gap friendship.**

- what each of the sides benefits from such a relationship
- if you personally ever had an age-gap friend
- about your age-gap friend in detail: their habits, preferences in leisure activities, the way they dress up & so on.

**3. Speak about travelling by plane and by train in comparison.**

- what the drawbacks & benefits of travelling by plane & by train are
- what seats a person should book depending on their preferences, desires & necessities
- if it is really dangerous to travel by plane; what kind of unpredictable/anticipated problematic situations you can face on the plane board, give an example

**4. Speak about environment, varying weather & climate conditions.**

- what people should do to be environmentally aware
- what can be done nowadays & in the future about the environment
- what weather & climate conditions in different countries are
- if the weather has any impact on your mood & the mood of other people

**5. Speak about the nature of risk-taking & rebellion.**

- if personally you are much of a risk-taker in sports & even everyday life
- what risky kinds of sports are, tell about several of them
- why deadly extreme sports are as popular nowadays as they've never been before

**6. Speak about the phenomenon of survival.**

- what life-or-death situations might happen to a human being
- what the certain tips to survive through those situations are
- what exactly a person should & shouldn't do if they happen to get lost in the jungle

**7. Speak about your own wishes, dreams & regrets.**

- what wishes you have & what emotions, sensations & feelings you'll get in case they come true
- what regrets you have about the present
- what regrets you have about the past

**8. Speak about the role of sleep in our life.**

- what kinds of sleep exist
- what allows us to have sufficient rest at night
- about the fascinating facts about sleep

**9. Speak about music.**

- what emotions & sensations different kinds of music make you feel
- what is the most important for you about the music
- if music can enhance your daily routine, studies or work
- what your favourite musical instruments, genres & events are

**10. Speak about the psychological taekwondo in negotiations.**

- what the tips are to avoid arguments & make people think & do what you want them to
- how to arrive at a consensus with a person who annoys you or even disrupts your life
- how to win online arguments

**11. Speak about the theatrical performances, acting in real life & fake news.**

- what the body language should be to express different feelings & emotional states
- how to improve your acting skills
- how to spot a liar
- how to spot fake news in mass media

**12. Speak about the crimes, criminals & punishment.**

- what the advice is to make yourself less of a target
- how to keep your home safe
- about notoriously famous criminals

**13. Speak about business & advertising.**

- what the most astonishing & controversial business laws are
- what the marketing ploys are advertising refers to
- about the cases of a real breakthrough in business or advertising

**14. Speak about super cities.**

- what makes a city attractive
- about the most overwhelming cities in the world
- about the project for the cities of the future

#### 4. Список литературы

##### Core / Основные компоненты учебного курса

- 1 English File Upper-Intermediate 4<sup>th</sup> edition Student's book, Oxford University Press
- 2 English File Upper-Intermediate 4<sup>th</sup> edition Workbook, Oxford University Press
- 3 English File Upper-Intermediate 4<sup>th</sup> edition Teacher's book, Oxford University Press

##### Supplementary / Дополнительная литература

- 4 Word by Word Posters, Longman
- 5 New American Streamline Connections, Oxford University Press
- 6 The Anti-grammar Grammar Book by Nick Hall and John Shephard
- 7 English aloud 2, Macmillan Education
- 8 Word by Word Intermediate Picture Dictionary, Longman
- 9 Intermediate Vocabulary games, Jill Hadfield, Longman
- 10 New CE Upper-Intermediate Teacher's book, Peter Moor, Longman
- 11 Total Upper-Intermediate, Teacher's Resource Book, Longman
- 12 Discussion A-Z, Cambridge University Press
- 13 Singing Grammar, Cambridge University Press
- 14 Round-up Grammar 4, 5 Longman
- 15 Murphy "English Grammar in Use", Cambridge University Press
- 16 Games for Vocabulary Practice, Cambridge University Press
- 17 Reward Upper-Intermediate Resource Pack, Macmillan
- 18 'Intermediate Vocabulary', BJ Thomas, Longman
- 19 Taboos and Issues, Thomson and Heinle
- 20 Language to Go Upper-Intermediate, Pearson
- 21 Grammar Express by Marjorie Fuchs and Margaret Bonner

##### Video

- 1 English File 4<sup>th</sup> edition Upper-Intermediate DVD
- 2 Cutting Edge Intermediate-Upper-Intermediate, DVD, Longman
- 3 Total English Upper-Intermediate DVD

- 4 This is Britain, Cambridge University Press
- 5 Speak out Upper-Intermediate, podcast, Longman
- 6 Speak out Intermediate, podcast, Longman
- 7 Window on Britain, Oxford University Press

### B2 First exam

- 1 Practice Tests plus B2 First by Pearson
- 2 B2 First Practice Tests 1 by Cambridge
- 3 B2 First Practice Tests 2 by Cambridge
- 4 Exam Booster for B2 First by Cambridge

### Online resources

- <https://englishfile4e.oxfordonlinepractice.com>
- <https://test-english.com/>
- <https://elt.oup.com/student/englishfile>
- <http://autoenglish.org>
- <https://www.e-grammar.org>
- <https://www.cambridge.org>
- <https://www.englishrevealed.co.uk>
- <https://anglofeel.ru>
- <https://learnenglishteens.britishcouncil.org>