

УТВЕРЖДАЮ

Директор ЧОУ ДО

«Английский клуб №1»

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

**«Close –Up C2»**

г. Челябинск

Содержание:

- 1. Комплекс основных характеристик программы** (пояснительная записка, цели, задачи, содержание программы); стр. 3-8
- 2. Организационно – педагогические условия реализации программы** (календарно-учебный график, организационно – педагогические условия реализации программы, материально-техническое обеспечение, планируемые результаты), стр. 9-13
- 3. Оценочные и методические материалы** стр.14-44
- 4. Список литературы** стр. 45-46

## 1. Комплекс основных характеристик программы

### 1.1. Пояснительная записка (Уровень Proficiency на основе Close-Up C2)

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 Advanced 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:

**ЦЕЛЬЮ** 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 C2”, разработанной авторами Angela Bandis & Diana Shotton. 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 C2” 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 C2 (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
<b>Unit 1 / Раздел 1</b> <b>Do you mind?</b> Личностные отношения	<b>Review of present &amp; present perfect tenses, simple &amp; continuous tenses, used to / would.</b> Повторение системы времен.	<b>Vocabulary:</b> Personality-related words, phrasal verbs, idioms Лексика, связанная с качествами личности, фразовые глаголы и идиомы. <b>Speaking:</b> giving personal information. Рассказ о себе <b>Writing:</b> essay (1) Написание эссе	16
<b>Unit 1 Test</b>	Проверочный тест		1
<b>Unit 2 / Раздел 2</b> <b>Bright ideas</b> Гениальные идеи	Future forms, future in the past Формы будущего времени.	<b>Vocabulary:</b> science & technology-related words, compound nouns. Лексика, связанная с наукой и технологиями, сложные существительные и идиомы. <b>Speaking:</b> technology of the future. Технологии будущего <b>Writing:</b> review (1) Написание ревью	15
<b>Unit 2 Test</b>	Проверочный тест		1
<b>Review 1</b> <b>Progress Test1 &amp;2</b>	Повторение и промежуточный тест		2
<b>Unit 3 / Раздел 3</b> <b>Right on!</b> Имеете право!	Use of the passive, transitive & intransitive verbs, passive causative  Формы пассивного залога	<b>Vocabulary:</b> Society and politics-related words, phrasal verbs, collocations Лексика, связанная с проблемами в обществе, фразовые глаголы и идиомы. <b>Speaking:</b> equality. Равенство <b>Writing:</b> article (1) написание статьи	16
<b>Unit 3 Test</b>	Проверочный тест		1
<b>Unit 4 / Раздел 4</b> <b>Express yourself!</b> Вырази себя!	Modal verbs, perfect modal verbs Модальные глаголы. Настоящее и прошедшее время.	<b>Vocabulary:</b> social communication-related words, phrasal verbs, idioms Лексика, связанная с социальным общением, фразовые глаголы и идиомы. <b>Speaking:</b> Language and communication Язык и общение.	15

		<b>Writing:</b> letter (1) Написание письма	
<b>Unit 4 Test</b>	Проверочный тест		1
<b>Review 1 Progress Test3 &amp;4</b>	Повторение и промежуточный тест		2
<b>Unit 5 / Раздел 5 If at first you do not succeed...</b> Взлеты и падения	<b>Conditionals: with and without <i>if</i>, inverted, with continuous tenses, mixed.</b> Условное наклонение, инверсия	<b>Vocabulary:</b> hopes and dreams-related words, phrasal verbs, collocations Лексика, связанная с мечтами и надеждами. фразовые глаголы и идиомы. <b>Speaking:</b> personal aspirations. Личные планы <b>Writing:</b> essay (2) Написание эссе	15
<b>Unit 5 Test</b>	Проверочный тест		1
<b>Unit 6 / Раздел 6 Made of money</b> Деньги	<b>Inversion, unreal past, <i>would rather</i>, <i>would prefer &amp; had better</i>.</b> Инверсия, сослагательное наклонение.	<b>Vocabulary:</b> money-related words, phrasal verbs, idioms Лексика, связанная с деньгами, фразовые глаголы и идиомы. <b>Speaking:</b> talking about money and moral decision Деньги и моральный выбор. <b>Writing:</b> essay (3) Написание эссе	16
<b>Unit 6 Test</b>	Проверочный тест		1
<b>Review 2 Progress Test5 &amp;6</b>	Повторение и промежуточный тест		2
<b>Unit 7 / Раздел 7 Distant shores</b> Дальние страны	<b>Gradable &amp; ungradable adjectives, modifying adverbs, position of adjective &amp; adverbs</b> Сравнительная степень прилагательных и наречий	<b>Vocabulary:</b> Travel and culture- related words, phrasal verbs, collocations Лексика, связанная с путешествиями и культурой, фразовые глаголы и идиомы. <b>Speaking:</b> volunteering abroad.Волонтерство <b>Writing:</b> essay (4) Написание эссе	16
<b>Unit 7 Test</b>	Проверочный тест		1
<b>Unit 8 / Раздел 8 Knowledge is power</b> Знание-сила	<b>Reporting verb patterns, reporting suggestions, reporting verbs followed by a gerund, reporting questions</b> Косвенная речь	<b>Vocabulary:</b> education, phrasal verbs, collocations Образование, фразовые глаголы, идиомы. <b>Speaking:</b> spending school money. Использование денег. <b>Writing:</b> report (1) написание доклада	16
<b>Unit 8 Test</b>	Проверочный тест		1
<b>Review 3</b>	Повторение и		2

<b>Progress Test 5 &amp; 6</b>	промежуточный тест		
<b>Unit 9 / Раздел 9</b> <b>Flying the nest</b> Покидая гнездо	Relative and participle clauses Придаточные определительные предложения и причастные обороты	<b>Vocabulary:</b> work-related words, phrasal verbs, idioms Лексика, связанная с работой, фразовые глаголы, идиомы. <b>Speaking:</b> signs of maturity взросление <b>Writing:</b> article (2) написание статьи	16
<b>Unit 9 Test</b>	Проверочный тест		1
<b>Unit 10 / Раздел 10</b> <b>Because you are worth it!</b> Вы этого стоите!	<b>Countable &amp; uncountable nouns, indefinite pronouns, reciprocal and reflexive pronouns, articles</b> Исчисляемые и неисчисляемые существительные, виды местоимений, артикли.	<b>Vocabulary:</b> consumerism-related words, word formation, phrasal verbs, Лексика, связанная с потребительством, фразовые глаголы <b>Speaking:</b> responsible consumerism. Разумное потребление. <b>Writing:</b> article (3) Написание статьи	16
<b>Unit 10 Test</b>	Проверочный тест		1
<b>Review 5</b> <b>Progress Test 9 &amp; 10</b>	Повторение и промежуточный тест		2
<b>Unit 11 / Раздел 11</b> <b>Say cheese!</b> Улыбнись!	Gerunds and infinitives Герундий, Инфинитив	<b>Vocabulary:</b> media-related words, collocations Средства массовой информации, идиомы <b>Speaking:</b> topic for a documentary. Документальный фильм. <b>Writing:</b> review (2) Написание ревью	14
<b>Unit 11 Test</b>	Проверочный тест		1
<b>Unit 12 / Раздел 12</b> <b>Culture Shock</b> Культурный шок	<b>Cleft sentences</b> Расщепленные предложения	<b>Vocabulary:</b> culture-related words, word formation Лексика, связанная с культурой <b>Speaking:</b> Celebrations Праздники. <b>Writing:</b> report (2) написание доклада	16
<b>Unit 12 Test</b>	Проверочный тест		1
<b>Review 6</b> <b>Progress Test 11 &amp; 12</b>	Повторение и промежуточный тест		2
<b>End-of-the-course test (Final test)</b>	Финальное тестирование		2



## 2. Организационно – педагогические условия.

### 2.1. Календарно-учебный график.

Образовательный курс для учащихся программы “Close- Up C2” 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	<b>Unit 1 / Раздел 1</b> <b>Do you mind?</b> Личностные отношения	16	6	9	1	<b>Unit 1 Test</b> Проверочный тест
2	<b>Unit 2 / Раздел 2</b> <b>Bright ideas</b> Гениальные идеи	15	5	7	3	<b>Unit 2 Test</b> Проверочный тест <b>Progress Test1 &amp;2</b> Промежуточный тест
3	<b>Unit 3 / Раздел 3</b> <b>Right on!</b> Имеете право!	16	6	9	1	<b>Unit 3 Test</b> Проверочный тест
4	<b>Unit 4 / Раздел 4</b> <b>Express yourself!</b> Вырази себя!	16	6	7	3	<b>Unit 4 Test</b> Проверочный тест <b>Progress Test 3&amp;4</b> Промежуточный тест
5	<b>Unit 5 / Раздел 5</b> <b>If at first you do not succeed...</b> Взлеты и падения	15	5	9	1	<b>Unit 5 Test</b> Проверочный тест

6	<b>Unit 6 / Раздел 6</b> <b>Made of money</b> Деньги	16	6	7	3	<b>Unit 6 Test</b> Проверочный тест <b>Progress Test 5&amp;6</b> Промежуточный тест
7	<b>Unit 7 / Раздел 7</b> <b>Distant shores</b> Дальние страны	16	6	9	1	<b>Unit 7 Test</b> Проверочный тест
8	<b>Unit 8 / Раздел 8</b> <b>Knowledge is power</b> Знание-сила	16	5	8	3	<b>Unit 8 Test</b> Проверочный тест <b>Progress Test 7&amp;8</b> Промежуточный тест
9	<b>Unit 9 / Раздел 9</b> <b>Flying the nest</b> Покидая гнездо	16	6	9	1	<b>Unit 9 Test</b> Проверочный тест
10	<b>Unit 10 / Раздел 10</b> <b>Because you are worth it!</b> Вы этого стоите!	16	5	8	3	<b>Unit 10 Test</b> Проверочный тест <b>Progress Test 8&amp;9</b> Промежуточный тест
11	<b>Unit 11 / Раздел 11</b> <b>Say cheese!</b> Улыбнись!	14	5	8	1	<b>Unit 11 Test</b> Проверочный тест
12	<b>Unit 12 / Раздел 12</b> <b>Culture Shock</b> Культурный шок	16	6	7	3	<b>Unit 12 Test</b> Проверочный тест <b>Progress Test 11&amp;12</b> Промежуточный тест
	<b>End-of-the-course test (Final test)</b> Финальное тестирование				3	
	<b>Итого</b>	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 Proficiency – 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), CPE (Certificate in Proficiency English) или IELTS (International English Language Testing System)

По окончании курса Proficiency слушатель может 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.

# Progress Test 1 Units 1@2

## A. Read the article about screen time.

According to Childwise, a leading specialist market research group for children and young people, children of all ages are spending an average of six-and-a-half hours a day in front of a screen, with teenage boys spending up to eight hours a day. Kids are watching TV shows and films, playing video games, using social media, texting, surfing the web, and so on. But is spending so much time in front of tablets, smartphones or TVs such a bad thing? Surely TV programmes and educational apps can help children sharpen their developing brains and improve their communication skills. Used in moderation, might they not even be advantageous? They are certainly a welcome break

for parents wanting a bit of peace and quiet. However, there have been a number of worrying studies connecting delayed cognitive development in children with prolonged exposure to electronic media, especially when this starts at a very young age.

As psychologist Dr Aric Sigman explains, allowing very young children to spend an excessive amount of time in front of a screen can cause permanent damage to their still developing brains. This, says Dr Sigman, 'is the very thing impeding the development of the abilities that parents are so eager to foster through the tablets. The ability to focus, to concentrate, to lend attention, to sense other people's attitudes and communicate with them, to build a large vocabulary – all those abilities are harmed'. In other words, parents who are trying to give their children an advantage by letting them use an educational app, for example, might in fact unknowingly be stunting the development of their children's brains, unless they significantly limit the amount of screen time, relative to the age of the child. Sigman believes that the younger the child, the fewer hours they should spend at a screen. This is especially true for children up to the age of three, which is when the brain is developing at its quickest and is at its most sensitive. It is crucial, therefore, that during this critical period in a child's development, the stimuli they are getting is from the real world and not from a screen. Children who follow a story on a smartphone, for example, will have images and words readily available to them. They will not have to make an effort in the way they would if they were being told a story by a parent, when they not only have to work hard to follow the storyline, but they have to use their imagination to visualise it as well: when having to think for themselves, their cognitive abilities grow. In front of a screen, however, being spoon-fed information, their cognitive muscles aren't developing and can remain stunted.

This is even more alarming when you realise that, according to recent surveys, over 90 per cent of one-year-olds have already used a mobile device. Not only can this inhibit a baby's development, it can also cause difficulties with sleep and concentration. And as children grow up, things can only get worse. As Oxford-based child psychiatrist, Dr Hayley van Zwanenberg, explains: 'There is ample evidence to demonstrate the negative effects of screen time on older children, particularly on those using screens for more than three hours a day; these include structural and functional brain imaging changes, increases in emotional distress and higher rates of anxiety and depressive symptoms, as well as lack of sleep. The pre-school years are particularly vital for developing non-verbal skills that young people miss completely when using screens.'

Overuse of screens has also been found to lead to problems making friends. Children need the stimulus of real interaction with others in order to learn how to communicate. The only way to learn how to read facial expressions, understand tone of voice, and empathise with others, for example, is by practising in the real world with other children and adults. No amount of screen time can teach this. Furthermore, it is just as easy for very young children to become addicted to their screens, as it is for older children and adults. The instant gratification of a swipe on a screen causes the brain to release dopamine, the pleasure hormone. This chemical is what causes addiction and can lead children to prefer their gadgets to real-world, complicated interactions, which are not so easily controlled and require harder work to navigate.

So should parents ban all screen time? Experts don't all agree, but the US Department of Health recommends that children under two should not be exposed to any screens at all, not even the TV. After that screens should be limited to a maximum of two hours a day. The French government has gone further by banning all digital terrestrial TV aimed at children under the age of three. There are similar guidelines in Australia and Canada. The UK has yet to follow suit, but a recent government press release has warned that too much screen time for young children is linked to sedentary lifestyles, obesity and lower levels of self-esteem. The bottom line: moderation is key, make sure you limit the hours spent on video games and the internet and remember to switch off!

**B Now complete the Exam Task.**

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

- 1** In the introductory paragraph, the author's main aim is to
  - a** shock the reader with the amount of time children spend in front of a screen.
  - b** convey some facts about children's use of screens and question their advantages.
  - c** prove that time in front of screens can be beneficial.
  - d** question whether screen time is so bad for children.
- 2** What do both Dr Aric Sigman and Dr Hayley van Zwanenberg believe?
  - a** There should be little or no screen time for children under three.
  - b** Brain development suffers if a child spends too much time in front of a screen.
  - c** Too much screen time can cause depression.
  - d** Children's sleep patterns can be disrupted by too much screen time.
- 3** What, according to the text, can be damaged in children by overuse of screens?
  - a** Language development, friendships, cognitive skills, sleep and relationships, mood, obesity.
  - b** Addictive behaviours, obesity, verbal skills, making friends and getting enough sleep.
  - c** Cognitive skills, verbal and non-verbal skills, sleep patterns, the ability to make friends and empathise, emotional states.
  - d** Learning how to empathise, language development, building relationships, muscle development.
- 4** According to the text, addiction to screens
  - a** is less prevalent in young children.
  - b** can happen at all ages equally.
  - c** increases dopamine levels.
  - d** is more dangerous for younger children.
- 5** The US, France and Canada
  - a** have made recommendations to limit screen time for very young children.
  - b** have banned all screens for children under two.
  - c** have banned TV for toddlers and babies.
  - d** recommend only educational TV programmes aimed at the under-twos.

( \_\_\_ / 10 marks)

# Vocabulary and Use your English

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

- 1 They are a completely \_\_\_\_\_ family. None of them understands each other or tries to get on. **FUNCTION**
- 2 Do you really think Thomas is \_\_\_\_\_? Couldn't he just be a typical grumpy teenager? **ADJUST**
- 3 Peter doesn't like anyone; he's basically \_\_\_\_\_. **MISANTHROPY**
- 4 It's easy to be \_\_\_\_\_ about romance until you fall in love. **CYNIC**
- 5 Mia's teachers said her behaviour had been so \_\_\_\_\_ lately that we might have to take her out of school. **ERRANT**
- 6 Johnny is such a \_\_\_\_\_ chap. It's a delight to spend time with him. **COMPANY**
- 7 As children, Lisa and Rosie were \_\_\_\_\_. They practically lived together. **SEPARATE**
- 8 He didn't want to think about difficult \_\_\_\_\_ questions like these. **PHILOSOPHY**
- 9 It's not easy to make a \_\_\_\_\_ decision when there is so much at stake, but you must try to be unbiased. **PASSION**
- 10 Our factories are cleaned with \_\_\_\_\_ care to ensure our instruments remain uncontaminated. **SCRUPLE**

( \_\_\_ / 10 marks)

## B Complete each sentence with one or two words in each gap.

- 1 They drifted \_\_\_\_\_ years ago and hardly see each other now.
- 2 You should stick \_\_\_\_\_ yourself. Don't let the others intimidate you.
- 3 What did you get \_\_\_\_\_ the course? How useful was it?
- 4 I think Alan will settle \_\_\_\_\_ when he meets the right person.
- 5 Stop egging Danny \_\_\_\_\_ ask girls out. Let him decide for himself.
- 6 It's not \_\_\_\_\_ running yet, I'm afraid. The engineer is coming back to fix it tomorrow.
- 7 Those rooms are \_\_\_\_\_ limits at the moment. They haven't been refurbished yet.
- 8 This is a really tricky problem. We're going to have to think \_\_\_\_\_ the box to solve it.
- 9 That course was too hard for me. I was completely \_\_\_\_\_ my depth and couldn't really keep up.
- 10 An agreement is almost \_\_\_\_\_ reach now. Hopefully nobody will come up with any more objections.

( \_\_\_ / 10 marks)

## C Now complete the Exam Task.

### Exam Task

Choose the word or phrase that best completes the sentence.

- 1 You'll feel much better once you've got it \_\_\_\_\_. Just go and tell her exactly what happened.  
a at arm's length    b off your chest    c behind your back    d in the neck
- 2 \_\_\_\_\_ your anger at work is not a very good idea. You should show more restraint.  
a Steering    b Decreeing    c Asserting    d Venting
- 3 It's no good constantly complaining but at the same time being totally \_\_\_\_\_. You have to do something to help yourself.  
a lazy    b apathetic    c upset    d outraged
- 4 As long as the help you're giving is \_\_\_\_\_, you won't feel they are taking advantage of you.  
a remote    b compatible    c reciprocal    d one-sided
- 5 They used to \_\_\_\_\_ all the time about his acting, his singing and his clothes. But now he's famous, he's having the last laugh!  
a wind him up    b egg him on    c fall out    d lead him on
- 6 The flat shows signs of \_\_\_\_\_ but apart from that, it is in very good condition.  
a decline    b decay    c falling-off    d wear and tear
- 7 Although Peter is a so-called \_\_\_\_\_, he never seems able to help me with my phone or my computer.  
a native digital    b digital native    c digital immigrant    d digital migrant
- 8 This computer is \_\_\_\_\_. You won't be able to access emails or the internet on it.  
a obsolete    b up-to-date    c current    d imminent
- 9 We actually need \_\_\_\_\_ evidence that you've made progress. You need to send us a photo at the very least.  
a sure    b heavy    c concrete    d avid
- 10 I didn't know there were other \_\_\_\_\_ apart from this one. I'll try a different one next time I'm looking things up on the internet.  
a search engines    b active users    c security breaches    d information technologies

# Grammar

## A Circle the correct words.

I (1) 've decided / 've been deciding to stop using social media – no more posting photos of every meal I eat, no more comparing my boring life with everybody else's amazing one. It's incredible how time consuming this (2) had / will become for me. At every opportunity, I (3) will / would post photos, add little comments, 'like' other people's posts or photos and, more often than not, just feel bad that my life (4) didn't go / wasn't going as well as everybody else's. But that's not the only reason I (5) 'm going to / 'll give it up. I have exams coming up and I know I (6) 'm wasting / 'll waste too much time if I carry on using it. I (7) 'm probably missing / 'll probably miss it a lot at first. But I'm (8) bound to find / on the verge of finding other ways of keeping in touch with my friends. I might even find out who my real ones are.

(9) By the time / Until I go on holiday in the summer, I (10) 'll be / 'll have been free of social media for six months. And then, maybe I'll allow myself to go back on it, just to have somewhere to post all my holiday photos.

( \_\_\_ / 10 marks)

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

- For the last few months, Simon \_\_\_\_\_ (think) of applying for another job. I hope he does because he's not enjoying this one.
- Listen, we \_\_\_\_\_ (not need) any more advice. We've had enough as it is.
- We \_\_\_\_\_ (long) to move since we came here, and now at last we might be able to.
- We \_\_\_\_\_ (drive) home when the earthquake happened, but luckily we were OK.
- Theo \_\_\_\_\_ (run) into the house with muddy boots. It's so annoying!
- As children, they \_\_\_\_\_ (spend) all their holidays in the cottage by the lake.
- May \_\_\_\_\_ (love) going to parties, as did her brother and sister.
- They \_\_\_\_\_ (never go) skiing before, but when they finally did, they loved it.
- Fran \_\_\_\_\_ (always try) to persuade me to go to the gym with her. One of these days, I'll give in.
- I \_\_\_\_\_ (try) to get hold of you all morning! Where have you been?

( \_\_\_ / 10 marks)

## C Complete the sentences with one word in each gap.

- Just leave it there and I \_\_\_\_\_ take it upstairs in a minute.
- \_\_\_\_\_ we have dinner out? I really don't feel like cooking.
- \_\_\_\_\_ this time next week, they'll have been married for 50 years.
- I'm \_\_\_\_\_ his phone call. I can't bear the thought of telling him what happened.
- Tina said she \_\_\_\_\_ help me out, but it looks like she's forgotten.
- I \_\_\_\_\_ lend you any more of my clothes if you return them in such a terrible state again.
- \_\_\_\_\_ you've arrived, we'll start making plans for the weekend.
- Tom is on the \_\_\_\_\_ of signing the new contract. Any minute now!
- I don't think a pay rise is on the \_\_\_\_\_ any time soon. The company isn't doing well enough.
- I can't do it now because I'm just \_\_\_\_\_ to leave for the day. I'll do it tomorrow.

( \_\_\_ / 10 marks)

# Writing

Complete the Writing Task.

Exam Task

Individuals who feel a strong sense of belonging to social groups are much happier people, according to new research by psychologists.

The study, reported in the *Journal of Happiness Studies*, found that the more an individual identified with a particular group, the happier they were with their life.

Do you agree with the statement above? Can you think of any examples which contradict it? What else contributes to a person's happiness? What is most instrumental in contributing to a person's unhappiness? Support your opinion with reasons and examples.

Write your **essay** in 280–320 words.

(\_\_\_ / 10 marks)

# Progress Test 2 Units 3@4

## A Read the articles about different ways of helping people.

That old bicycle gathering dust in your garage could have a new home in the developing world; so could that idle sewing machine you inherited from your grandmother.

David Schweidenback, a former school teacher and Peace Corps volunteer, collects and redistributes both under Pedals for Progress, the nonprofit organisation he established in 1991. As one of the world's oldest and largest bike donation programmes, Pedals for Progress has distributed nearly 150,000 bikes and 3,600 sewing machines to 38 countries.

'Consumers buy 17 million bikes a year, and millions of old ones wind up discarded or unused,' Schweidenback says. 'A lot of our donated bikes, for the most part, are barely ridden.' But, he says, 'they can be used in many areas of the developing world, where poor people need cheap transportation to get to work, markets, or schools.'

Schweidenback, 64, got the idea to repurpose bikes while he was a Peace Corps volunteer in Ecuador, where rural villagers often spent hours walking to school or work. He saw how a bicycle would change their lives. As he explains, the problem isn't a lack of opportunity of employment in the developing world, it's the difficulty in getting to where you need to be. When he returned home to New Jersey, he began teaching at a local high school.

He also did home renovation and carpentry on the side. He adds,

'Every week, I saw bikes sitting in garages gathering dust.' In his spare time, he began scrounging for unwanted bikes, hoping to collect a dozen to ship to Ecuador. His first effort netted 140 bikes; and a broader vision. By 1994, his twice-annual bike collection drive had spread to five states, and he'd given up teaching and carpentry to run Pedals for Progress full-time. Sewing machines became added to the collections in 1999. 'A bike gets someone to a job,' says Schweidenback. 'A sewing machine is a job.'

Pedals for Progress has refined operations as it has evolved. Early on, Schweidenback dealt with some unscrupulous middlemen. Five shipping containers of bikes bound for Haiti were once stolen. Pedals for Progress now works through 15 partner organisations in several countries, which provide distribution and local jobs. Prospective owners usually pay no more than \$10 for their bikes. 'People don't always take care of things they're given,' Schweidenback says. 'But if they have an investment in a bike, it becomes their property and it's more important to take better care of it.'

Bike donators are also required to shell out money: \$10 per drop-off. The donations offset some of Pedals for Progress's overhead costs.

Adapted from: <http://news.nationalgeographic.com/2016/12/dave-schweidenback-explorer-moments-collecting-bikes-sewing-machines-helping-poor/>

For the past ten years, John Stepney has spent his nights and holidays delivering blood, breast milk, vaccines, medical equipment, test results and other vital materials to hospitals in England. But he doesn't drive an ambulance or a car: he makes his deliveries by motorcycle. Stepney does all this as a volunteer, through the Nationwide Association of Blood Bikes (NABB).

'If you're going to go for a ride anyway, then why not give something back to the community at the same time?' says Stepney, 57, an avid motorcyclist who is also the chairman of Buckinghamshire-based NABB.

Thanks to their rising public profile, spurred by a recent 'Point of Light' award from the prime minister, the NABB has won a series of legislative victories that allow them (with proper training) to use sirens and run red lights if they're delivering time-sensitive materials. Volunteers can also now get tax benefits on their motorcycles.

There are more than 1,500 blood bike volunteers across the UK, organised into more than 30 local groups. The riders make about

40,000 trips a year in total to hospitals. The effort has contributed the equivalent of millions of pounds to the country's public healthcare system, speeding up service delivery for patients and freeing ambulances and professional personnel to focus on the most urgent cases. Stepney says he has recently been contacted by bikers in Canada and Australia who want to start a similar service. The NABB model makes the most sense in these and other countries that have public healthcare systems, Stepney says, since the volunteer work saves tax-payer money.

Blood biking began in the 1960s in the UK, when bikers didn't have a good reputation with much of the public. The idea was to 'do something for the community that would give [bikers] a more upbeat image,' Stepney says. The movement really began to take off in around 2008, when the number of riders swelled thanks to increased publicity.

Adapted from: <http://news.nationalgeographic.com/2016/01/160106-blood-bikers-volunteer-hospital-transportation/>

**B Now complete the *Exam Task*.**

**Exam Task**

Read the two articles about charities, then answer the questions according to the information given in the passages.

- 1 What can be inferred about Schweidenback and Stepney from the articles?
  - a They are both selfless members of society who want to make a contribution.
  - b They are philanthropists who want to make a difference.
  - c They are ordinary members of society who found a way to do something worthwhile.
  - d They wanted to make their mark by doing something altruistic.
- 2 Schweidenback implies that a sewing machine
  - a has more value than a bike because it can provide someone with a living.
  - b is rarer as over 40 times more bikes have been collected and distributed to people in need.
  - c is probably less useful as it won't get you to work.
  - d is harder to use as everyone can ride a bike.
- 3 For each bike collected and delivered
  - a some money has to be donated for the running of the charity.
  - b both donors and recipients have to pay a certain amount of money for donating and receiving the bikes.
  - c money is collected at the point of donation to help with distribution.
  - d the prospective owner of the bike pays some money to ensure the bike is properly looked after.
- 4 According to the writer of the second article, one of the reasons motorcyclists first volunteered to deliver blood and other vital materials to hospitals was
  - a because it would allow them to ride their bikes more often.
  - b due to their enthusiasm as motorcyclists.
  - c because it saves tax-payers' money.
  - d because it would make motorcyclists more popular with the general public.
- 5 Stepney believes that organisations like NABB
  - a should work in all English-speaking countries, like Canada and Australia.
  - b are less likely to work well in countries where citizens have to pay for their healthcare.
  - c work well in countries where healthcare is paid for through private health insurance.
  - d will work in any country with enough motorcyclists.

( \_\_\_ / 10 marks)

# Vocabulary and Use your English

## A Complete the Exam Task.

## Exam Task

Choose the word or phrase that best completes the sentence.

- 1 It was the best holiday ever because for once everyone got along \_\_\_\_\_.  
a distinctively      b famously      c notoriously      d scandalously
- 2 The way they just walk over them in the street shows an appalling lack of \_\_\_\_\_ for the homeless.  
a conscience      b approval      c appreciation      d empathy
- 3 Marisa is \_\_\_\_\_ for smaller classes in schools and more teacher support.  
a an objector      b an advocate      c a sympathiser      d a prosecutor
- 4 Over 1,000 people \_\_\_\_\_ a human chain in the square to protest against the demolition of the ancient building.  
a mounted      b staged      c formed      d held
- 5 These students are \_\_\_\_\_ lot who complain all the time, but aren't willing to do anything to change the way things are.  
a an empathetic      b a callous      c a humane      d an apathetic
- 6 They say he was a \_\_\_\_\_ dictator, but the catalogue of human rights abuses during his time in power contradicts this entirely.  
a benevolent      b inhumane      c callous      d corrupt
- 7 Nobody would lend Carla the money to start her own business, so she decided to set up a \_\_\_\_\_ campaign online.  
a trending      b fundraising      c crowdfunding      d clickbait
- 8 He has a lot of supporters, but his \_\_\_\_\_ claim he would be completely unsuitable in the role because of his lack of experience.  
a allies      b detractors      c associates      d collaborators
- 9 Make sure you \_\_\_\_\_ touch with Ben when you arrive. He'll help you settle in.  
a keep in      b don't lose      c base      d get in
- 10 She's always surrounded by \_\_\_\_\_ of assistants, hairdressers, make-up artists, personal trainers, bodyguards, and a few friends.  
a a staff      b a following      c an entourage      d a clique

( \_\_\_ / 10 marks)

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

catch up	come down to	do away with	drop in	fall back on	get away with	get in with
meet up	face up to	tag along				

- 1 Unfortunately in this society, it all **depends on** who you know and not what you know.
- 2 You are going to have to **accept** the fact that your grades aren't good enough to go up another level.
- 3 Has she really **dismissed** all of her entourage? How will she manage?
- 4 It was lucky I had my savings to **resort to** until I got a new job.
- 5 I don't know how Tania managed to **escape punishment for** telling all those lies.
- 6 Sorry I couldn't see you today, Alice. Let's **meet and exchange news** soon.
- 7 I hope you don't mind me **joining you uninvited**. I've always wanted to go on a march.
- 8 I hate it when people just **visit uninvited**. Don't they realise I work from home?
- 9 Boris and I are **seeing each other** on Thursday. Do you want to come too?
- 10 My son **became friends with** the wrong crowd and spent all his time with them instead of revising for his exams.

( \_\_\_ / 10 marks)

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

- 1 As a judge choosing the best novel of the year, Jack had to make sure he was completely \_\_\_\_\_, which wasn't easy, as he knew at least half of the writers on the list. **BIAS**
- 2 The social \_\_\_\_\_ we came across in the cities and in the countryside was appalling. **EQUAL**
- 3 Although people claimed he was an \_\_\_\_\_ leader, I found him very sympathetic. **MERCY**
- 4 The \_\_\_\_\_ will benefit most from these new laws. We are hoping it will result in a fairer society. **PRIVILEGE**
- 5 We are completely \_\_\_\_\_ when it comes to bullying in our schools. **TOLERANCE**
- 6 Oh, no! My favourite shampoo has been \_\_\_\_\_. I'll have to find another one. **CONTINUE**
- 7 They had a terrible falling out recently and aren't on \_\_\_\_\_ terms any more. **SPEAK**
- 8 Unfortunately, these results are \_\_\_\_\_. We'll have to do the experiment again. **CONTRADICT**
- 9 They wanted to study them because they were a fairly \_\_\_\_\_ population and so there would be fewer variables to consider. **HOMOGENISE**
- 10 Product \_\_\_\_\_ is essential if you want the company to survive in this climate. **DIVERSIFY**

( \_\_\_ / 10 marks)

## A 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 **eight** words, including the word given.

- 1 The rebels are being attacked from all sides.

**UNDER**

The rebels \_\_\_\_\_ from all sides.

- 2 They're reporting clashes from the front as they happen.

**REPORTS**

\_\_\_\_\_ are being made as they take place.

- 3 Everybody expects them to do well in their exams.

**EXPECTED**

\_\_\_\_\_ achieve high exam results.

- 4 His trainer was giving him extra coaching on how to improve his time.

**GIVEN**

Extra coaching on how to improve his time \_\_\_\_\_.

- 5 The government provided funds for most of the houses to be rebuilt after the earthquake.

**GET**

The government provided funds \_\_\_\_\_ after the earthquake.

( \_\_\_ / 10 marks)

## B Circle the correct words.

- Nobody **got / were** injured in the latest clashes with the authorities.
- They arranged for the house **to be painted / painting** while they were away.
- All the arrangements **will be dealt with / will deal** by this time next week.
- Have the organisers **to arrange / arranged** for their transport?
- An unwelcome result of the restructuring is likely to be job **losses / being lost**.
- You should **warn / have warned** me you're going to be late.
- She **ought / oughtn't** to have jumped to conclusions like that. It was very unfair to blame me for the mix up.
- Might / Must** they have gone on holiday? Their car isn't in the drive.
- I **needn't / oughtn't** have bothered to turn up. They didn't want any help after all.
- We **daren't / needn't** call in, in case Grandma is sleeping and we wake her up.

( \_\_\_ / 10 marks)

## C Complete the sentences with one word in each gap.

- Xenia was \_\_\_\_\_ driven to school because of the torrential rain.
- Alex was chosen \_\_\_\_\_ the director to play the main part in the film.
- \_\_\_\_\_ is understood that everybody will contribute to the rebuilding of the temple.
- I would prefer the washing up to \_\_\_\_\_ finished before you go out.
- Carl \_\_\_\_\_ his car serviced last week.
- Melissa \_\_\_\_\_ have gone back to her village. All her stuff is gone.
- In all \_\_\_\_\_, they'll move into a bigger house next year.
- You didn't \_\_\_\_\_ to be so negative about her work. She's trying so hard.
- \_\_\_\_\_ you ask him before you borrow his laptop?
- Incredible though it \_\_\_\_\_ sound, we've managed to get it all done with three hours to spare!

( \_\_\_ / 10 marks)

# Writing

Complete the Writing Task.

Exam Task

You and a group of friends would like to start a charity to help people who can't afford to buy personal computers. Your aim is to collect computers that are about to be discarded, get them restored and refurbished so that they are like new, and sell them at very low prices to people in need. Write a letter to a newspaper asking for help. Tell them about your reasons for setting up the charity, ask for donations—not only of computers and money, but of expertise as well—and finish by encouraging people to get involved.

Write your **letter** in 280–320 words.

(\_\_\_ / 10 marks)

## Progress Test 3 Units 5@6

### A. Read the article about money and happiness.

No doubt you've heard the old saying that money can't buy happiness, but is it actually true? The world seems to be divided between those who believe, like American founding father Benjamin Franklin, that, 'money has never made man happy, nor will it ... the more of it one has the more one wants', and those who identify more with Irish writer Oscar Wilde, who famously claimed, 'when I was young I thought that money was the most important thing in life; now that I am old I know that it is.' The question is, can your income have an effect on your happiness? And how much money will make the difference?

From new research in the United States, it appears that money can indeed buy you happiness. Obviously, if you are constantly strapped for cash and worried about where your next meal is coming from, and you haven't got enough to pay the rent, let alone take out a mortgage, you are much less likely to be happy.

1

However, it is not as simple as all that. It depends on how you define 'poverty' and 'happiness'. Someone who earns \$1 a day and is given \$10 will indeed feel blessed and happy, at least for a time. But someone who earns \$1,000 a day and is given \$10 will hardly notice the difference, let alone feel any extra pleasure.

2

It is not only how much money you have that affects your level of happiness: it is also how that money is spent. Ryan Howell, associate professor of psychology at San Francisco State University, has carried out various experiments on what sort of purchases make people happy. His conclusions are surprising. Given a limited amount of money, most people believe that buying something they can keep, like a new dress or electronic gadget, will give them more lasting pleasure than something intangible and fleeting, like going to a concert or having a meal out with friends. As he explains, 'There's this huge mis-forecast. People think that experiences are only going to provide temporary happiness, but they actually provide both more happiness and more lasting value.'

3

Psychologists have found that it is not only the buying of experiences that can bring pleasure. Buying time, another intangible, has been found to make a considerable difference to people's levels of happiness. Elizabeth Dunn, associate professor of psychology at the University of British Columbia and co-author of the book *Happy Money*, suggests that you, 'use money to buy yourself a better time. Don't buy a slightly fancier car so that you have heated seats during your two-hour commute. Buy a place close to work, so that you can use that final hour of daylight to kick a ball around in the park with your kids.' She also recommends that you pay someone else to do the things you hate doing and thus buy yourself more time to do the things you enjoy. So if you love gardening but hate housework, get yourself a cleaner.

4

Money can buy you happiness, but perhaps the ability to give it away brings you even more. As Bill Gates, principal founder of Microsoft says, 'giving away our wealth has been the most satisfying thing we've done.' He and his wife Melinda have seen what their money has done to improve the world, and it has brought them greater happiness.

5

There is no doubt that the worry of living in debt causes untold misery and distress. When destitute, bankrupt, deep in debt to the bank and to friends, you would be forgiven for agreeing with Mark Twain that, 'the lack of money is the root of all evil' and that having some would indeed buy you happiness.

Now complete the *Exam Task*.

Exam Task

You are going to read an article about the effects of money on people's happiness. Five paragraphs have been removed from the article. Choose from paragraphs **A – F** the one which fits each gap (**1 – 5**). There is one extra paragraph which you do not need to use.

- A** So why aren't material possessions a source of greater, lasting pleasure? The problem lies in the fact that we soon get used to the new handbag or the shiny new trainers that don't take long to look a bit worn. They are just a handbag and a pair of trainers after all. But the memories of a wonderful holiday in the sun or going to a movie with your family can be a source of joy for many years to come, as you recall them on your own or recount them to others. These life experiences appear to be of more lasting value, and so bring greater happiness.
- B** Having said that, before everyone rushes out to buy experiences, more time, or give all their money away, a word of caution. Make sure you have enough in the kitty and whatever you do, don't get into debt. As Professor Howell says, 'The first thing you should be doing with your money is building up a safety net. If you go into debt to buy these great life experiences, the stress you'll feel when the credit card bill comes in will probably wipe out the good feelings that you got from the experience.'
- C** Studies have shown that people living on the poverty line are more anxious and suffer from more health issues, including mental health problems, than people who are financially secure. The better off, therefore, must be happier than the poor.
- D** It is not only experiences and having time to do the things you enjoy that money can buy. Paradoxically, giving it away seems to bring us even more pleasure. Whether very wealthy or practically skint, giving what we can to a good cause or to someone in need will make us happier than before. According to the US National Institute of Health, giving money to a charitable cause or those less fortunate than yourself triggers the release of endorphins, the so-called 'happiness hormones'.
- E** Few people appear to feel any lasting pleasure from giving to charities or other good causes. There is an initial release of endorphins, but it is so fleeting that it cannot contribute to long-term happiness. So why do people give to the less fortunate? It is likely that guilt, or religious duties, are the main motive?
- F** But give this same individual \$10,000 and it will be a different story. They will indeed feel a sense of satisfaction at the very least. So it is all relative and it all depends on what we are used to. Perhaps Benjamin Franklin was right after all.

( \_\_\_ / 10 marks)

For questions 1 – 12, read the text below and decide which answer (A, B, C or D) best fits each gap.

### Maria Campos Youth Clubs

What can you do to overcome (1) \_\_\_\_\_ and achieve (2) \_\_\_\_\_? You could do worse than follow the example of Maria Campos, who came from a (3) \_\_\_\_\_ home and was brought up in a (4) \_\_\_\_\_ inner-city neighbourhood. She now not only runs a successful business but has started an (5) \_\_\_\_\_ charity which gives (6) \_\_\_\_\_ to children growing up in (7) \_\_\_\_\_ conditions by providing clubs where they can go after school, have a hot meal, hang out with friends and get some help with homework. At first, no-one wanted to get involved in Maria's clubs. Through sheer (8) \_\_\_\_\_, she finally managed to persuade the city mayor to provide funds and give the project his full support. There have been a few (9) \_\_\_\_\_ along the way, but Maria's (10) \_\_\_\_\_ to succeed has been so strong, there was no way she would even contemplate (11) \_\_\_\_\_. So far she has set up three clubs in different parts of town, has 35 volunteers working as chefs, teachers and childminders, and has plans to set up two more clubs next year. She has already received (12) \_\_\_\_\_ from the city council for services to children and young people. It was a proud day for the girl who had come from such humble beginnings.

- |    |                  |                 |               |                |
|----|------------------|-----------------|---------------|----------------|
| 1  | A aptitude       | B ineptitude    | C criticism   | D adversity    |
| 2  | A attainment     | B aspiration    | C fulfillment | D initiative   |
| 3  | A broken         | B nasty         | C gritty      | D crude        |
| 4  | A rude           | B rough         | C bashed      | D raw          |
| 5  | A aspirational   | B inspirational | C warm        | D hopeful      |
| 6  | A backbone       | B initiative    | C hope        | D recognition  |
| 7  | A harsh          | B critical      | C single      | D dashed       |
| 8  | A backbone       | B anguish       | C prevalence  | D perseverance |
| 9  | A ineptitudes    | B setbacks      | C adversities | D criticisms   |
| 10 | A attainment     | B determination | C bravery     | D courage      |
| 11 | A disappointment | B collapse      | C failure     | D lethargy     |
| 12 | A criticism      | B recognition   | C attainment  | D fulfillment  |
- ( \_\_\_ / 12 marks)

### B Complete each sentence with one word in each gap.

- Antonia \_\_\_\_\_ at the chance to go travelling with her friends.
  - Lucy finally \_\_\_\_\_ up the courage to ask for a raise.
  - You really shouldn't let fear of failing \_\_\_\_\_ you back. You've got a good plan and you should just go for it.
  - I know it's hard after such a dreadful setback, but you've got to \_\_\_\_\_ up the pieces and carry on with your life.
  - They were so poor, their mother often went \_\_\_\_\_ when they were growing up. She would say she wasn't hungry but they knew it wasn't true.
  - All I've got is this little nest \_\_\_\_\_, which I'm saving for my retirement.
  - The prince \_\_\_\_\_ her with expensive presents, but still she wouldn't marry him.
  - I realised I'd been ripped \_\_\_\_\_ when I saw the exact same camera online for half the price.
- ( \_\_\_ / 8 marks)

### C Circle the correct words.

- To / For** Delia's credit, she acknowledged straight away that she'd made a mistake.
- Although Justin was very talented, he was always **turning / putting** himself down.
- We still **hold / blow** out hope that Caroline will sort her life out.
- I think **in / with** retrospect, it would have been simpler if I'd made it myself instead of giving it to Tina to make.
- Fran said she was **going** to **pluck / turn** over a new leaf, get up early every day and never get to school late again.
- I was horrified when I found out about the debt they'd **offset / incurred**. I don't know how they'll ever pay it back.
- The **merger / concessions** with *RDE Foods Inc.* will save the company from bankruptcy.
- I'm afraid the **margins / mortgages** on this product are so small that it's hardly worth manufacturing.
- There's a lot of red **value / tape** to get through before you can set up a business here.
- To Victor's horror, his new wife **misused / squandered** all his savings by gambling and investing in dodgy schemes.

( \_\_\_ / 10 marks)

## A 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.

- If it hadn't been for Jack's help, I wouldn't have passed the exam.  
**BUT**  
I wouldn't have passed the exam \_\_\_\_\_.
- If the demonstration is peaceful, people will have more sympathy for their cause.  
**UNLESS**  
People will have more sympathy for their cause \_\_\_\_\_.
- If I could speak fluent French, I would go to university in Paris.  
**CONDITION**  
I would go to university in Paris \_\_\_\_\_ fluent French.
- If you keep leaving the kitchen in such a mess, I'd rather you didn't cook at all.  
**PREFER**  
\_\_\_\_\_ cook at all if you keep leaving the kitchen in such a mess.
- We sometimes wonder if Marina lives here at all, she is so seldom around.  
**RARELY**  
\_\_\_\_\_ that we sometimes wonder if she lives here at all.

( \_\_\_ / 10 marks)

## B Circle the correct words.

- Provided / Unless** you find a better deal, I'd buy this one.
- Pamela wouldn't be studying at university now if her teacher **didn't persuade / hadn't persuaded** her to apply for a place.
- If **you / you'd** like to come in, I'll call Gloria and tell her you're here.
- If it **hadn't been / wasn't** for that ad in the paper, I would never have thought of asking them for a job.
- But / If it was** for the money he inherited, he wouldn't have his flat or his car.
- No sooner / On no account** had their final school term ended than they went travelling around the world.
- Under no circumstances **the children should / should the children** be allowed to stay up after midnight.
- Hardly **did they walk / had they walked** through the door when she started complaining about how small and uncomfortable the house was.
- Such / So much** was the damage to the building that they decided to knock it down.
- To be honest, I'd **rather / prefer** we stayed in. I'm fed up with restaurant food.

( \_\_\_ / 10 marks)

## C Complete the sentences with the correct form of the verbs in brackets.

- If only Alice \_\_\_\_\_ (not quarrel) with her friends last week, she'd be going out and enjoying herself now.
- Had they managed to find the right equipment, they \_\_\_\_\_ (build) it in no time.
- But for their intervention, she \_\_\_\_\_ (be) arrested at the march today. Luckily, she wasn't.
- If you want to go to the opera when you're in Milan, you \_\_\_\_\_ (need) to book tickets soon.
- Were they to go to Iceland, they \_\_\_\_\_ (discover) a country like no other on earth.
- She'd be working in Rome now if she \_\_\_\_\_ (accept) that job she was offered last month.
- Scarcely had they walked through the door when she \_\_\_\_\_ (start) telling them what to do.
- Under no circumstances \_\_\_\_\_ (you / exercise) that arm. It has to heal first.
- No sooner \_\_\_\_\_ (Mary / finish) her dissertation than she started revising for exams.
- If Terry \_\_\_\_\_ (not agree) to visit his cousins in Denmark, we'd all be going on holiday together this year.

( \_\_\_ / 10 marks)

# Writing

## Complete the Writing Task.

## Exam Task

Read the two texts. Write an essay summarising and evaluating the key points from both texts. Use your own words throughout as far as possible, and include your own ideas in your answers.

Write your **essay** in 240–280 words.

### Rich and famous

Ask children what they want to be when they grow up, and many will answer, 'to be famous', 'to be a celebrity and wear nice clothes', or 'to be rich and have loads of cars and houses'. Is there anything wrong with that? Many people will say there is, but surely having high aspirations is a good thing? If these children really want to achieve their goals, they will have to work hard and push themselves to the limit. Without ambitions, even somewhat vague ones like these, young people are unlikely to achieve anything much at all.

### More to life than raw ambition

It is completely unrealistic to expect that most children in a classroom will achieve great success in material terms or in their chosen field. Not all will end up living in big houses and driving fancy cars. Some will end up in relatively low-paid employment, living in a small house or flat and driving a second-hand car. Not everyone can be the managing director of a company or the principal of a university. This doesn't necessarily mean that they can't lead a fulfilling life. There is no reason why they can't enjoy their jobs, have loving families, plenty of friends and lots of hobbies to bring them joy.

( \_\_\_ / 10 marks)

## Progress Test 4 Units 7@8

### A. Read the descriptions of memorable trips.

#### A Hannah

Funnily enough, the most memorable trip I ever made was a spur of the moment thing, after a night out with friends in Cambridge. It was the small hours of Saturday morning, about 2 a.m., and someone suggested we should go to Southwold, on the East Coast of England, to see the sunrise. It was summer, so the sun rises really early. I'd always wanted to see the sunrise on Southwold Beach, so I jumped at the chance. There were five of us and we all went. I didn't drive, but someone had a car, so we all piled in. It was a bit squashed and somebody fell asleep and snored. Anyway, there were no cars on the road at that time of night, and by 4 a.m., we'd arrived; no trouble parking either! It was a clear night and we all went down to the beach and waited. Then it got lighter and lighter and the sun came up slowly from behind the sea. It was out of this world. The trip lasted just a few hours and was totally unplanned, but it was perhaps all the more memorable for that reason.

#### B Carl

After I finished school, and before I went to university, I decided to go travelling around Europe for a month. A couple of friends said they'd come too, so we booked all our train tickets, found cheap youth hostels to stay in and did loads of research on where to eat, what to see, where to go for entertainment, and so on. And of course, we had all the paraphernalia: rucksacks, walking boots, waterproofs; we even had a tent. It was going to be awesome. Then one of my travelling companions broke his leg really badly and had to pull out. It was devastating for him, of course, but also for us. We were now two. And then, to my shock, my other travelling companion had to pull out because of a family crisis – his grandmother was really ill, I think. I was so sorry for both of them, but although my parents really wanted me to cancel the whole trip, I decided to go on my own. It was with a fair bit of trepidation that I set off, but as soon as I got on the train, I met a group of people my age who were going to my first destination. It was Berlin, so it was half a day away, and by the time we got there, we were friends. We did loads together, but I also did a fair bit of sightseeing on my own, and then we set off in different directions. It wasn't all plain sailing. I lost my passport at one point (but got it back the following day) and I spent half my money in the first week, but it was a wonderful experience and I made friends that I still keep in touch with. In fact, I don't think it would have been so memorable if I hadn't been on my own.

#### C Joseph

When I was a child we always spent our summers with my grandparents and my cousins in the countryside, while my parents stayed in the city and worked. I loved it there, so you can imagine my consternation when my parents announced one day that they had booked a volunteering holiday on a farm in Italy for our family. First of all, I didn't really want to go to Italy, and secondly, I wanted a holiday, not a job! Anyway, it was all booked, so my sister and I had no choice but to go along. The journey itself was pretty uneventful. We flew to Pisa, then hired a car and drove to the farm in Tuscany. I was quite grumpy all the way, but as soon as we got there and were welcomed by the family, I realised that my parents had known what they were doing. There were kids our own age there and they would be doing the work with us. We spent the mornings working: weeding in the vegetable garden, picking fruit and even helping to make cheese. Then, once we'd finished our day's work, we hung out together, going on walks, swimming in the river and playing football. I learnt a bit of Italian and made lasting friendships. The organisation my parents joined is called WWOOF and it stands for Worldwide Opportunities On Organic Farms. I thought it was ridiculous at first, but the point is that in return for working on the farm you get food and lodging and you get to experience a different culture and meet new people. I can't wait to go again; maybe Portugal next year?

#### D Susan

I was just 18 and a group of friends and I had decided to go to a music festival in Spain. We were really excited as we set off on the bus to the airport, but as soon as we arrived we realised that something was wrong. The airport was absolutely packed. There was an enormous queue up to the check-in desk, with hundreds of irritated passengers, and nobody seemed to know what was going on. Some people were beginning to get quite annoyed and others were literally seething. Finally, there was an announcement to say that all flights had been cancelled until further notice. Apparently, there had just been a huge volcanic eruption in Iceland and it was too dangerous to fly anywhere near it. Undeterred by this, we decided that we'd take the ferry instead. So we took a bus to the train station, then a train to Dover. We didn't even know if we'd get on the ferry, but we were determined to try. By this time, it was very late but luck was on our side and we made it just in time to get the ferry across the Channel. It would be an understatement to say that we were tired and hungry; we were utterly exhausted and starving. And we had hardly started our journey. Getting from Calais to Paris, then Paris to Barcelona took almost a day, but we played lots of card games. When we finally arrived at the festival, it was already halfway through, but thanks to the volcano, there were far fewer people than there should have been, so we almost had the festival to ourselves! The sun shone, the bands played, and we had the time of our lives.

**B Now complete the *Exam Task*.**

**Exam Task**

You are going to read a text about memorable journeys. For questions **1 – 10**, choose from the people (**A – D**). The people may be chosen more than once.

Which person mentions or implies the following?

- 1** A detailed itinerary had been devised. [ ]
- 2** There hadn't been time to plan the trip. [ ]
- 3** Their plans were hindered by a natural disaster. [ ]
- 4** A change in routine, initially dreaded, ended up being very positive. [ ]
- 5** Despite misadventures and having to cope alone, it was a very positive experience. [ ]
- 6** The journey was taken on impulse. [ ]
- 7** It wouldn't have been fun with only adults. [ ]
- 8** The right equipment had been acquired for the journey. [ ]
- 9** Getting to their destination was long and drawn-out. [ ]
- 10** They didn't have to pay for accommodation or food. [ ]

( \_\_\_ / 10 marks)

# Vocabulary and Use your English

## A Circle the correct words.

- 1 A total eclipse of the sun is a **rare / weird** natural phenomenon, which few people will witness in their lives.
- 2 Anabelle's plan had the desired **effect / product** and everyone calmed down at once.
- 3 We had a **slim / narrow** escape from the torrential downpour, arriving home just in time.
- 4 In **sharp / pointed** contrast to their luxurious holiday the year before, they had decided to go camping this year.
- 5 We'll need a serious **injection / dose** of funds if we are going to make this business work.
- 6 They felt that the election of an unknown candidate like him would spell **calamity / disaster** for the party.
- 7 The refurbishment of their key shops has been a serious **drain / withdrawal** on resources.
- 8 Their house was hard to find because it was off the beaten **pathway / track**, in the middle of nowhere.
- 9 Look, let's not make a decision straight away. We can play it by **ear / heart** and choose later on.
- 10 They decided on the **cusp / spur** of the moment to hop on a plane to New York.

( \_\_\_ / 10 marks)

## B Complete each sentence with one word in each gap.

- 1 It finally dawned \_\_\_\_\_ us that he wasn't going to honour his debts.
- 2 When I was tidying my grandmother's house I stumbled \_\_\_\_\_ some really old photo albums.
- 3 They set \_\_\_\_\_ what would take place at each stage of the operation, which made me feel much better about it.
- 4 I'm sorry but I'm not prepared to \_\_\_\_\_ through with the plan after all.
- 5 When are you heading \_\_\_\_\_ on your travels?
- 6 You only need to explain it once, she catches \_\_\_\_\_ so fast!
- 7 My parents finally came \_\_\_\_\_ to my way of thinking and agreed that I'd chosen the right course.
- 8 As my work began to mount \_\_\_\_\_, I started suffering from panic attacks.
- 9 George drifted \_\_\_\_\_ in the middle of the film and started snoring! It was so embarrassing.
- 10 I don't know how you managed to take \_\_\_\_\_ all that information. It was far too complicated.

( \_\_\_ / 10 marks)

## C Now complete the Exam Task.

### Exam Task

Choose the word or phrase that best completes the sentence.

- 1 Fiona was a bit of \_\_\_\_\_ at school. She didn't really fit in.  
a an oddity                      b a rarity                      c a stranger                      d a scarcity
- 2 The \_\_\_\_\_ of plants and animals on the island was remarkable.  
a variation                      b deviation                      c diversity                      d diversification
- 3 It was the \_\_\_\_\_ of rats from ships that came to the island that caused the devastation of the bird population.  
a colony                      b invasion                      c attack                      d takeover
- 4 The \_\_\_\_\_ of the island was shattered when boatloads of teenagers started arriving in the summer.  
a repose                      b stillness                      c listlessness                      d tranquility
- 5 Faced with the appalling \_\_\_\_\_ of the city after the earthquake, they decided to stay and help rather than go home.  
a devastation                      b ruin                      c decay                      d deterioration
- 6 Rather than go to the capital city, they decided to look for a job in one of the small \_\_\_\_\_ towns in the north.  
a provincial                      b rural                      c urban                      d metropolitan
- 7 As soon as the parcel arrived, they sent an email \_\_\_\_\_ receipt.  
a responding                      b acknowledging                      c admitting                      d accepting
- 8 I'm sorry you had that \_\_\_\_\_ with Angela at the meeting. She can be very confrontational.  
a conflict                      b struggle                      c argument                      d assignation
- 9 How many \_\_\_\_\_ have you got to compete this term?  
a assignations                      b assignments                      c signatories                      d schemes
- 10 Although it's \_\_\_\_\_ work published by the university press, it's surprisingly readable.  
a a leading                      b an official                      c a scholastic                      d a scholarly

( \_\_\_ / 10 marks)

# Grammar

## A Circle the correct words.

- 1 Her puddings are **a bit / utterly** irresistible.
- 2 Before you go out, make sure the kitchen is **absolutely / rather** spotless.
- 3 The film was **pretty / extremely** good, but you wouldn't call it a masterpiece.
- 4 It's **virtually / reasonable** impossible to choose between them. They look identical!
- 5 There were **surprisingly / simply** few mishaps along the way, given the lack of planning.
- 6 **Scarcely / Practically** anyone came to the meeting because nobody had received the email telling them about it.
- 7 The heating didn't work and there was no firewood. We were **hardly / virtually** freezing.
- 8 The **involved parents / parents involved** in the organisation of the fete met once a week for at least three months before the actual day.
- 9 The **present situation / situation present** means they won't be able to travel until things have been resolved.
- 10 **Barely / Almost** everyone completed the questionnaire. I'm delighted.

( \_\_\_ / 10 marks)

## B Complete each sentence with one word in each gap.

- 1 After much argument, Ralph finally \_\_\_\_\_ to carry on with his studies instead of looking for a job.
- 2 My parents \_\_\_\_\_ me to carry on studying maths even though I wanted to give it up. I'm glad they did.
- 3 Although my teacher \_\_\_\_\_ me to apply to university, I decided to do an apprenticeship instead.
- 4 My sister \_\_\_\_\_ me to send my mother a birthday card. I would have forgotten otherwise.
- 5 The police officer \_\_\_\_\_ us that we couldn't park in front of the building.
- 6 I \_\_\_\_\_ the children that we'd be there to watch their race. I won't let them down.
- 7 Look, you might as well \_\_\_\_\_ not doing your assignment straight away. She'll find out sooner or later.
- 8 Hannah \_\_\_\_\_ going to see the latest film at the cinema, but I really don't feel like it.
- 9 In passing, Valerie \_\_\_\_\_ seeing Bill at the theatre. I had no idea he was back from Africa.
- 10 Mark \_\_\_\_\_ profusely for losing the tickets to the concert. He was very contrite.

( \_\_\_ / 10 marks)

## C Complete the sentences to report what was said.

- 1 'Susan broke my tablet,' said Katie.  
Katie accused \_\_\_\_\_.
- 2 'Have you booked your flights?' asked Cameron.  
Cameron asked us \_\_\_\_\_.
- 3 'I'm so sorry we're late,' said Joseph.  
Joseph apologised \_\_\_\_\_.
- 4 'How did you sleep?' asked our host as we came down to breakfast.  
As we came down to breakfast, our host asked \_\_\_\_\_.
- 5 'I'm telling you, Carl, I didn't borrow your coat!' said Fred.  
Fred denied \_\_\_\_\_.
- 6 'The food wasn't very good,' Richard told us when we asked him about the restaurant.  
When we asked him about the restaurant, Richard warned \_\_\_\_\_.
- 7 'Was it a good idea to invite so many people to dinner, Tom?' asked Alice.  
Alice asked \_\_\_\_\_.
- 8 'Don't forget to take your passports with you,' said Ellie as we were leaving.  
As we were leaving, Ellie reminded \_\_\_\_\_.
- 9 'I hear you got the job, Jake. Well done!' said Julia.  
Julia congratulated \_\_\_\_\_.
- 10 'Chris really must finish his homework before going out to play,' said his father.  
Chris's father insisted \_\_\_\_\_.

( \_\_\_ / 10 marks)

# Writing

Complete the Writing Task.

Exam Task

You've recently spent a fortnight travelling around your country with your school geography class. You have been asked by the head teacher to write a report on the trip. You must describe the trip, including the places you visited, and evaluate their merit educationally. You must also describe and assess the accommodation and extracurricular activities provided during the trip. You should also assess the usefulness of the trip for prospective students and give any recommendations.

Write your **report** in 280–320 words.

(\_\_\_ / 10 marks)

### A. Read the article about the history of plastic bags and their effects on the environment.

Once upon a time, if you went to the market, you would have to take a basket with you to bring your groceries back home. That basket would probably have been made from reed, willow or raffia, and you'd almost certainly use it until it finally fell apart, years after it had been made. If you went out shopping for clothes or shoes, you would probably bring back your new purchases wrapped in paper or cloth, in a cardboard box or even in a cloth bag. And if you were very rich, you would have had everything delivered to your house.

Things changed in the middle of the nineteenth century with the invention of the paper bag, which was later developed with handles to make it easier to carry. And once supermarket shopping took off after World War II, the paper bag became ubiquitous, especially in the United States once people began to drive to the shops.

1

Then, in the 1960s, Sten Gustaf Thulin, a Swedish engineer working for a plastics company in his native country, invented the plastic bag as we know it today. It seemed like a brilliant solution: plastic bags were much cheaper to produce, used almost four times less energy and 20 times less water to manufacture, were stronger, could be reused, and out-performed paper bags in every way. Except in one crucial respect: they are almost indestructible. Long after they've lost their usefulness, they persist in the environment, doing the terrible damage we can see in our world today.

2

They ruin the countryside, blowing all over fields and forests, then, once ripped to shreds by wind and rain, they end up in waterways, or block drainage pipes and increase the danger of floods. They destroy wildlife not only on land but in our oceans too. Turtles, for example, mistake the bags for their favourite food; jellyfish. In India, cows eat them by mistake while scavenging for food in rubbish tips. Once ingested, the bags can end up blocking breathing passages and the stomach, eventually causing death. Thousands of animals die because of plastic bags every year and some species are even being brought to the brink of extinction.

3

Instead of a ban, other countries, including the UK, have introduced a fee for plastic bags. So when you go to the supermarket in the UK, for example, and you've forgotten to

take a bag with you, you have to buy a thin plastic bag for 5p, or a 'bag for life', which is a thicker, more durable plastic bag, for 10p or 15p. This dramatically reduced the use of plastic bags by up to 85 per cent in the UK in its first year.

4

The problem with oxo biodegradable plastic bags is that although they do biodegrade, thanks to the addition of small concentrations of additives such as metal salts, they need to be left out in the open, exposed to heat or light, in order to decompose. If they are buried under landfill, they will stay as they are. The results have not been as promising as hoped. Studies of one particular brand have shown that cold weather and rain virtually stop the process, making it less useful in the UK, where winters are long and rainfall is high.

5

Envigreen's carrier bags look exactly like plastic bags, but there the difference ends. They are made from various natural ingredients including tapioca, potatoes, corn, vegetable oil and bananas. What they don't include is any of the ingredients that make plastics, like polyethylene or other petrochemical derivatives. The resulting bags are easily destroyed – you can burn them safely, you can dissolve them in boiling water and you can even eat them with no ill effects. This means that they will not harm an animal if it accidentally eats one.

The bags are available in Qatar and Abu Dhabi, and Envigreen will start selling them in India in the near future. It is also receiving orders from international companies around the world. Ashwath's dream is to create a global brand and to begin to address the massive problem of plastic waste in India, where 15,000 tonnes of plastic are generated daily and only 9,000 tonnes collected. The rest is polluting cities, countryside, rivers and oceans.

6

Nevertheless, it would be rash to tar all plastics with the same brush. We mustn't forget that plastics have improved our lives immeasurably with products such as disposable syringes, protective gloves and artificial limbs, to name just a few. Equally, the use of plastics instead of metals has had many advantages: plastic doesn't corrode, it is lighter than metal, which can translate into energy savings when it comes to transportation, and it is cheaper too. It is clear that we can't do without plastic, but we can and must do without plastic bags.

**B Now Complete the Exam Task.**

**Exam Task**

You are going to read a magazine article about the history of plastic bags and their effects on the environment. Six paragraphs have been removed from the article. Choose from the paragraphs **A – G** the one which fits each gap (**1 – 6**). There is one extra paragraph which you do not need to use.

- A** Fortunately, the problem is being addressed as governments and the public become more aware of just how damaging the plastic bag can be. Many countries have followed the example of Bangladesh, which was the first country in the world to ban thinner plastic bags, which had been found to aggravate flooding by blocking drainage systems, thus causing untold devastation.
- B** There is no doubt that plastic in all its forms is extremely challenging when it comes to its disposal. Plastic bags in particular, which are so easily substituted with other types of bags, should become a shameful memory, and one which our grandchildren will find hard to understand.
- C** Despite this threat to the environment, by the 1980s, shops and supermarkets all over the world were using plastic instead of paper bags. The general public had little idea of the damage that was being done by this seemingly harmless and useful little bag. We now know plastic bags can cause devastation on a previously unimagined scale; not only by creating litter everywhere, but by endangering wildlife as well.
- D** The oxo biodegradable plastic bag is being used widely in many countries around the world. However, the capacity of the bags to biodegrade depends on too many conditions to make it a practical choice. They won't biodegrade in wet or cold weather, or if buried under a pile of rubbish. As a result, they are not seen as a truly practical solution to the problem.
- E** Now, however, there has been a development which has the potential to finally solve the problem for good. It is the brainchild of 24-year-old Bengalurean Ashwath Hegde, whose company, Envigreen, has started manufacturing carrier bags that are 100 per cent biodegradable: they are just as strong as ordinary plastic bags, but completely harmless to the environment.
- F** However, there were considerable environmental costs in the production of paper bags, not least the mass felling of trees and the amount of energy and water needed to produce the bags. They were easily broken and few people were likely to recycle them.
- G** Another proposed solution, with mixed results, has been the introduction of the oxo biodegradable plastic bag, which, it is claimed, biodegrades much faster than ordinary plastic bags, which can take decades, if not hundreds of years, to degrade completely.

( \_\_\_ / 12 marks)

# Vocabulary and Use your 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.

#### Left Behind

When I left home to go to university last year, I knew my mum (1) \_\_\_\_\_ find it hard, but I never thought it would be my brother (2) \_\_\_\_\_ would end up missing me most. In (3) \_\_\_\_\_ we should have realised just how difficult it would be for him to be like an only child all of a sudden. My sister had left the (4) \_\_\_\_\_ year, but it never occurred to us that my brother would be so upset (5) \_\_\_\_\_ my leaving. It wasn't just the fact that I wasn't there to hang (6) \_\_\_\_\_ with him, play video games and watch the football, it was also the fact that (7) \_\_\_\_\_ been used to noise, music and chatter, it was now so quiet when he got home from school. The house felt cold and empty and the silence was conspicuous now that my sister and I were no longer there to make a racket. And (8) \_\_\_\_\_ with my parents being at work full-time now, he felt as if there was no longer a family there at all. Added to that, when my mum and dad got home in the evenings, my brother complained of all parental focus (9) \_\_\_\_\_ now on him alone. He had my parents' undivided attention, which meant they were suddenly (10) \_\_\_\_\_ stricter and more involved in his school work and in his social life. Family dynamics had certainly changed. It finally dawned (11) \_\_\_\_\_ us that he was actually feeling quite low. Luckily, however, my brother began to find having the house to (12) \_\_\_\_\_ quite liberating, not least when he got a girlfriend and me and my sister weren't there to tease him about it!

(\_\_\_ / 12 marks)

## B Complete the Exam Task.

### Exam Task

Complete the text with the correct form of the words in capitals.

#### Consumerisms

We often think of consumerism as a new phenomenon brought about by (1) \_\_\_\_\_. We bemoan the good old days when people were happy with their lot and didn't always crave new things, fashionable clothes and new furnishings for their house. But conspicuous consumption is much older than we might imagine. The Chinese poet Lin Sumen wrote in 1808 about the super-rich flaunting their wealth, about women (2) \_\_\_\_\_ for the latest fashion, hoping to achieve (3) \_\_\_\_\_ at last, despite the fact that with sleeves almost half a metre wide, they (4) \_\_\_\_\_ must look quite (5) \_\_\_\_\_. He bemoaned the fact that people spent fortunes doing up their houses to impress others or they insisted on keeping the latest exotic pet; in this case, a rat! He could have been writing about any developed country today.

But is consumerism such a bad thing? However (6) \_\_\_\_\_ it might sound, the truth is we can't really survive without it. Our economy depends (7) \_\_\_\_\_ on consumer spending, perpetuated by our never-ending need for the new. Unless we are in the service sector, or doctors, teachers or lawyers, we are most likely to be involved in one way or another with consumerism. There is no doubt that our houses are stuffed with an (8) \_\_\_\_\_ of things we don't need and don't want any more, things we've hardly ever used, clothes never worn, gadgets (9) \_\_\_\_\_ once a better one comes along. It is a very strong-minded person who isn't seduced at some point or another by some useless but (10) \_\_\_\_\_ new contraption or item of clothing. And so, despite the (11) \_\_\_\_\_ effects of overwork, people work harder and harder to afford all the tat they don't need. And although consumerism is the bedrock of our economy it is also (12) \_\_\_\_\_ in much of our downfall. We are overburdened with huge debts which we won't be able to pay back, all for the sake of stuff we never really needed. As Scottish thinker James Steuart wrote in 1770, 'men are forced to labour now because they are slaves to their own wants'.

**INDUSTRY**

**YEARN  
SOPHISTICATE  
D  
SURE  
RIDICULE**

**SIMPLE  
ENTIRE**

**ABUNDANT**

**DISCARD  
ALLURE  
DETRIMENT**

(\_\_\_ **INSTRUMENT**)

C For questions 1 – 12, read the text and decide which answer (A, B, C or D) best fits each gap.

**What Makes an Outstanding School?**

You may think that's easy to answer: surely a good school is one which (1) \_\_\_\_\_ good exam results. After all, it is these results which will (2) \_\_\_\_\_ students to get into good universities. However, schools are about much more than exams. They are about education for all, from the most academic to the least. A good school has three (3) \_\_\_\_\_ ingredients: good (4) \_\_\_\_\_ from the head, dedicated teachers with high (5) \_\_\_\_\_ for all students, and students who want to be there and are willing to (6) \_\_\_\_\_ rules and respect one another. It isn't easy to (7) \_\_\_\_\_ around a failing school, but research has shown that a strong and (8) \_\_\_\_\_ leader is often the key to success. A good head or principal of a school will (9) \_\_\_\_\_ teachers and students alike, will not tolerate bullying or bad behaviour and will (10) \_\_\_\_\_ the respect of all. He or she will make sure teachers are encouraged and assisted in their work, and that they receive the training they need to do their job (11) \_\_\_\_\_; once this is in place, teachers are happier and more fulfilled and students (12) \_\_\_\_\_ the benefits. Some will go on to get brilliant academic results, others may not do so well in their exams, but provided they have reached their potential and they have passed with acceptable grades, the school will not have failed them.

- |    |                 |               |                 |                |
|----|-----------------|---------------|-----------------|----------------|
| 1  | A conveys       | B delivers    | C brings        | D gives        |
| 2  | A allow         | B accept      | C admit         | D enable       |
| 3  | A critical      | B acute       | C crucial       | D burning      |
| 4  | A leadership    | B control     | C running       | D executive    |
| 5  | A expectations  | B ideals      | C opportunities | D potentials   |
| 6  | A accept        | B understand  | C grasp         | D follow       |
| 7  | A go            | B turn        | C direct        | D transform    |
| 8  | A inspirational | B moving      | C promising     | D uplifting    |
| 9  | A drive         | B provoke     | C motivate      | D arouse       |
| 10 | A control       | B order       | C command       | D direct       |
| 11 | A actually      | B effectively | C accurately    | D convincingly |
| 12 | A earn          | B obtain      | C realise       | D reap         |

(\_\_\_ / 12 marks)D

**Complete the Exam Task.**

For questions 1 – 6, 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 eight words, including the word given.

- After their holiday they scarcely had any money to buy a ticket to go home.  
**VIRTUALLY**  
After their holiday \_\_\_\_\_ to buy a ticket to go home.
- He said he wasn't very good at tennis, but he beat the whole team!  
**CLAIMED**  
He \_\_\_\_\_ be very good at tennis, but he beat the whole team!
- They said Mary had broken the vase in the living room.  
**ACCUSED**  
They \_\_\_\_\_ the vase in the living room.
- 'You'll be reimbursed soon,' said Anthony to his colleagues.  
**ASSURED**  
Anthony \_\_\_\_\_ soon.
- We delivered the gifts to children who were refugees of war.  
**WHOM**  
The \_\_\_\_\_ were refugees of war.
- We are willing but unable to help you because we simply haven't got the funds.  
**MUCH**  
\_\_\_\_\_, we can't because we simply haven't got the funds.

(\_\_\_ / 12 marks)

## A Listen and 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 a reporter talking about voluntourism in children's homes.

- 1 What is the main premise of the report?
  - a Children should not be sent to orphanages if they have a living parent.
  - b Money is best spent in preventing children going to orphanages in poverty-stricken countries.
  - c Only professionals should look after vulnerable children.
- 2 In what way is voluntourism particularly indefensible?
  - a People with no professional qualifications are given too many responsibilities.
  - b It does more harm than good to the volunteers themselves.
  - c It encourages the perpetuation of institutions which can harm the most vulnerable.

#### Extract Two

You hear a school careers adviser talking about interview techniques.

- 3 What does the careers adviser say about dress codes for interviews?
  - a The most important thing is to wear something comfortable and smart.
  - b What you wear should be suitable and as a result, hardly noticed.
  - c It's best not to wear something too fashionable or chic.
- 4 What can you do before an interview to make it go more smoothly?
  - a You should find out as much as you can about the organisation and practise your interview techniques.
  - b You should find ways to control your nerves so you come across as confident and engaging.
  - c You should practise smiling and keeping eye contact as well as researching the job you're applying for.

#### Extract Three

You hear a historian talking about early photography.

- 5 What was the main reason people didn't use to smile in early photos?
  - a They generally had teeth that were decaying and so looked unattractive.
  - b Photos were not easily affordable and so people felt it was safer not to smile for posterity.
  - c It was generally felt that smiling or laughing made people look less intelligent.
- 6 Which of these comments do you think the speaker would agree with most?
  - a The old photographs of people looking serious are more appealing than the photos people take of themselves today.
  - b Vanity was the main reason people didn't smile in photos in the past.
  - c Thanks to better dentistry and technological advances in photography, people are happy to smile in photos.

( \_\_\_ / 6 marks)

## B Listen and complete the *Exam Task*.

### Exam Task

You will hear an expert talking about what it means to be dyslexic and what can be done about it. For questions **1 – 8**, complete the sentences with a word or short phrase.

- 1 Being dyslexic when first going to school can have a detrimental effect on how \_\_\_\_\_ that child progressively feels.
- 2 Not long ago, dyslexic children used not to be considered \_\_\_\_\_ enough to go on to higher education.
- 3 It is believed that \_\_\_\_\_ in ten people are dyslexic to some degree or another.
- 4 The key to preventing dyslexia from becoming a serious hindrance is \_\_\_\_\_.
- 5 Dyslexia used \_\_\_\_\_ as a reading, writing and spelling difficulty only.
- 6 Many dyslexics have problems \_\_\_\_\_ they have been told recently, like instructions.
- 7 There isn't a \_\_\_\_\_ between social class and dyslexia.
- 8 \_\_\_\_\_ Dyslexics often \_\_\_\_\_ ethic than non-dyslexics because they are used to having to make more of an effort to complete a task.

( \_\_\_ / 8 marks)

**C Listen and complete the Exam Task.**

**Exam Task**

You will hear part of a conversation between two friends, Pat and Tom, who are talking about their experiences renting and buying a property. For questions **1 – 6**, choose the answer (**a, b, c** or **d**) which fits best according to what you hear.

- 1** Why don't Tom and Angela buy the flat they are renting at the moment?
  - a** They'd like to buy it but it's not for sale.
  - b** They wish they could buy it or any other flat in the area but it's out of their price range.
  - c** Although they love the flat, they don't want to have to commute any more.
  - d** They think buying in the area is like pouring money down the drain.
  
- 2** One of the flats Tom and Angela saw
  - a** had far too many windows, which made it hard to heat.
  - b** had very gloomy views from the windows.
  - c** had an attic-type bedroom, which was accessed by a ladder rather than stairs.
  - d** lacked light because it had no windows.
  
- 3** How does Pat feel about Tom and Angela's chances of finding a flat to buy?
  - a** She thinks they have as good a chance as she and her husband had buying their house.
  - b** She seems to be quite pessimistic but she tries to hide it by telling Tom about her experience.
  - c** She's fairly optimistic because there should be more flats to choose from soon.
  - d** She doesn't think they've tried hard enough or spent long enough looking.
  
- 4** Why didn't Pat and her husband agree to buy the house straight away?
  - a** They weren't planning to buy a property because they were happy to rent indefinitely.
  - b** They were taken by surprise and they didn't think they'd be able to afford it as they had no savings.
  - c** They really liked the house, but they wanted to rent for the foreseeable future.
  - d** They were reluctant to ask their family for a loan.
  
- 5** What made Pat and her husband change their minds about buying the house?
  - a** When reality hit, they realised that the house meant more to them than just bricks and mortar.
  - b** They managed to get a mortgage quite easily because there was a short lease on the house.
  - c** They realised that their family would be happy to lend them the money to put down a deposit.
  - d** They knew that they would never find a house as nice as the one they were in.
  
- 6** What is the main thing that Pat and her husband have done to make their financial situation more comfortable and less austere?
  - a** They've extended the lease on their house so that it will be worth more in the future.
  - b** They've made sure they'll be able to extend the short lease on the house when they can afford it.
  - c** They've decided to rent out one of their bedrooms and so bring in a bit of income to help pay off the mortgage.
  - d** They've decided not to go away on holiday, not to eat out or buy any new clothes for the foreseeable future.

( \_\_\_ / 6 marks)

**D Listen and complete the Exam Task.**

**Exam Task**

You will hear five short extracts in which members of the public talk about their first jobs. Complete both tasks as you listen.

Look at Task 1. For questions **1 – 5**, choose from the list (**A – H**) the kind of first job the speaker had.

**Task 1**

- |          |           |                          |
|----------|-----------|--------------------------|
| <b>1</b> | Speaker 1 | <input type="checkbox"/> |
| <b>2</b> | Speaker 2 | <input type="checkbox"/> |
| <b>3</b> | Speaker 3 | <input type="checkbox"/> |
| <b>4</b> | Speaker 4 | <input type="checkbox"/> |
| <b>5</b> | Speaker 5 | <input type="checkbox"/> |

- A** The speaker did a job that was not unusual with his/her peer group.
- B** The speaker learnt how to do the job little by little from a very young age, and was paid all along.
- C** It wasn't far from home and it fitted in well with the speaker's timetable.
- D** Although it was hard work, the speaker was happy to do the job because he liked the location and the people.
- E** The speaker managed to get a job nearby doing what he/she usually did at home without pay.
- F** It was very pleasant because it could be done at any time.
- G** The speaker has never had a job because of his/her sporting commitments.
- H** It required a skill that might appear simple to others, but in fact is quite difficult to master.

( \_\_\_ / 5 marks)

Now look at Task 2. For questions **6 – 10**, choose from the list (**A – H**) what kind of job the speaker has now or hopes to get in the future.

**Task 2**

- |           |           |                          |
|-----------|-----------|--------------------------|
| <b>6</b>  | Speaker 1 | <input type="checkbox"/> |
| <b>7</b>  | Speaker 2 | <input type="checkbox"/> |
| <b>8</b>  | Speaker 3 | <input type="checkbox"/> |
| <b>9</b>  | Speaker 4 | <input type="checkbox"/> |
| <b>10</b> | Speaker 5 | <input type="checkbox"/> |

- A** The jobs the speaker did when growing up probably inspired him/her to train for the job he/she's doing now.
- B** The speaker has found an area he/she is good at and is thinking of taking it further once qualified.
- C** The speaker is interested in doing a job he/she loves that doesn't feel like work.
- D** The speaker is going to university to get the qualifications needed to work with computers.
- E** The speaker wants to get a similar job to the one he/she had when still at school.
- F** The training the speaker got as a child qualified him/her to do the technical job he/she has now.
- G** The speaker is working for the family business, which has expanded as a result.
- H** The speaker wants to do a job that uses some of the skills learnt at university.

( \_\_\_ / 5 marks)

# Writing

## Complete the Writing Task.

A magazine has asked for reviews of the best film the readers have seen in the last six months. You decide to send in a review, in which you describe a film you've seen recently and liked a lot. You should write about the film without giving away too much of the plot or the ending of the film. You should also give your opinion of the acting, and of the directing of the film. Finally, say what you liked about it and explain why you think other readers should go and see it.

Write your **review** in 280–320 words.

(\_\_\_ / 10 marks)

## Close-Up C2

### Final Topics

#1

When you talk about yourself, is it better to be modest or exaggerate your achievements? Why?

Do you believe that first impressions count? Why?

Do you think that people can change their personality or is it something that is innate?

#2

Will robots ever be able to replace humans in jobs requiring more than mechanical skills, e.g. the caring and teaching professions?

Do you think the fact that life will become increasingly automated in future is a good thing? Why? / Why not?

What kind of work are robots best suited to and why?

#3

What is the most crisis people face today?

What can ordinary people do to make a difference?

What is the role of education in solving these problems?

#4

Do you think the positives of globalization outweigh the negatives?

How is social media changing the way people communicate?

How is texting affecting languages?

#5

In what ways can success be a double-edged sword?

“It is fine to celebrate success, but it is more important to heed the lessons of failure. Do you agree?”

Is there anything you would sacrifice to become successful?

#6

“If you are careful with your money, you will miss out on fun activities And you won’t have many friends.” Do you agree?

Is it better to use plastic money or cash for transactions?

Are the best things in life free?

#7

Does tourism always have a positive effect on the local area?  
Would you like to volunteer abroad? If so, what would you do?  
Is it better to spend money on experiences or material things?

#8

Do you agree that a lack of education is at the root of such problems as global warming and pollution?  
Is there more to school than passing exams? If so, what?  
Do you consider university graduates smarter than people without degrees?

#9

Do you think adolescents are properly prepared for the responsibilities of adulthood?  
How does a generation gap affect you?  
Would you defy your parents or community while choosing a partner?

#10

Is consumerism always bad? Why?  
How important it is for consumers to know about the origins of the products they buy?  
What kind of advertising would you ban?

#11

Do celebrities have a right for privacy?  
What do you think is the quickest way to become famous nowadays?  
Would you rather be rich or famous?

#12

What kinds of ceremonies are traditional in your country or culture?  
Do you think ceremonies to mark different stages in life are important?  
Have you ever observed any interesting rituals in a different country? Describe it.

#### 4. Список литературы

##### Core / Основные компоненты учебного курса

- 1 Close –Up C2 Student’s book 2-d edition, National Geographic Learning
- 2 Close –Up C2 Workbook 2-d edition, National Geographic Learning
- 3 Close –Up C2 Teacher’s book 2-d edition, National Geographic Learning

##### Supplementary / Дополнительная литература

1. The Anti-grammar Grammar Book by Nick Hall and John Shephard
2. English aloud 2, Macmillan Education
3. Advanced Vocabulary games, Jill Hadfield, Longman
4. New CE Advanced Teacher’s book, Peter Moor, Longman
5. Total Advanced, Teacher’s Resource Book, Longman
6. Discussion A-Z, Cambridge University Press, Advanced
7. Round-up Grammar 6 Longman
8. Murphy “Advanced English Grammar in Use”, Cambridge University Press
9. Games for Vocabulary Practice, Cambridge University Press
10. Reward Advanced Resource Pack, Macmillan
11. Taboos and Issues, Thomson and Heinle

##### Video

1. Close –Up C2, 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

##### C2 exam

- 1 Proficiency Testbuilder 4-th edition by Mark Harrison, McMillan
- 2 Cambridge English Proficiency 1
- 3 Cambridge English Proficiency 2
- 4 .Succeed in Cambridge English: Proficiency by GlobalELT

## 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>