



УТВЕРЖДАЮ

Генеральный Директор АНОО ДО
«Английский Клуб»

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

«Close –Up C1»

г. Челябинск

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1. Комплекс основных характеристик программы

1.1. Пояснительная записка (Уровень Advanced на основе Close-Up C1)

Практический курс обучения английскому языку рассчитан на взрослых слушателей, которые изучали английский язык в школе или других учебных заведениях, и владеют высоким уровнем языка на момент обращения в компанию «Английский Клуб», а также для тех, кто закончил уровень Upper-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 развитие и информирование о нюансах системы 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 высказывать свое мнение на английском языке, на данном уровне. Слушатели продолжают тренировать правильные навыки английского произношения, умение свободно и правильно пользоваться грамматическими структурами и словарным запасом, предусмотренным программой данного курса.

Программа курса составлена на основе учебной программы “Close-up C1”, разработанной авторами Angela Healan & Katrina Gormley. Прохождение языкового материала по этой программе рассчитано на 210 академических часов. Занятия проходят 2 раза в неделю по 2 или 3 академических часа.

Курс “Close-up C1” 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 каждых двух модулей (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%, Certificate of attendance (прослушал курс) – менее 60%.

1.3. Содержание программы Close-up C1 (для взрослых групп)

Units in the textbook Наименование темы в учебном пособии	Grammar Грамматический компонент	Vocabulary / Colloquial English Лексический компонент / Разговорный английский)	Hours Кол-во академических часов
Unit 1 / Раздел 1 Scaling the Heights Достижения и успех	Review of present and past tenses. Повторение системы времен. (Настоящее и прошедшее)	Vocabulary: Success Phrasal verbs and Idioms Лексика, связанная с успехом, фразовые глаголы и идиомы. Speaking: Talking about achievements and Challenges Достижения и препятствия. Writing: A formal letter Официальное письмо.	16
Unit 1 Test	Проверочный тест		1
Unit 2 / Раздел 2 Social Media Социальные сети	Future forms, future in the past Формы будущего времени.	Vocabulary: Social media-related vocabulary, word formation, idioms phrasal verbs Лексика, связанная с социальными сетями, словообразование, фразовые глаголы и идиомы. Speaking: talking about mobile phone use, social networking sites Роль мобильных телефонов Writing: an essay (1) Написание эссе	15
Unit 2 Test	Проверочный тест		1
Review 1 Progress Test1 &2	Повторение и промежуточный тест		2
Unit 3 / Раздел 3 Just for the Health of it Все ради здоровья	Pronouns, adverbs, intensifying adverbs Местоимения и наречия	Vocabulary: health and medicine, word formation, phrasal verbs, collocations Лексика, связанная с медициной и здоровьем, словообразование, фразовые глаголы и идиомы. Speaking: talking about health. Здоровый образ жизни Writing: information sheet Информационный лист	16
Unit 3 Test	Проверочный тест		1
Unit 4 / Раздел 4 Light, camera, action! Свет, камера, действие!	Gerunds, infinitives, discourse markers Герундий, Инфинитив	Vocabulary: film and theatre, word formation, compound nouns Лексика, связанная с кино и	15

		театром, сложные существительные Speaking: talking about film genres and cinema Жанры фильмов Writing: Review Написание ревью	
Unit 4 Test	Проверочный тест		1
Review 1 Progress Test3 &4	Повторение и промежуточный тест		2
Unit 5 / Раздел 5 Eat Up! Привычки в еде	Transitive & intransitive phrasal verbs, separable & inseparable phrasal verbs, question tags Различные виды фразовых глаголов, разделительные вопросы	Vocabulary: food-related vocabulary, phrasal verbs, collocations, word formation Лексика, связанная с едой, идиомы, словообразование. Speaking: talking about food and eating Разговор о привычках в еде. Writing: Proposal Написание предложения	15
Unit 5 Test	Проверочный тест		1
Unit 6 / Раздел 6 Living Planet Живая планета	Modal verbs, perfect modal verbs Модальные глаголы. Настоящее и прошедшее время.	Vocabulary: environment and weather, word formation, phrasal verbs, prepositions Лексика, связанная с экологией, идиомы, словообразование, предлоги Speaking: talking about nature and natural disasters Разговор о природных катастрофах Writing: Article Написание статьи	16
Unit 6 Test	Проверочный тест		1
Review 2 Progress Test5 &6	Повторение и промежуточный тест		2
Unit 7 / Раздел 7 Eureka! Эврика!	Conditionals, unreal past, inversion Условное наклонение, инверсия	Vocabulary: technology and inventions, compound nouns, idioms Лексика, связанная с технологией и изобретениями, идиомы, словообразование Speaking: talking about inventions and inventors, modern technology Разговор об изобретениях.	16

		Writing: nominating someone for achievement Написание номинации.	
Unit 7 Test	Проверочный тест		1
Unit 8 / Раздел 8 Money Mad Деньги	Relative clauses, participle clauses, cleft sentences Придаточные определительные предложения, причастные обороты расщепленные предложения	Vocabulary: money, phrasal verbs, collocations, word formation Лексика, связанная с деньгами, фразовые глаголы, словообразование Speaking: talking about money, shopping, poverty Разговор о деньгах и покупках. Writing: article Написание статьи	16
Unit 8 Test	Проверочный тест		1
Review 3 Progress Test 5 & 6	Повторение и промежуточный тест		2
Unit 9 / Раздел 9 All That Jazz! Искусство	Comparison of adjectives & adverbs, other ways of comparing Сравнительная степень прилагательных и наречий	Vocabulary: music and art compound nouns, prepositions, collocations Лексика, связанная с музыкой и искусством, идиомы, предлоги. Speaking: talking about art and artists Разговор о живописи и художниках. Writing: report написание доклада	16
Unit 9 Test	Проверочный тест		1
Unit 10 / Раздел 10 Modern Living Современная жизнь	Passive voice, reporting with passive verbs, <i>seem & appear</i> , passive causative Формы пассивного залога	Vocabulary: work- and lifestyle, word formation, phrasal verbs, collocations Лексика, связанная с работой, идиомы, фразовые глаголы Speaking: talking about skills, qualities & qualifications Разговор о квалификации. Writing: article (2) Написание статьи	16
Unit 10 Test	Проверочный тест		1
Review 5 Progress Test 9 & 10	Повторение и промежуточный тест		2
Unit 11 / Раздел 11 Sports Crazy! Спорт	Reported speech, reporting verbs, reported questions Косвенная речь	Vocabulary: sport-related vocabulary, phrasal verbs, prepositions, collocations Лексика, связанная со	14

		спортом, идиомы, фразовые глаголы Speaking: talking about sport Разговор о спорте. Writing: informal letter Написание письма.	
Unit 11 Test	Проверочный тест		1
Unit 12 / Раздел 12 Fast Forward Будущее	Clauses of reason, clauses of purpose & result, clauses of contrast Виды придаточных предложений	Vocabulary: words related to space, science, technological advances and the future Лексика, связанная с космосом и наукой. Speaking: talking about life in the future Разговор о жизни в будущем. Writing: essay (2) Написание эссе	16
Unit 12 Test	Проверочный тест		1
Review 6 Progress Test 11 &12	Повторение и промежуточный тест		2
End-of-the-course test (Final test)	Финальное тестирование		2

Total/ Итого: 210-академических часов

2. Организационно – педагогические условия.

2.1. Календарно-учебный график.

Образовательный курс для учащихся программы “Close- Up C1” рассчитан на 210 академических часов.

Программа состоит из 12 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

Режим работы в группе: 6 академических часов в неделю с 08.00 – 21.00

Академический час: 45 минут

2.2. Учебно – тематический план

<i>№ n/n</i>	<i>Наименование разделов</i>	<i>Всего, час</i>	<i>Лекции, час</i>	<i>Практич. занятия, час</i>	<i>Самост. Работа, час</i>	<i>Форма контроля</i>
1	Unit 1 / Раздел 1 Scaling the Heights Достижения и успех	16	6	9	1	Unit 1 Test Проверочный тест
2	Unit 2 / Раздел 2 Social Media Социальные сети	15	5	7	3	Unit 2 Test Проверочный тест Progress Test1 &2 Промежуточный тест
3	Unit 3 / Раздел 3 Just for the Health of it Все ради здоровья	16	6	9	1	Unit 3 Test Проверочный тест
4	Unit 4 / Раздел 4 Light, camera, action! Свет, камера, действие!	16	6	7	3	Unit 4 Test Проверочный тест Progress Test 3&4 Промежуточный тест
5	Unit 5 / Раздел 5 Eat Up! Привычки в еде	15	5	9	1	Unit 5 Test Проверочный тест
6	Unit 6 / Раздел 6 Living Planet Живая планета	16	6	7	3	Unit 6 Test Проверочный тест Progress Test 5&6

						Промежуточный тест
7	Unit 7 / Раздел 7 Eureka! Эврика!	16	6	9	1	Unit 7 Test Проверочный тест
8	Unit 8 / Раздел 8 Money Mad Деньги	16	5	8	3	Unit 8 Test Проверочный тест Progress Test 7&8 Промежуточный тест
9	Unit 9 / Раздел 9 All That Jazz! Искусство	16	6	9	1	Unit 9 Test Проверочный тест
10	Unit 10 / Раздел 10 Modern Living Современная жизнь	16	5	8	3	Unit 10 Test Проверочный тест Progress Test 8&9 Промежуточный тест
11	Unit 11 / Раздел 11 Sports Crazy! Спорт	14	5	8	1	Unit 11 Test Проверочный тест
12	Unit 12 / Раздел 12 Fast Forward Будущее	16	6	7	3	Unit 12 Test Проверочный тест Progress Test 11&12 Промежуточный тест
	End-of-the-course test (Final test) Финальное тестирование				3	
	Итого	210	67	117	26	

2.3. 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
- Использование различных онлайн ресурсов

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/грамматический 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.
- Подведение итогов занятия

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

Степень Advanced – это степень, когда речь студента становится действительно сложной и 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 сложными 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, науке, чувствах и переживаниях, искусстве и живописи и обсуждать широкий спектр научно-популярных тем.

На этом уровне очень значительно расширяется словарный запас, он составит от 4000 до 8000 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 в оригинале;
- участвовать в разговоре на любые незнакомые темы;
- написать формальное письмо, эссе, статью, обзор или отчет.
- пройти подготовку к сдаче международного экзамена TOEFL (Test of English as a Foreign Language), CAE (Certificate in Advanced English) или IELTS (International English Language Testing System)

По окончании курса Advanced слушатель может продолжить обучение на уровне Proficiency или присоединиться к клубу общения на английском языке с носителем языка.

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.

Name: _____

Date: _____

Mark: _____ / 80 marks

A Read the articles about sportspeople.

The Higher They Climb, the Harder They Fall

Lance Armstrong was the embodiment of ambition and fierce determination in the face of incredible odds. He fought and beat cancer, then went on to win the Tour de France an incredible seven times straight. He pocketed millions of dollars from sponsorship deals and enjoyed the kind of acclaim reserved only for rock stars. But all along, there were rumours. Was he really such a magnificent athlete or was there something murky behind his spectacular success?

Initially, many Armstrong supporters pointed out that during his seven Tour de France victories, he was the most drug-tested athlete in the world, and that he never tested positive. But cycling is rife with banned performance-enhancing drugs, and many cyclists who never failed a drug test have gone on to admit their guilt later, such as Tour de France winner Bjarne Riis. In 2007, Riis admitted taking EPO, growth hormone and cortisone from 1993 to 1998, including during his 1996 Tour de France win.

Some people believe there is evidence to suggest that Armstrong did, in fact, return positive results, but was protected by various cycling bodies so as not to ruin the image of the sport. It cannot be forgotten that Armstrong's amazing journey from near death to sporting triumph had created a whole new generation of cycling enthusiasts.

Although he was never caught red-handed, the World Anti-Doping Agency had no choice but to strip him of all his titles. How could WADA not? Armstrong had worked with trainers who were caught doping their athletes, and he had former teammates, friends and associates inform on him. Forced to publicly apologise to Livestrong (his cancer support organisation), he then confessed to doping in an interview with Oprah Winfrey, though he refrained from revealing his methods. From the height of fame, Armstrong is now in the depths of infamy.

The Greatest Athlete you've Never Heard of

Trischa Zorn owns the title of the greatest ever Paralympian. The swimmer, blind since birth, competed in seven consecutive Paralympic Games from Arnhem in the Netherlands in 1980 to Athens, Greece in 2004.

She won a staggering 55 medals consisting of 41 gold, nine silver and five bronze. Zorn is humble about her success, stating that as a swimmer, she was simply fortunate enough to be able to compete in multiple events.

She first experienced the Games at the age of 16. Since then, the Paralympics have changed enormously. Back in 1980, few people had heard of the Paralympics. The US Paralympic athletes had to pay their own way to attend the Games, and pay for their uniforms. The able-bodied athletes, on the other hand, were funded by the state. 1988 was the first time that the Paralympics were held at the same venues as the Olympics. 1992 was the first time national anthems were played during the medal ceremony for Paralympic champions.

Zorn is very pleased with the changes, but believes there's still room for improvement, particularly when it comes to cash awards. Currently, the US pays gold medal winners \$25,000 per medal; \$15,000 for silver and \$10,000 for bronze. For his eight golds in Beijing, Michael Phelps received a cheque for \$200,000. Paralympians are lucky if they get \$5,000. Despite more than doubling Phelps' Olympic medal tally of 22, Zorn never saw a penny. Considering disabled athletes make sacrifices and have training regimes which are just as gruelling as their able-bodied counterparts, this difference is decidedly unfair and gives the distinct impression that an Olympian is more highly valued than a Paralympian. But as Zorn has demonstrated, disabled athletes are talented, courageous and never give up; they have the traits of top-notch Olympic champions.

B Complete the *Exam Task*.

Exam Task

You are going to read two articles about sportspeople. For questions 1 – 5, choose the answer (a, b, c or d) which you think fits best according to the text.

- 1 According to the writer of the first article, cyclists were able to get away with doping because
 - a no one they knew had spoken out against them.
 - b none of them felt guilty until much later.
 - c it was more important to protect the sport.
 - d they were only tested for three substances.
- 2 Which statement about Lance Armstrong is true?
 - a He has not explained how he managed to avoid detection.
 - b He enjoys being treated like a celebrity rock star.
 - c There were no suspicions of doping until he confessed.
 - d His name still appears as a Tour de France winner.
- 3 What does Trischa Zorn attribute her medal success to?
 - a competing in seven different Paralympics
 - b being in a sport for which there are many races
 - c striving to be as worthy as an Olympian
 - d knowing there would be a cash bonus for winners
- 4 According to the writer of the second article, the Paralympic Games
 - a cost less than the Olympic Games.
 - b take place in different arenas to the Olympics.
 - c only began medal ceremonies for winners in 1992.
 - d are beginning to resemble the Olympics in some ways.
- 5 Which aspect of sport do the two articles have in common?
 - a cash incentives paid for individual titles or medals
 - b methods and incentives for achieving success
 - c upholding standards of moral behaviour
 - d illegal activities in the pursuit of success

(____/ 10 marks)

Vocabulary and Use your English

A Complete the sentences with the correct form of the words.

- | | |
|--|----------|
| 1 The 20th century saw the beginning of a technological _____ . | REVOLVE |
| 2 They were a(n) _____ couple who worked hard to make their family prosperous. | INDUSTRY |
| 3 It's a real pity; Jack's application for the job was _____ . | SUCCESS |
| 4 You can only assess a situation correctly and give sound advice if you are _____ . | PARTIAL |
| 5 She's a very _____ woman; she is always helping disadvantaged people in her community. | VIRTUE |
| 6 Don't say anything to upset Jon; he's been very _____ lately. | TOUCH |
| 7 Historians need to be _____ when considering past events and the people who played a role in them. | OBJECT |
| 8 Rome's armies were _____ in many battles across Europe and North Africa. | TRIUMPH |
| 9 Danny is very _____ and refuses to work overtime; I think that's very unfair for the other staff. | FLEXIBLE |
| 10 The invaders were _____ and destroyed several entire towns and villages. | MERCY |

(___ / 10 marks)

B Replace the words in bold with the correct form of these phrasal verbs.

be taken aback bring down come in for come up against cut in get ahead hang on pull off set out take to

- | | |
|--|-------|
| 1 A series of financial scandals finally caused the collapse of the government. | _____ |
| 2 It takes a lot more than intelligence to be successful these days. | _____ |
| 3 Despite not being very clever, Kevin became a billionaire. I wonder how he managed to do it ? | _____ |
| 4 Martha tried Facebook, but she didn't like it at all. | _____ |
| 5 We were astonished when we learnt that our old classmate had got a role in a Hollywood film. | _____ |
| 6 What a terrible decision! I'm not surprised it has received so much criticism. | _____ |
| 7 It was a gruelling race, but Leo kept going and came in second. | _____ |
| 8 Creating a new app wasn't what we had planned to do. | _____ |
| 9 Don't you know that it's rude to interrupt when someone is speaking? | _____ |
| 10 The tech department has encountered a problem with the design. | _____ |

(___ / 10 marks)

C Complete each sentence with one word in each gap.

- Please don't ask me to do any more; I've already got a lot _____ my plate.
- If you hadn't taken my words _____ of context, there wouldn't have been a misunderstanding.
- Don't you think you'll be _____ fire if you make such horrible comments?
- It won't cost that much to upgrade the system; _____ a guess, I'd say a few thousand euros.
- I'm very nervous because I'm giving a presentation and I hope it goes _____ a hitch!
- I have commented on blogs _____ occasion, but it's not something I really enjoy doing.
- Working _____ the clock will make you ill; why don't you take a break?
- Martin had no idea he was to be fired; his dismissal came _____ warning.
- Our company's website is _____ construction at the moment, but it should be finished in a few days.
- Don't tell anyone this because I'm telling you _____ confidence.

(___ / 10 marks)

Grammar

A Circle the correct words.

- 1 Joanna **locked up / was locking up** and left the office; she was tired after a long day at work.
- 2 Olga knew the company **was going to fail / would be failing** because the general manager was incompetent.
- 3 My new smartphone is broken! **I'm going to take / I'll have taken** it back to the shop for a refund.
- 4 The profits of the company **falls / are falling** steadily and investors have lost a lot of money.
- 5 Max **didn't attend / hasn't attended** an Olympic event before, so he's very excited.
- 6 My mum told me that when I **graduated / would graduate**, she would throw me a huge party.
- 7 You **smell / are smelling** wonderful! What's that perfume you're wearing?
- 8 By the time Tamara finishes university, she **will be studying / will have been studying** for half of her life!
- 9 Gareth **would be / used to be** a good friend of mine, until he became a successful actor.
- 10 Rudy is worn out because he **has played / has been playing** online war games all night.

(___ / 10 marks)

B Complete the sentences with one word in each gap.

- 1 Make sure you read the contract through _____ you sign.
- 2 I'm _____ trying to download this game; why is it taking so long?
- 3 The world champion has _____ to win an Olympic medal.
- 4 Carlos swore he _____ tell the truth, the whole truth and nothing but the truth.
- 5 You should delete your silly blog in _____ a prospective employer sees it.
- 6 Trust me, I know what I'm doing; this is _____ to be the best site on the web.
- 7 The screen has been playing up _____ yesterday; I hope we don't have to replace it.
- 8 I've _____ heard a more ridiculous thing in my life! Surely you're joking!
- 9 Hector was scratching his head wondering what to do _____. Helen was looking for a solution.
- 10 Ruben has _____ smashed three world records this week. How does he do it?

(___ / 10 marks)

C Complete the Exam Task.

Exam Task

For questions 1 – 5, complete the second sentence so that it has a similar meaning to the first sentence, using the word given. **Do not change the word given.** You must use between **three** and **six** words, including the word given.

- 1 How nice to see you, Marion; when did you get here?

HOW

How nice to see you, Marion; _____ here?

- 2 By the look on Tom's face, I knew the news wouldn't be good.

GIVEN

By the look on Tom's face, I knew he _____ good news.

- 3 You've slept the day away, haven't you?

SLEEPING

You _____, have you?

- 4 Hopefully, those politicians will be in prison before the next election.

Hopefully, those politicians will be in prison ----- the next election

Progress Test 2 Units 3@ 4

A Read the article about medicine in ancient times.

Early Medicine

Life in ancient times was difficult; there were constant wars, much famine and few cures for diseases which ravaged the society. Therefore, the treatment of illness and injury greatly concerned the ancients. What methods did ancient cultures use to fight disease and injury?

1

They were often in settings of spectacular natural beauty. The main Asklepeion in ancient Greece was in Epidaurus. It was similar to a modern spa in that the patients were offered special purifying baths, followed by a diet — what we would call a detox diet today — that lasted for several days.

2

Ancient healing, however, involved more than just healthy food and dream analysis. From the writings of Hippocrates, the best-known ancient physician, we learn that ancient doctors knew how to heal infected wounds by lancing, draining and cleaning them. They also knew how to use herbs to treat a spectrum of illnesses.

3

Surgery was also part of the ancient physician's vast repertoire. The famous Greek physician, Galen, successfully removed cataracts from the eyes with the use of a needle.

4

Archaeologists have revealed other medical practices in the ancient world. Skeletal remains show evidence of quite surprising surgical procedures. Skulls have been excavated that show signs of trepanation — a procedure still used today in which a hole is drilled into the skull to relieve pressure caused by head trauma.

5

Excavations in Israel have also revealed evidence of ancient dental procedures. In a desert grave, a 2,200-year-old skull was found that had a dental filling, which was a very short bronze wire placed into the tooth. Elsewhere, in the catacombs of Rome, which were used from the 1st to the 5th centuries AD, skulls were found with gold fillings. Not surprisingly, further information about ancient health care can be found in the graves of ancient doctors. Depicted in stone tablets are the instruments they used. These objects are almost identical to the cutting-edge instruments used by doctors and surgeons today.

B Complete the *Exam Task*.

Exam Task

You are going to read an article about medicine in ancient times. Five paragraphs have been removed from the article. Choose from the paragraphs **A – F** the one which best fits each gap. There is one extra paragraph which you do not need to use.

- A** Ginger was effective in treating nausea and is still used today for the same reason; a special clay was useful in fighting problems in the digestive system. Scientific analysis has revealed that the clay was similar to kaolin, which is used in modern medicines to treat diarrhoea.
- B** His famous oath is still used by doctors today, as they promise to 'Do No Harm'. His most telling contribution to the history of medicine was the separation of medicine from religion, and he believed that checking symptoms, giving diagnoses and administering treatment should be separated from the rituals of the priests.
- C** Skulls treated in this way from ancient societies around the world indicate that the practice goes back as far as 10,000 BC. By studying the regrowth of the bone around the hole in the skull, it is possible to determine how long the patient survived after the surgery. Some did not survive, some lived a little longer, but others healed completely.
- D** All ancient cultures had a mythological divine healer. For the ancient Greeks it was Asklepius, the god of medicine. Sanctuaries dedicated to him, called Asklepeions, attracted the ill and injured, who would often travel from far and wide to seek relief from whatever ailed them at these healing centres.
- E** He was also aware of the importance of hygiene and so kept his 'operating theatre' spotlessly clean. He did, however, make a mistake regarding his notion that the stomach lining played no role in the process of digestion. (/ 10 marks)
- F** Once patients were cleansed, they entered a sleep chamber for one or two nights. They would then receive a visit from the god in the form of a dream, and he would heal the patients directly or tell them how to cure their illness.

Vocabulary and Use your English

A Circle the correct words.

- Julie went to see a specialist who **practised/prescribed** some medicine for her condition.
- Wanting a second opinion, Mark **consulted / contented** a well-known neurologist.
- As the patient was not **recovering / responding** to the antibiotics, a new course of treatment was suggested.
- In a freak accident, a pedestrian was **injured / damaged** when a driver threw a can of soft drink out of the window.
- I need to see a dentist because I have a very painful **wisdom / wise** tooth.
- You must stop smoking! It will cause major **damage / harm** to your lungs.
- Melanie became very **emotional / mental** when she received the terrible news.
- The patient received liquids and nutrients via an intravenous drip because he was **dehydrated / dry**.
- It was heartbreaking to see the **anorexic / undernourished** children in the villages hit by famine.
- People with blood **team / type** O are known as universal donors because they can donate blood to anybody.

(___/10 marks)

B Complete the sentences with the correct form of the words.

- Don't be late for the _____; you know how upset the director gets.
REHEARSE
- Cinema audiences don't usually clap, but there was loud _____ at the end of the film. **APPLAUD**
- Critics say that the National Theatre's current _____ of *Romeo and Juliet* is just marvellous. **PRODUCE**
- Will you come with me to the _____ night of *Ships Ahoy* at the Rex? **OPEN**
- Gloria took a bow to the _____ of loud cheering from the audience. **ACCOMPANY**
- Male ballet dancers need to be slim but slightly _____ too. **MUSCLE**
- Why do you only eat junk food? It's not _____ and it will make you ill. **NUTRIENT**
- After being lost in the desert for three days, the walkers were _____. **DELIRIUM**
- Grandma has become very _____ in her old age and can't remember where she has put things. **FORGET**
- All medicine aims to correct _____ in the body. **BALANCE**

(___/10 marks)

C Complete the Exam Task.

Exam Task

For questions 1 – 5, read the text below and think of the word which best fits each gap. Use only **one** word in each gap.

An acting family

Marcus arrived at the film studio completely (1) _____ character, wearing a wig and costume. He was not nervous, as acting ran in his blood. Both of his parents and his aunt were stage actors (2) _____ profession. His aunt even had a small role in *Titanic*. (If you look closely, you can see her (3) _____ the background when the main characters are having dinner.)

Marcus's role, however, was the first big film role anyone in the family had had. After a few hours, filming still hadn't started because the script was being revised. Even so, Marcus wasn't allowed to leave the set as all the actors had to be ready (4) _____ a moment's notice. Just as Marcus was getting frustrated, the director spoke. 'Quiet (5) _____ the set!' he shouted, and then the filming finally began. (___/ 5 marks)

D Complete the sentences with the correct form of these phrasal verbs.

come down with fight off pass out take out throw up

- 'Your appendix is inflamed, Jimmy. We have to _____,' said the doctor.
- You need a diet rich in vitamins and minerals to _____ illness and maintain good health.
- Everyone in my family _____ the flu and the doctor has ordered us to stay in bed.
- Those prawns were off! I _____ after eating them!
- Fran was on a very strict diet which made her weak and caused her to _____.

(___/ 5 marks)

Grammar

A Complete the sentences with one word in each gap.

- 1 Angela and Helen are on the same diet so that they can support one _____.
- 2 _____ is impossible if you at least make an effort to accomplish it.
- 3 Peter _____ wrote the play that he also starred in on stage.
- 4 Would you like to look through these DVDs over here, or _____ over there?
- 5 I like these films. _____ of them are good, but I prefer the comedy to the romance.
- 6 The two actors were formerly friends, but now they can't stand _____ other.
- 7 Some patients are unable to wash _____, so the nurses do it.
- 8 'Which of the two plays did you prefer?' ' _____; they were both a waste of time.'
- 9 I don't know why _____ says it's such a great film; I thought it was terrible!
- 10 Hello, _____ is David speaking. Is Matt there, please?

(___ / 10 marks)

B Complete the sentences with the correct form of the verbs in brackets.

- 1 Imagine you _____ a movie star. Wouldn't that be just amazing? (be)
- 2 The surgery cannot _____ until the patient loses a lot of weight. (perform)
- 3 The director was too ill _____ the awards ceremony. (attend)
- 4 You had better _____ the doctor about that cut on your hand. (consult)
- 5 Oh, no! My doctor won't let me _____ sweets! But I love them! (eat)
- 6 Grandma remembers _____ black and white films at the cinema as a girl. (watch)
- 7 What makes you think I can afford _____ the best seats in the house? (buy)
- 8 Sam wasn't good enough _____ a part in last year's school play. (give)
- 9 I can't help _____ his earlier work was his best; his new films are mediocre. (think)
- 10 Because we were late for our appointment, we were made _____ for the doctor. (wait)

(___ / 10 marks)

C Circle the correct words.

- 1 **Still / Surely** she can't claim bankruptcy! She's made millions as an actress.
- 2 Is it **absolutely / obviously** necessary for the tooth to be pulled?
- 3 Stop complaining about your sore feet. **After all / All in all**, you were the one who chose to stay up all night.
- 4 The identity of the leading lady in his next film is a **close/closely** guarded secret.
- 5 I'm told John's debut play was a disaster. **Admittedly / Apparently**, very few people attended the premiere. (___ / 10 marks)

Progress Test 3

Reading

A Read the article about a meteor which hit a region of Russia.

Is the Sky Falling Down?

A

The meteorite that crashed into the Chelyabinsk region of Russia in February 2013 was the largest to hit Earth in more than 100 years and made us painfully aware of a very important fact: although humans are highly capable and intelligent and have created all sorts of missiles and defense systems, we are helpless against a rock falling out of the sky.

B

Although the damage at Chelyabinsk was extensive and over 1,500 people endured horrible injuries, if this had happened over London or New York, there would have been a greater human toll, more damage to property, disruption of services and a catastrophic global economic fallout. The Tunguska impact in 1908, which was a similar event to Chelyabinsk but on a much larger scale, emitted a powerful shock wave over a remote forest region, again in Russia. In that incident, 80 million trees were flattened over an area twice the size of New York City.

C

The characteristics of the space rock bound for Chelyabinsk are impressive. Before slamming into the atmosphere, it had a mass of up to 10,000 tonnes, a 15-metre diameter, and it was travelling at 18 kilometres per second.

D

What happens when a meteor enters the Earth's atmosphere? Meteors are so fast that they create a sonic boom, which is a very loud noise triggered by the shock wave from an object travelling faster than the speed of sound. What people heard in Chelyabinsk was not an impact explosion, but a sonic boom. It proved strong enough to shatter dishes and televisions in people's homes.

E

Scientists assure us that the chances of Earth getting hit by an asteroid in the near future are slim. But those assurances matter little to the people of Chelyabinsk whose city became the first in modern times to be the victim of a meteor event. Some astronomers have been watching the skies for years for any signs of potentially dangerous rock or metal chunks in our solar system, and warning us that such an incident will play havoc with us again. We just don't know where or when. There are dangerous, massive asteroids in space, but they are being tracked and will pose no threat any time soon, say scientists. However, millions of undetected rocks the size of the Russian meteor or bigger are out there, and some of them will hit us. Perhaps governments should be funding asteroid detection programmes so that we can find smaller space rocks before they find us.

B Complete the *Exam Task*.

Exam Task

You are going to read an article about a meteor which hit a region of Russia. For questions **1 – 10**, choose from the paragraphs **A – E**. The paragraphs may be chosen more than once.

Which paragraph

- | | | |
|---|--------------------------|-------------------|
| 1 predicts the impact on the world's financial markets should a meteor hit a major city? | <input type="checkbox"/> | |
| 2 details the effect the sound of an asteroid moving through the air had on household objects? | <input type="checkbox"/> | |
| 3 explains that we are vulnerable to another meteor strike because we lack information about some meteors? | <input type="checkbox"/> | |
| 4 details the author's belief that we need a type of early warning system? | <input type="checkbox"/> | |
| 5 compares the crash with a much more powerful one? | <input type="checkbox"/> | |
| 6 details the dimensions of the Chelyabinsk meteor? | <input type="checkbox"/> | |
| 7 explains the likelihood of a meteor colliding with our planet again? | <input type="checkbox"/> | |
| 8 explains a result of the speed of asteroids? | <input type="checkbox"/> | |
| 9 implies that mankind is not as powerful as we think? | <input type="checkbox"/> | |
| 10 explains the effect a meteorite had on vegetation in an Asian country? | <input type="checkbox"/> | (___ / 10 marks) |

Vocabulary and Use your English

A Complete the words in the sentences.

- 1 Barry has got a huge a_____; he's always eating. And his p_____ are massive – I've never seen so much food on a plate before!
- 2 I can't eat Indian c_____ because it gives me painful i_____.
- 3 Millions of s_____ people in the world's poorest countries suffer from m_____.
- 4 Rice is a s_____ ingredient in many Asian c_____ and accompanies every meal.
- 5 At the b_____ in the huge dining room of the castle, the servants carried out food on silver p_____.
- 6 I don't like f_____ drinks; I prefer non-carbonated b_____.
- 7 A popular pizza t_____ in Japan is octopus, but I don't find that very a_____.
- 8 Grandpa has some d_____ restrictions; he isn't allowed to drink full-fat milk, he can only have s_____.
- 9 We haven't eaten all day and we're f_____! What's for s_____? Is it pasta? (___/ 10 marks)
- 10 Pass me that d_____ and I'll dry the dishes while you put the l_____ in the fridge.

B Complete the sentences with one word in each gap.

- 1 We shouldn't be indifferent _____ the dangers that threaten natural habitats.
- 2 We were so hungry after the hike that we managed to whip _____ a big dinner in ten minutes.
- 3 I was unaware _____ the large number of animals that are endangered.
- 4 The chocolate cake didn't just vanish _____ thin air! Who ate it all?
- 5 I would advise very strongly _____ swimming in that river; it's polluted.
- 6 Why don't we dine _____ in that new French restaurant to celebrate your graduation?
- 7 When we destroy natural habitats, we interfere _____ the balance of nature.
- 8 Do you think we will discover a viable alternative _____ fossil fuels? (___/ 10 marks)
- 9 I wish I hadn't polished _____ all that pasta. I won't be able to eat that lovely dessert now.
- 10 We disagreed with Fred's insistence _____ using pesticides in the garden.

C Match the first part of the sentences 1 – 10 to the second parts a – j.

- | | | |
|---|--------------------------|--|
| 1 I can't keep up with my niece; she's | <input type="checkbox"/> | a rain over Scandinavia. |
| 2 Climate change has become a real hot | <input type="checkbox"/> | b landscape that is very forbidding. |
| 3 In some countries chemical | <input type="checkbox"/> | c bucket down this afternoon. |
| 4 Air pollution in the UK ends up as acid | <input type="checkbox"/> | d potato in recent years. |
| 5 Pesticides can cause soil | <input type="checkbox"/> | e surroundings for future generations. |
| 6 Marine life is destroyed by oil | <input type="checkbox"/> | f dumping is rampant and unchecked. |
| 7 Australia's interior is a barren | <input type="checkbox"/> | g contamination when they enter the ground. |
| 8 It is impossible to withstand the searing | <input type="checkbox"/> | h full of beans all the time. |
| 9 We must protect our natural | <input type="checkbox"/> | i spills and takes years to recover. (___/ 10 marks) |
| 10 Don't forget to take a waterproof jacket when you go out; it is going to | <input type="checkbox"/> | j heat of the desert in the daytime. |

Grammar

A Complete each sentence with two words.

- 1 You've got chocolate on your face, _____?
- 2 So, you think nuclear energy is safe, _____?
- 3 I ate the best hot dogs in New York, _____?
- 4 You couldn't lay the table, _____?
- 5 She'd rather wear real leather, _____?

(___ / 5 marks)

B Correct the mistake in each sentence.

- 1 The beach is filthy. Shouldn't the local authorities clean up it? _____
- 2 Not liking spinach, Jody only picked her food at. _____
- 3 Thankfully, the storm was short-lived and blew it over very quickly. _____
- 4 I need coffee in the morning; I can't do it without to wake up. _____
- 5 They were on the third day of their hike when ran out the food. _____

(___ / 5 marks)

C Circle the correct words.

- 1 We **don't have to / mustn't** pollute the oceans and the seas.
- 2 Being caught up in a hurricane **must have been / should have been** a terrifying experience.
- 3 Bart **can't have watered / needn't have watered** the plants because he wasn't at home.
- 4 James **could cook / would cook** dinner, but he's too lazy to do anything around here.
- 5 Before, Henry **should throw out / would throw out** old newspapers, but now he recycles them.
- 6 You **didn't have to do / couldn't do** the dishes because I would have done them.
- 7 Why is it taking so long? That soufflé **must have risen / should have risen** by now.
- 8 It **might have been / would have been** an Asian dish, but I'm not sure.
- 9 You **needn't have added / shouldn't have added** more salt; you've ruined it now!
- 10 If you knew you were going to be late, you **could have rung / would have rung** me.

(___ / 10 marks)

D Complete the Exam Task.

Exam Task

For questions 1 – 5, complete the second sentence so that it has a similar meaning to the first sentence, using the word given. **Do not change the word given.** You must use between **three** and **six** words, including the word given.

- 1 He will definitely get indigestion if he eats that huge pizza by himself.

BOUND

He _____ if he eats that huge pizza by himself.

- 2 It wasn't necessary for the residents to flee the town because the volcano didn't erupt.

FLED

The residents _____ the town because the volcano didn't erupt.

- 3 You made a lot of food, but it wasn't necessary because we have plenty.

SHOULD

You _____ food because we have plenty.

- 4 Carrying all the shopping home herself was impossible for Janet.

ABLE

Janet _____ all the shopping home herself.

- 5 Why didn't you say you were a vegetarian?

COULD

You _____ you were a vegetarian.

(___ / 10 marks)

Progress Test 4

A Read the article about people and their money.

A

In 2012, Oklahoma City police approached a beggar carrying a sign requesting money for travel and food. When asked why he was begging, the man – Shane Warren Speegle – claimed that he had made \$60,000 begging the year before and had no reason to get a job. With an income of \$60,000 per annum, Speegle is hardly on the breadline; he would be earning the same as the average US architect or computer programmer analyst.

B

Tamara Ecclestone is the daughter of Formula One boss Bernie Ecclestone. Born into a life of fabulous wealth and privilege, she describes herself as a model, TV presenter and business entrepreneur. She starred in her own TV reality show, *Tamara Ecclestone: Billion \$\$\$ Girl*, in which viewers were given an insight into her busy life as a glamorous socialite. Her billionaire father has been criticised for lavishing so much money on her, including purchasing for her a number of multi-million pound homes in London and Los Angeles. But, not wanting to take her privileged life for granted, Tamara also gives back. She is a key fundraiser for the Great Ormond Street Hospital for sick children.

C

Who isn't familiar with the rags-to-riches tale of Harry Potter author J.K. Rowling? While struggling to support herself and her young daughter on welfare payments, she worked on a book, the idea for which had occurred to her while she was travelling on a train from Manchester to London in 1990. Over 20 years later, following the phenomenal success of the seven

Potter books and eight films, Rowling is reportedly worth over 500 million pounds and is the world's richest author.

D

When James Bowen rescued an injured cat, he had no idea it would help him turn his life around. James, who had been homeless, was trying to get his life together. He made a meagre living by busking in the streets of London. The last thing James needed was a pet, but Bob (the cat) had other ideas. He began accompanying James and, before long, James was making three times his usual amount as the pair attracted more and more fans. So James wrote a book about their relationship, *A Street Cat Named Bob*. It's a wonderful story about love, commitment and a real person's daily struggle with life. And though they no longer need to busk, they still do twice a week because they enjoy it so much.

E

In 1988 at the age of 20, Jay Sommers inherited almost \$5.5 million from a distant relative. The first thing the young man did was to buy five new cars. And then he kept on spending. In fact, he blew through nearly \$300,000 in the first two months. Realising he needed help in managing his new-found wealth, or it would soon be short-lived, he asked a businessman friend of his to look after his finances. Unfortunately, the friend turned out to be a terrible financial adviser who lost all of Sommers' money in bad investments and questionable deals. Sommers sued his friend and won \$877,000, but it all went to paying off lawyers and for making payments on other debts

B Complete the *Exam Task*.

Exam Task

You are going to read an article about people and their money. For questions **1 – 10**, choose from the paragraphs **A – E**. The paragraphs may be chosen more than once.

Which paragraph(s)

- 1 mentions a person who is very successful in his/her chosen field?
- 2 talks about someone who put his/her faith in the wrong person?
- 3 mentions facing life's problems with a faithful companion?
- 4 describes someone who has never experienced poverty?
- 5 talks about a person who has no intention of ever working?
- 6 mentions someone who previously earned a small amount of money by entertaining people?
- 7 mentions a person who had a life-changing thought while using public transport?
- 8 says that someone does something for pleasure rather than money?
- 9–10 mention someone who relied on donations from the general public?

marks)

(/ 10

Vocabulary and Use your English

A Circle the correct words.

- 1 This recession has destroyed the economy, and we can only **stimulate / transform** growth by creating jobs.
- 2 The architect rolled up the blueprints and put them into a cardboard **cylinder / rectangle**.
- 3 Reluctantly, Bernie **splashed out / forked out** 100,000 euros for the diamond necklace his wife insisted on having.
- 4 Miranda bought some gorgeous vintage clothes at a **flea / stock** market.
- 5 My financial **assumption / forecast** for the next quarter sees banks tanking and food commodities rising.
- 6 Electronic **devices / instruments** such as tablets and smartphones are getting more and more sophisticated as the technology improves.
- 7 There's no need to **reinvent / remodel** the wheel when there are smart technology products already on the market.
- 8 Will you accept a cheque or do you prefer to be paid in **cash / money** ?

(/ 8 marks)

B Complete the sentences with the correct form of the words.

- | | |
|---|------------------|
| 1 Don't sit in that chair; one of the legs is loose so it's _____ | STABLE |
| 2 The _____ were set in place, the area was cleared and finally, the old building was demolished. | EXPLODE |
| 3 You can't check the _____ of a diamond with the naked eye; you need to use a special magnifying tool. | PURE |
| 4 These 100-euro notes are obviously _____; no one will believe they are real. | FORGE |
| 5 It would certainly be _____ to your career if you had a degree in economics. | ADVANTAGE |
| 6 I think some _____ people don't care at all about the poor. | AFFLUENCE |
| 7 Is gold or copper a better _____ of electricity? | CONDUCT |
| 8 The _____ of an average rock is greater than that of chalk. | HARD |

(/ 8 marks)

C Complete the words in the sentences.

- 1 Diamond and graphite are different forms of the same e _____, carbon.
- 2 Use the control p _____ to add and remove software on your computer.
- 3 Of course you'll pass your English exam; it's not r _____ science.
- 4 Copy the files to a m _____ stick and then I can upload them to my computer.
- 5 In the science lab there is a huge poster of the p _____ table on the wall.
- 6 A river of m _____ lava flowed down the side of the volcano and threatened the village.

(/ 6 marks)

D Complete the sentences with the correct form of these words.

be burn crash do get have got invest launder line
make owe save speculate throw tighten withdraw

- 1 He's just lost his job; he acts like he's got money _____ when he should be _____ his belt.
- 2 The banker _____ his pockets, encouraging criminals to _____ their money through his bank.
- 3 Gerald _____ deep pockets and when he sees a new company with potential, he _____ in it.
- 4 Daphne is irresponsible. She _____ money to several people, but instead of clearing her debt, she her _____ money around.
- 5 Now that Carlos _____ in the money, he no longer has _____ everything on a shoestring.
- 6 Petros is lucky – he likes to _____ on the stock market and he usually _____ a decent profit.
- 7 Rupert _____ for ages to go on that skiing trip, but he was disappointed and he didn't think he _____ his money's worth.
- 8 People became nervous and _____ their money from the banks; that is when the market _____.

(/ 8 marks)

Grammar

A Complete the sentences with the correct form of the verbs in brackets.

- 1 If scientists hadn't discovered how to split an atom, they never _____ the atomic bomb. (invent)
- 2 Supposing the program _____, what would you do? (not work)
- 3 If you _____ the professor, would you give him this book, please? (see)
- 4 But for the revision I did, I _____ so high on the test. (not score)
- 5 If we _____ burning fossil fuels, the air quality would improve greatly. (stop)
- 6 The journal won't publish your paper unless you _____ more details about your research. (provide)
- 7 If you add oil to water under normal conditions, they _____. (not mix)
- 8 I _____ for your help right now if they had approved my grant request. (not ask)

(___ / 8 marks)

B Complete the sentences with the correct form of the verbs in brackets.

- 1 We'd better _____ the professor again today. (not disturb)
- 2 I really wish you _____ your nails, Jason. It's so annoying! (not bite)
- 3 Oh, come on now! It's high time you _____ the basics of chemistry. (know)
- 4 I'd rather you _____ my computer if you don't mind. (not use)
- 5 If only I _____ attention during biology lessons when I was at school. (pay)
- 6 This lecture is so boring! I wish we _____ here and gone to a café instead! (not come)

(___ / 6 marks)

C Circle the correct words.

- 1 Driving carefully, **the GPS guided George to his destination / George was guided to his destination by the GPS** .
- 2 **Not only / Not until** her credit card had been paid off could Dina start to save money.
- 3 **Had you bought / You had bought** it during the sales, it would have cost less.
- 4 **Not having met / Not meeting** Adam's parents before, Tania was quite nervous.
- 5 Milos, **whose / who's** my brother's friend, is a well-known physicist.
- 6 **Never / Nowhere** can shoppers find better bargains than those online.
- 7 The research **that conducted / conducted** supports my theory.
- 8 **Being torn / Having been torn** , the coat couldn't be returned to the shop.

(___ / 8 marks)

D Complete the sentences with one word in each gap.

- 1 Ulm is the city _____ which Albert Einstein was born.
- 2 2012 was the year _____ the most rain fell in England.
- 3 The thing _____ annoys me the most is that I'm the only one who cleans the lab.
- 4 Andrew, to _____ I gave the report, is my assistant.
- 5 The reason _____ they are here is to be shown the new equipment.
- 6 _____ I didn't know at the time was that the scholarship had already been awarded.
- 7 Mr Stone, _____ research facility I've been working in, is highly intelligent.
- 8 It is at this location _____ they discovered the meteorite.

(___ / 8 marks)

Progress Test 5

A Read the article about art theft

Art is big business and where there is money to be made, there is crime. There are currently more than 30,000 works of art listed on the international Art Loss Register, and the FBI estimates the market for stolen art to exceed 4.7 billion Euros a year.

Recent thefts have shown how easy it can be to take a painting. In October 2012, thieves broke into a Dutch art gallery with state-of-the-art security and stole seven works worth hundreds of millions of Euros. In May 2010, a lone thief stole five paintings estimated to be worth 100 million Euros in an overnight heist at a Paris museum. In February 2007, two Picasso paintings, worth nearly 50 million Euros, and a drawing were stolen from the Paris home of the artist's granddaughter in an overnight robbery. Fortunately, the police recovered the art when the thieves tried to sell it.

While it may be relatively easy to steal art, famous works are notoriously difficult to sell. Stolen paintings that are extremely valuable on the open market can never end up in that market, thus making them both priceless and worthless at the same time. So why steal art in the first place? Thieves know that an art heist can be carried out at low risk of death or injury. Unlike a bank, with its myriad of security measures, museums, galleries and private residences tend to be soft targets. The art is there for the taking.

Once in possession of the art, thieves can sell works to an unscrupulous dealer or collector. While it is not the most common way to offload a well-known work, there are always people willing to buy a stolen masterpiece. However, the thieves know that they will be selling the work for less than 10 percent of market value. When one considers the price of art these days, that is still a respectable sum. The Paris heist, for example, could have netted the thief a cool ten million Euros.

If the work is very recognizable, it will never end up on the open market selling for what it is worth. But if the world has given up looking for a lesser-known artifact, a type of art-laundering can take place. The first dealer might sell it quietly for a low price, getting a quick sale to avoid attention. If the painting then changes hands a few times in non-public deals, it can eventually end up at public auction with no red flags going up, since the owner listing it is, in fact, the legitimate owner. If the auction house does not check up on the painting's provenance, it can slip through the cracks.

If the thief does not wish to risk a sale, the work can be held for ransom or returned for the reward money. For a priceless work of art, museums and their insurance companies make it their mission to recover the piece whatever the cost, even if it culminates in the robbers going free. When the Isabella Stewart Gardner museum in Boston was robbed in a \$250 million heist, it offered five million dollars for information leading to the paintings' whereabouts. For the insurance company, it can get the art back at a fraction of the original price, which is better than paying the owner the insured value of a work.

Some works have a far worse plight - they are destroyed or discarded. A 1911 painting by Picasso, *The Pigeon with Green Peas*, was one of the paintings stolen in the 2010 Paris heist. The painting has been lost forever, as the thief threw the fragile painting in a rubbish container shortly after the theft. Unfortunately, the container was emptied before the painting's location was discovered.

Finally, what of the identity of the thieves? Well, romantic Hollywood notions aside, there are no gentleman thieves or cunning cat burglars. The business is now dominated by organized criminal gangs. After drugs and weapons, art theft is the third most lucrative criminal enterprise.

B Complete the Exam Task.

Exam Task

You are going to read an article about art theft. For questions 1 – 5, choose the answer (a, b, c or d) which you think fits best according to the text.

- 1 Stolen masterpieces are difficult to sell because
 - a thieves expect to be paid market value.
 - b they cannot be sold publicly.
 - c thieves prefer to wait before finding a buyer.
 - d dealers only buy legitimate art.
- 2 Art theft is made easier by the fact that
 - a there are no museums with hi-tech security.
 - b no one has ever been killed during a heist.
 - c the places that house art are often not secure.
 - d thieves are very concerned about their safety.
- 3 Once a work has been stolen,
 - a it can never regain its pre-theft value.
 - b it is better for the thief if it stays hidden for years.
 - c it can re-enter the open market immediately after being sold.
 - d thieves can sell it at a price that greatly benefits the buyer.
- 4 Stolen works of art that are not well known
 - a tend not to be checked by auction houses.
 - b lose value each time they are bought and sold.
 - c never raise suspicion when they are sold.
 - d are more likely to become legitimate than stolen masterpieces.
- 5 The author explains that art theft
 - a is a romantic pursuit for some people.
 - b has become a highly profitable business.
 - c helps to fund other criminal activities.
 - d is no longer a popular topic for films.

(___ / 10 marks)

Vocabulary and Use of English

A Complete the sentences with one word in each gap.

- 1 The band members are exhausted as they have been _____ tour for a year.
- 2 David sold his music shop, so it's _____ new management now.
- 3 I've been trying to learn this poem _____ heart, but it's impossible.
- 4 The priceless works _____ display in this museum were taken from other countries.
- 5 Some artists prefer watercolours, but I like painting _____ oils.
- 6 Many well-known musicians can play music _____ ear.
- 7 It was wonderful to hear the school choir singing _____ harmony.
- 8 The musician is _____ contract to produce three albums for the label.

(___ / 8 marks)

B Circle the correct words.

- 1 When the painting had dried, the artist framed the **canvas / easel** .
- 2 Why don't you go for a walk? You are far too **sedentary / solitary** .
- 3 Martha is very **reasonable / sociable** and has a huge circle of friends.
- 4 Multi-taskers can **balance / juggle** a number of tasks at the same time.
- 5 She completed her new look with lipstick in a bright **shade / stroke** of red.
- 6 The wealthy family commissioned Andy Warhol to paint their **illustrations / portraits** .
- 7 _____ I'm afraid it's getting late and we really have to **beat / hit the road** .
- 8 Joe was with a band before trying his luck as a **lone / solo** artist.

(___ / 8 marks)

C Complete the sentences with the correct form of the words.

- | | |
|--|--------------------|
| 1 Cubism was an avant-garde art _____ pioneered by Georges Braque and Pablo Picasso. | MOVE |
| 2 She was a well-respected _____ singer before she was offered a contract with a record label. | BACK |
| 3 When the lead _____ became ill, the concert had to be cancelled. | VOCAL |
| 4 I don't mind living in a(n) _____ town as long as I can visit the city regularly. | PROVINCE |
| 5 No, that's not an original Matisse, but it's a good _____ . | PRODUCE |
| 6 There was a lot of disagreement about the _____ design for the new museum. | CONTROVERSY |
| 7 He got his first taste of success when he was the _____ act for The Marones. | OPEN |
| 8 This place is out in the country and we don't have much _____ with city people. | INTERACT |

(___ / 8 marks)

D Complete the sentences with the correct form of these words.

bounce come do get pull wear

- 1 If you cut back on entertainment and eating out, you will be able to _____ by on your reduced salary.
- 2 Commuting for two hours every day really _____ me down.
- 3 Although we thought we were well prepared, we _____ up against an unexpected problem.
- 4 Today's teenagers are addicted to their gadgets and they can't _____ without them.
- 5 The townsfolk _____ together after the flood and helped those who had been hit hardest.
- 6 Losing his job was just a temporary setback for Gordon; he soon _____ back better than ever.

(___ / 6 marks)

Grammar

A Correct the mistake in each sentence.

- 1 Some people think film actors are lesser talented than stage actors. _____
- 2 Katy Perry is so not interesting as Lady Gaga is. _____
- 3 Parents hope to give their children as a happy life as possible. _____
- 4 I'm definitely not as good artist as Monet! _____
- 5 In his lifetime, Vincent van Gogh was not so a successful artist as Picasso. _____
- 6 I haven't got as much money has Justin Bieber, but I'm a better singer! _____
- 7 Our national art gallery hasn't got as much paintings as the Louvre. _____
- 8 I'm not sure, but I think as a few as 20 people went to the performance. _____

(_____/ 8 marks)

B Complete each sentence with the correct comparative form of the word given.

- 1 Becoming famous _____ it used to be; these days, it doesn't take much at all to be well known. (difficult)
- 2 What's wrong with Lisa? The longer she works here, the _____ she seems to be. (happy)
- 3 It's really _____ CD as we thought it would be. In fact, it's quite good! (bad)
- 4 Front row seats are a great deal _____ the ones at the back of the theatre. (expensive)
- 5 Marisa sang _____ of all the children in the choir, just like an angel! (sweet)
- 6 I don't think Max will ever be _____ to have his own exhibition. (good)

(____/ 6 marks)

C Rewrite the sentences using the passive.

- 1 Henry got the sack because he was rude and lazy. _____
- 2 They are preparing the stage as we speak. _____
- 3 Sandra demanded that they tell her the truth. _____
- 4 You should mix the paints on the palette. _____
- 5 The singer disliked it when they asked him so many questions. _____
- 6 You had better tune the guitars properly. _____

(____/ 6 marks)

D Complete the Exam Task.

Exam Task

For questions 1 – 5, complete the second sentence so that it has a similar meaning to the first sentence, using the word given. **Do not change the word given.** You must use between **three** and **six** words, including the word given.

- 1 Artists came to this shop because they used to frame paintings here.
HAVE
Artists came to this shop because they used to _____ here.
- 2 After the fire, Sam needed someone to check the equipment for damage.
CHECKED
After the fire, Sam _____ for damage.
- 3 These two songs sound very similar to me.
MORE
These two songs sound _____ to me.
- 4 Many people believe that the young musician is a child prodigy.
BE
The young musician _____ a child prodigy.
- 5 It looks like an art thief stole the masterpiece.
APPEARS
An art thief _____ the masterpiece.

Progress Test 5

A Read the extracts about sport

The Respect Campaign

Aims

The campaign works together with The Football Association and The Referees' Association to raise awareness of respect in the game of football.

Our current initiative is to support referees and other match play officials working at the junior levels of the game. It is aimed at the parents and spectators who are at the heart of poor touchline conduct. We hope to promote awareness of the problem amongst junior league players, parents and spectators around the country.

At the same time, the campaign will help to keep the number of referees intact. Remember: No Referee, No Game!

History

The campaign began in 2000 and was initiated by Frank Gerard to support zero tolerance of unacceptable actions in football.

In his involvement with junior league football, Frank had witnessed physical violence, verbal abuse, bullying and racist comments on and off the field. He saw referees abandoning games never to return to football because of threats and abusive comments. He decided to do something about the problem.

The Psychology of Sport

Athletes spend countless hours working on technique, skills and physical condition, but the performance of an athlete is not just about physical preparation. At an elite level, athletes also need to have what it takes mentally in order to attain peak performance in training and competition. Sports psychologists help them to develop these skills.

There are a number of these important mental skills, which include mental toughness, decision making, concentration, managing anxiety, setting goals, commitment and attitude.

- Concentration is the ability to completely focus attention on something. When athletes concentrate well, they can take in all the information they need to make good decisions like adapting to their environment; they reach a state where their performance just flows.

- Mental toughness is the ability to feel strong and determined even in the face of pain, failures, self-doubt and other things which can hold you back. The better athletes are at dealing with these challenges, especially physical pain, the further they can push themselves to train and compete at their best. Just as weight training builds muscle strength, developing mental toughness gradually trains the mind.
- Goals are what athletes aim for and intend to achieve. Commitment is the dedication they have to reach their goals. Every elite athlete is committed to reaching sporting goals.

Exam Task

B Complete the *Exam Task*.

You are going to read two extracts about sport. For questions 1 – 5, choose the answer (a, b, c or d) which you think fits best according to the text.

- 1 Bad behaviour at junior football games
 - a was restricted to spectators only.
 - b was only observed on the playing field.
 - c was evident in attitudes towards referees.
 - d was first noticed in the year 2000.
- 2 The founder of the Respect campaign
 - a thought people should not just accept abusive behaviour.
 - b wanted people to follow the rules.
 - c did not get respect as a referee.
 - d agreed with referees who left games.
- 3 The purpose of the second text is to
 - a suggest ways in which amateur athletes can improve their performance.
 - b stress that mental training is more important than physical training.
 - c describe ways of dealing with life's problems.
 - d explain the elements that lead to top performance.
- 4 Athletes need to develop their mental skills in order to
 - a give their best performance.
 - b cope better with losing.
 - c perform for longer.
 - d follow the rules of their sport.
- 5 Mental toughness is important because it
 - a allows athletes to focus better.
 - b helps athletes to overcome weakness.
 - c helps with developing stronger muscles.
 - d determines if an athlete will win.

(___/ 10 marks)

Vocabulary and Use of English

A Complete the sentences with the correct form of the words.

- 1 The ancient Greeks believed in the _____ gods of Mount Olympus.
- 2 Beautiful modern paintings added to the _____ atmosphere of the grand house.
- 3 With the country in such a mess, political reform is _____.
- 4 Her _____ designs were a hit with fashionistas around the world.
- 5 _____ nappies are convenient, but not very good for the environment.
- 6 Following the accident, three victims were in _____ condition in the hospital.
- 7 Gandhi was a _____ leader who led India to independence from the British.
- 8 Peter had to face the consequences of his actions; it was _____.

MORTAL
TIME
ESCAPE
INNOVATE
DISPOSE
CRITIC
VISION
AVOID

(___ / 8
marks)

B Circle the correct words.

- 1 He **challenged / contended** me to a game of chess and I accepted.
- 2 Mike and I were **applauding / rooting** for our team as we always did.
- 3 The player has been **obstructed / suspended** for six games.
- 4 One behind the other, the eight-man crew **rowed / pitched** to victory.
- 5 At the sports camp, Jimmy was able to **aspire / hone** his cricket skills.
- 6 It was incredible! We **thrashed / hindered** the other team 12–0!

(___ / 6
marks)

C Complete the sentences with one word in each gap.

- 1 It's a bad idea to begin strenuous exercise without warming _____ first.
- 2 Despite the pain, the marathon runner fought _____ and finished the race.
- 3 Due to an injury, our best hurdler has had to pull _____ of the race.
- 4 Eileen wasn't as fit as the other runners and she dropped _____ to last.
- 5 If you can't walk properly, lean _____ me and I will help you to the car.
- 6 Their home was destroyed by a flood and everything they had worked _____ was gone.
- 7 Please don't run so fast or I won't be able to catch _____!
- 8 Muhammad Ali was a great boxer, but how many opponents did he knock _____?

(___ / 8
marks)

D Complete the sentences with these words.

eternity future hunch infinity inspiration omen outcome pioneer

- 1 No human being can fully grasp the concept of the _____ of space.
- 2 Lionel Messi is a role model and a source of _____ for young players.
- 3 It's funny, I had a(n) _____ you would show up when dinner was ready!
- 4 They're both great teams, so I can't predict the _____ of the match.
- 5 The day of the wedding dawned bright and clear, which we took to be a good _____.
- 6 I asked him a question and he did not reply for what seemed like a(n) _____.
- 7 A careers counsellor told me there was no _____ in teaching.
- 8 Steve Jobs was a(n) _____ who paved the way for many platform developers.

(___ / 8
marks)

Grammar

A Rewrite the sentences in reported speech.

- 1 'I've been spending a lot of money on sports equipment.'
She said that _____ .
- 2 'Your coach was here yesterday.'
He said that _____ .
- 3 'You should try the pole vault because you would be good at it.'
He said that _____ .
- 4 'How shall we form the two teams?'
He asked _____ .
- 5 'I've found tickets for the Champions League final!'
He told _____ .
- 6 'Don't drop the baton!' the sprinter said to her team mate. (___ / 6 marks)
The sprinter told _____ .

B Circle the correct words.

- 1 The athlete caught cheating refused **giving back / to give back** her medals.
- 2 My father warned me **for not getting / not to get** involved with hooligans.
- 3 The interviewer asked **when I had won / when did I win** my first medal.
- 4 Our PE teacher apologised **for being late / to be late** to class.
- 5 Simon strongly denied **cheating / to cheat** whilst playing golf.
- 6 The commentator congratulated **Italy on becoming / that Italy became** the world champions.
- 7 Due to the rain, the referee asked the organisers **was it too wet / if it was too wet** to play. (___ / 8 marks)
- 8 Jeremy asked me **why didn't I like / why I didn't like** Manchester United.

C Complete the sentences with one word in each gap.

- 1 Justin doesn't know anything about astronomy and I don't _____ .
- 2 Why don't we go swimming _____ as it's such a nice day?
- 3 In _____ of the noise, we thoroughly enjoyed the Formula One race.
- 4 Neither Mali _____ Fiji has won an Olympic gold medal in swimming.
- 5 Space telescopes are used _____ photographing the universe.
- 6 It rained earlier, _____ it's hot and sunny now.
- 7 _____ all the reports on doping, I'm not sure any athlete is clean!
- 8 Sean isn't dedicated _____ to become a world champion athlete.
- 9 Mary played volleyball with us _____ though she had never played before.
- 10 He doesn't like pizza and _____ do I. (___ / 10 marks)

D Rewrite each pair of sentences as one sentence using a clause of reason, purpose, result or contrast.

- 1 The future in this country looks bleak. Many young people have left. _____
- 2 A larger stadium was built. It allowed more spectators to watch the games. _____
- 3 One side of Mercury is incredibly hot. The other side is freezing cold. _____
- 4 The rules of the game were complicated. I couldn't understand them. _____
- 5 Bring your telescope. We can watch the meteor shower tonight. _____
- 6 The supporters were disappointed. They booed their own team. _____

(___ / 6 marks)

Final Test

Vocabulary and Use of English

A Complete the Exam Task.

Exam Task

For questions 1 – 12, read the text below and think of the word which best fits each gap. Use only one word in each gap.

Bronze

The realisation by pre-historic humans that certain substances which existed in their environment (1) _____ be manipulated to create objects that would make (2) _____ lives easier was one of the first instances of (3) _____ we now call technological progress. The first metal that humans were able to make serious use of was copper. However, this metal, occasionally found as nuggets, though more commonly reduced from ores, is fairly soft and will not hold an edge (4) _____ its own. Bronze, an alloy of copper with small amounts of tin, is a much (5) _____ useful form. We can only speculate (6) _____ who came up with this combination, but thousands of years of working with copper preceded the discovery of bronze some 5,000 to 6,000 years ago in a number of places.

As the first intentionally produced alloy, bronze (7) _____ rise to the widespread use of metals, notably for creating weapons. The first swords had bronze blades, and the material's ability to hold a sharp edge whilst resisting chipping or breaking was perhaps its (8) _____ valued attribute.

Because the constituents of bronze, particularly tin, are not especially common, historians are (9) _____ the opinion that they were probably the first products of long-distance trade. (10) _____ before classical times, the Mediterranean region saw extensive trade of copper from Cyprus, (11) _____ name is thought to have given us the English word for copper, and tin from sources (12) _____ far away as

Cornwall in southwest England.

(___ / 12 marks)

B Complete the Exam Task.

Exam Task

For questions 1 – 10, read the text below. Use the word given in capitals at the end of some of the lines to form a word that fits in the gap in the same line.

David by Michelangelo

On its (1) _____ in the autumn of 1504, Michelangelo's statue *David*, which had taken the (2) _____ three years in its (3) _____, was finally taken to the Piazza della Signoria in Florence to be put on (4) _____. It was immediately hailed as one of the greatest masterpieces of the Renaissance, and rightly so. Giorgio Vasari, a contemporary of Michelangelo's, who wrote a famous biography of the artist, declared *David* to be superior to any other work, ancient or modern. He claimed that its beauty and proportions were incomparable, and the graceful positioning of the subject was (5) _____, while the head and extremities were shining examples of (6) _____ in art forms. Florence was the force behind the Renaissance art (7) _____. It had several exceptional artists, but it was Michelangelo who was seen as the incomparable (8) _____ that best represented Florence, and whose superb statue *David* has come to (9) _____ both the (10) _____ and intellectual achievements of the Renaissance. Other well-known works include the *Pieta* statue, housed in St Peter's Basilica in the Vatican, and the frescoes in the Sistine Chapel.

COMPLETE
SCULPT
CONSTRUCT
EXHIBIT

EQUAL
EXCEL
MOVE
VISION
SYMBOL
ART

(___ / 10 marks)

C For questions 1 – 4, think of one word only which can be used appropriately in all three sentences.

- 1 Martha was on _____ throughout the interview and doesn't think she did well.
It was such a close game that all the spectators were on the _____ of their seats.
I really hope that space tourism gets more affordable. It is my dream to travel to the _____ of space.
- 2 Please don't forget your appointment; make a _____ of it in your diary.
Katie really surprised us all by reaching a really high _____ at the end of the song.
I was walking down the street when I saw a £20 _____ on the ground!
- 3 I couldn't believe it! My team were beaten 5–3 after being in the _____ twice.
My health has improved dramatically now that I _____ a more active lifestyle.
The band's new _____ vocalist isn't as charismatic as the previous one.
- 4 I didn't think he would be able to _____ it off; Hamlet is a really difficult role to play.
If he doesn't recover by Saturday, he will have to _____ out of the swimming competition.
Come on! If we all _____ together, we can paint the house by five o'clock. (___ / 12 marks)

D Complete the *Exam Task*.

Exam Task

For questions 1 – 7, complete the second sentence so that it has a similar meaning to the first sentence, using the word given. **Do not change the word given.** You must use between **three** and **six** words, including the word given.

- 1 David didn't listen and he's bankrupt now.
WOULD
If David _____ bankrupt now.
- 2 Kate complains all the time and it's very annoying.
WISH
I _____ all the time!
- 3 You know, as soon as they got the money, they bought a flashy sports car.
NO
You know, _____ the money than they bought a flashy sports car.
- 4 Someone cheated Sylvia out of her savings and she was in a bad way.
BEEN
Sylvia was in a bad way, _____ out of her savings.
- 5 I'm really tired and I'm not able to go shopping with you.
SO
I'm _____ go shopping with you.
- 6 It seems a cat burglar stole the diamonds.
APPEARS
A cat burglar _____ the diamonds.
- 7 It's true; Ivan's a bad tennis player and so is Boris.
NOR
It's true; _____ tennis well. (___ / 14 marks)

Listening

A Complete the *Exam Task*.

Exam Task

You will hear three different extracts. For questions 1 – 6, choose the answer (a, b or c) which fits best according to what you hear. There are two questions for each extract.

Extract One

You hear part of an interview with a young woman called Alison who has won a competition.

- 1 What didn't Alison enjoy about her experience?
 - a having no access to any form of media
 - b not going out to parties and other events
 - c the lack of contact with people close to her
- 2 What is Alison going to do?
 - a put her money to good use
 - b buy and sell houses
 - c become a TV star

Extract Two

You hear two people on a music programme talking about a band's upcoming tour.

- 3 According to the presenters, the Thick Bricks
 - a are popular in the United Kingdom.
 - b require the use of wheelchairs.
 - c are going to promote an album.
- 4 Miranda thinks the band members are retiring
 - a due to their advanced years.
 - b because of poor record sales.
 - c because they don't like their critics.

Extract Three

You hear part of an interview with an athlete who has achieved success at a young age.

- 5 What is Charlie going to do with his new-found wealth?
 - a make his own investments
 - b buy some expensive items
 - c leave it in capable hands
- 6 When Charlie was younger,
 - a he often dressed up as a police officer.
 - b he already showed promise as a footballer.
 - c it was his desire to become a lawyer.

(___ / 6 marks)

Listen again.

B Complete the *Exam Task*.

Exam Task

You will hear an economist talking about the European debt crisis. For questions 1 – 8, complete the sentences with a word or short phrase.

- 1 In order to tackle their debts, countries have put austerity _____ in place.
- 2 The world's economic powers are _____ to save the euro so that their own economies do not suffer.
- 3 The euro is the official _____ of 17 Eurozone member states.
- 4 If the euro does not survive, it is likely there will be a global _____.
- 5 Businesses outside of Europe may be forced to _____ jobs.
- 6 Banks that have _____ in government debt are in danger of losing their money.
- 7 Some countries, like Monaco, have _____ with the EU that allow them to use the euro.
- 8 Monetary problems in one country can have an impact on economic _____ in another. (___ / 8 marks)

Listen again.

C Complete the *Exam Task*.

Exam Task

You will hear part of a radio interview with an environmentalist talking about a negative impact of the Industrial Revolution. For questions 1 – 6, choose the answer (a, b, c or d) which fits best according to what you hear.

- 1 Due to the increased number of city dwellers
 - a there were not enough living spaces.
 - b there was an increase in carbon dioxide emissions.
 - c the amount of water available wasn't enough.
 - d more and more factories opened.
- 2 There were sanitation problems in Victorian times because
 - a there were no toilets at all in houses.
 - b the lower classes were extremely dirty.
 - c untreated waste was hidden underground.
 - d a lot of untreated waste ended up in public places.
- 3 The original sewage system of London
 - a had nowhere for sewage to drain into.
 - b was connected to household cesspits.
 - c was unsuitable for the new conditions.
 - d was cleaned by 'Nightsoil men'.
- 4 How did the River Thames play a role in public health?
 - a It carried the untreated sewage away from the city.
 - b The people of London were dependent on its water.
 - c Cholera and typhoid fever ended up in the river.
 - d Its water was necessary for flush toilets to work.
- 5 Why didn't the authorities deal with the sewage problem sooner?
 - a They wanted to save money rather than spend it.
 - b They were not aware of the severity of the problem.
 - c They needed to discuss the problem first.
 - d They couldn't all agree on the most effective solution.
- 6 Which was NOT a factor in The Great Stink?
 - a reduced water levels in the Thames
 - b parliamentary debates
 - c high levels of sewage in the river
 - d unusually hot weather

(___ / 6 marks)

Listen again.

D Complete the *Exam Task*.

Exam Task

You will hear five short extracts in which people are talking about money and finance. Complete both tasks as you listen.

Task 1

For questions 1 – 5, choose from the list (A – H) the person who is speaking.

- 1 Speaker 1
 - 2 Speaker 2
 - 3 Speaker 3
 - 4 Speaker 4
 - 5 Speaker 5
- A a former student
 - B an auctioneer
 - C a tycoon
 - D a financial adviser
 - E a loans officer
 - F a former collector
 - G a sales assistant
 - H a counsellor

(___ / 5 marks)

Task 2

For questions 6 – 10, choose from the list (A – H) how each speaker feels.

- 6 Speaker 1
 - 7 Speaker 2
 - 8 Speaker 3
 - 9 Speaker 4
 - 10 Speaker 5
- A surprised by the way people act
 - B resentful of other people's attitudes
 - C amazed at a turn of events
 - D horrified at their own behaviour
 - E sympathetic to other people's problems
 - F reluctant to admit a mistake
 - G anxious over a difficult situation
 - H boastful of their good fortune

(___ / 5 marks)

Listen again.

Writing

Complete the *Exam Task*.

Exam Task

You see the following announcement on a consumer rights website.

ONLINE SHOPPING

We are conducting a survey comparing online retailers. We would like you, our members, to write a report about an online retailer you have bought goods from.

In your report you should:

- discuss the best thing about the retailer
- describe any problems you experienced
- suggest improvements that you would like to see

Close-Up C1

Final Topics

#1

- What has been your greatest achievement?
- Who has been the biggest influence in your life?
- What have you learnt from situations when you were not successful?

#2

- Which high-tech device or gadget could you not live without?
Why is it so important to you?
- How do you prefer to keep in touch with your friends, using social networking sites or meeting up in person? Why?
- Are you worried about your privacy when online? Why? / Why not?

#3

- What do you do to stay in good health?
 - How could you improve your general health?
 - How have people's attitudes to health changed in your country over the last decades?
-

#4

- What do you do to stay in good health?
 - How could you improve your general health?
 - How have people's attitudes to health changed in your country over the last decades?
-

#5

- How often do you eat out? What kind of food do you usually have?
 - Who usually does the cooking in your family? Why?
 - Do you worry about the quality of the food you eat? Why? / Why not?
 - Do you ever take vitamin supplements? Why? / Why not?
-

#6

- Have you ever experienced a natural disaster? If so, what happened?
 - Would you consider working for the rescue services? Why? / Why not?
 - Do you prefer to be in an urban environment or close to nature? Why?
 - Which aspects of nature impress you the most? What impresses you about
-

#7

- Which famous inventors do you most admire?
 - What did they invent and what effect have their inventions had on people's lives?
 - What skills and qualities are needed to be an inventor?
-

#8

- How important is having a lot of money to you? Why?
 - Would you like a finance-related career? Why? / Why not?
 - If money was no object, what expensive item would you buy? Why?
 - Would you rather be poor and happy or rich and miserable? Why?
-

#9

- What was the last art exhibition you went to? What kind of impression did it make on you?
 - What is your favourite form of art? Why does it appeal to you?
 - Which famous artist, alive or dead, would you like to meet? Why?
-

#10

- What changes would you like to make to your lifestyle? Why?
 - What is your life's ambition?
 - What skills, qualities and qualifications do you need for your ideal job?
-

#11

- Do you prefer team sports or individual sports? Why?
- Which sport(s) do you enjoy taking part in? Why?
- Do you think fast food chains should be allowed to sponsor sporting events? Why? / Why not?

#12

- What do you imagine you will be doing ten years from now? Why?
- What experiences do you hope you will have in your lifetime? Why?
- Are you optimistic about the future? Why? / Why not?

4. Список литературы

Core / Основные компоненты учебного курса

- 1 Close –Up C1 Student’s book 2-d edition, National Geographic Learning
- 2 Close –Up C1 Workbook 2-d edition, National Geographic Learning
- 3 Close –Up C1 Teacher’s book 2-d edition, National Geographic Learning

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 Advanced Vocabulary games, Jill Hadfield, Longman
- 10 New CE Advanced Teacher’s book, Peter Moor, Longman
- 11 Total Advanced, Teacher’s Resource Book, Longman
- 12 Discussion A-Z, Cambridge University Press, Advanced
- 13 Singing Grammar, Cambridge University Press
- 14 Round-up Grammar 6 Longman
- 15 Murphy “Advanced English Grammar in Use”, Cambridge University Press
- 16 Games for Vocabulary Practice, Cambridge University Press
- 17 Reward Advanced Resource Pack, Macmillan
- 18 ‘Advanced Vocabulary’, BJ Thomas, Longman
- 19 Taboos and Issues, Thomson and Heinle
- 20 Language to Go Advanced, Pearson

Video

- 1 Close –Up C1, DVD, national Geographic
- 2 Cutting Edge Advanced, DVD, Longman
- 3 Total English Advanced DVD
- 4 Advanced English Unlimited DVD, Cambridge University Press
- 5 Speak out Advanced, podcast and DVD, Longman

C1 First exam

- 1 Practice Tests plus C1 First by Pearson
- 2 C1 First Practice Tests 1 by Cambridge
- 3 C1 First Practice Tests 2 by Cambridge
- 4 Exam Booster for C1 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>