

УТВЕРЖДАЮ

Директор ЧОУ ДО

«Английский клуб №1»

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

«English File Advanced»

г. Челябинск

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## 1. Комплекс основных характеристик программы

### 1.1. Пояснительная записка (Уровень **Advanced** на основе **EF Advanced 4<sup>th</sup> edition**)

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

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

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

### 1.2. Цели и Задачи курса:

**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 “English File Advanced 4th edition”, разработанной авторами Clive Oxenden, Christina Latham-Koenig, Kate Chomacki & Jerry Lambert. Прохождение языкового материала по этой программе рассчитано на 210 академических часов. Занятия проходят 2 раза в неделю по 2 или 3 академических часа.

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

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

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

Units in the textbook Наименование темы в учебном пособии	Grammar Грамматический компонент	Vocabulary / Colloquial English Лексический компонент / Разговорный английский)	Hours Кол-во академическ их часов
<b>Unit 1 / Раздел 1</b>  <b>A Мы- семья</b> <b>We are family</b>  <b>B Работа на всю жизнь?</b> <b>Job for life?</b>	<b>A</b> Глагол 'Have'- лексическое и грамматическое использование /Have: lexical and grammatical uses  <b>B</b> речевые маркеры (1) слова-связки /discourse markers (1): linkers	<b>A</b> Личность /personality <b>B</b> Работа и семья /work and family	16
<b>Colloquial English</b> Разговорный английский		Поговорим о работе и семье Talking about work and family	2
<b>File Test 1</b> Проверочный тест			2
<b>Unit 2 / Раздел 2</b>  <b>A Вы помните..?</b> <b>Do you remember..?</b> <b>B На языке вертится</b> <b>On the tip of my tongue</b>	<b>A</b> Повторяющиеся и специфические события в прошлом /The past: habitual events and specific incidents  <b>B</b> Местоимения /Pronouns	<b>A</b> Словообразование: абстрактные существительные /Word building: abstract nouns <b>B</b> Лексические группы /Lexical areas	16
<b>1 &amp; 2 Revise &amp; Check</b> Повторение и проверка знаний			1
<b>File Test 2</b> Проверочный тест			2
<b>Unit 3 / Раздел 3</b>  <b>A От любви до ненависти...</b> <b>A love-hate relationship</b>  <b>B История через кино</b> <b>Dramatic license</b>	<b>A</b> Значения глагола 'get' в английском/get <b>B</b> речевые маркеры (2) наречия и обстоятельственные обороты /discourse markers (2): adverbs and adverbial expressions	<b>A</b> Фразы с глаголом 'get' / Phrases with 'get' <b>B</b> Конфликты и война /conflict and warfare	16

2&3 Colloquial English Разговорный английский		Поговорим об истории Talking about history	2
<b>File Test 3</b> Проверочный тест			2
<b>Unit 4 / Раздел 4</b>  А Открытая книга <b>An open book</b>  В Звук тишины <b>The sound of silence</b>	А Инверсия для акцентирования /adding emphasis: inversion В Предположения и выводы /Speculation and deduction	А Описание книг и фильмов /describing books and films В звуки и человеческий голос /sounds and the human voice	16
<b>3&amp;4 Revise &amp; Check</b> Повторение и проверка знаний			1
<b>File Test 4</b> Проверочный тест			2
<b>Unit 5 / Раздел 5</b>  А Ни на что нет времени <b>No time for anything</b>  В Не ради наживы? <b>Not for profit?</b>	А Способы выражения пассивного залога /Distancing В Использование прошедших времен для обозначения нереальных условий /Unreal use of past tenses	А Выражения со словом 'time'-время / Expressions with 'time' В О деньгах /money	16
<b>4&amp;5 Colloquial English</b> Разговорный английский		Поговорим о стрессе и расслаблении Talking about Stress and relation	2
<b>File Test 5</b> Проверочный тест			2
<b>Progress Test Files 1-5</b> Промежуточный тест			3
<b>Unit 6 / Раздел 6</b>  А Помогите! Мне нужно найти кого-то.. <b>Help! I need somebody</b>  В Не могу это бросить <b>Can't give it up</b>	А Сравнение использования форм причастий и инфинитива с сочетаниях с глаголом и объекта/ Verb+ object+ Gerunds or Infinitives В Условные предложения/ Conditional sentences	А Составное прилагательное/ Compound adjectives В Телефоны и технология, прилагательные с предлогами/ Phone and technology, adjectives + prepositions	16
<b>5 &amp; 6 Revise &amp;</b>			1

<b>Check</b> Повторение и проверка знаний			
<b>File Test 6</b> Проверочный тест			2
<b>Unit 7 / Раздел 7</b>  <b>A</b> Кстати <b>As a matter of fact</b> <b>B</b> Произведение искусства? <b>A masterpiece?</b>	<b>A</b> Модальные глаголы для выражения разрешения, обязательства и необходимости /permission, obligation and necessity <b>B</b> Глаголы и прилагательные восприятия и ощущения /perception and sensation	<b>A</b> Словообразование: приставки /Word formation: prefixes <b>B</b> Искусство и идиомы с названиями цветов /Art, color idioms	16
<b>6 &amp; 7 Colloquial English</b> Разговорный английский		Поговорим об иллюстрациях Talking about Illustration	3
<b>File Test 7</b> Проверочный тест			2
<b>Unit 8 / Раздел 8</b>  <b>A</b> Лучшее лекарство <b>The best medicine</b> <b>B</b> Место, которое нужно обязательно посетить <b>A 'must-see' attraction</b>	<b>A</b> Детальная инфо по теме Герундий и Инфинитив /Advanced gerund and infinitive <b>B</b> Выражение планов на будущее и договоренностей /Expressing future plans and arrangements	<b>A</b> Здоровье и медицина, сравнение /Health and medicine, similes <b>B</b> Путешествие и туризм /Travel and tourism	16
<b>7 &amp; 8 Revise &amp; Check</b> Повторение и проверка знаний			1
<b>File Test 8</b> Проверочный тест			2
<b>Unit 9 / Раздел 9</b>  <b>A</b> Почему питомцы могут раздражать? <b>Pet hates</b> <b>B</b> Как есть и как готовить <b>How to cook, how to eat</b>	<b>A</b> Избегание тавтологии /Ellipsis <b>B</b> Составные и притяжательные существительные /Compound and possessive forms of Nouns	<b>A</b> Вопросы связанные с животными /Animal matters <b>B</b> Подготовка еды /Preparing food	16
<b>8 &amp; 9 Colloquial English</b> Разговорный английский		Поговорим о насекомых и животных Talking about insects and animals	2

<b>File Test 9</b> Проверочный тест			2
<b>Unit 10 / Раздел 10</b>  А На старт, внимание, марш! <b>On your marks, set, go!</b> В Пока не пора домой <b>No direction home.</b>	А придаточные определятельные предложения /relative clauses В Расщепленные предложения для акцентирования (2) /adding emphasis (2): cleft sentences	А Словообразование: прилагательные, существительные и глаголы/Word building: adjectives, nouns and verbs В Слова, которые можно перепутать /Words that are often confused	16
<b>9 &amp; 10 Revise &amp; Check</b> Повторение и проверка знаний			1
<b>File Test 10</b> Проверочный тест			2
<b>Progress Test Files 6-10</b> Промежуточный тест			3
<b>Revise for the End-of- the-course test (Final test)</b> Подготовка к финальному тестированию			6
<b>End-of-the-course test (Final test)</b> Финальное тестирование			3

**Total/ Итого: 210 академических часов**

## 2. Организационно – педагогические условия.

### 2.1. Календарно-учебный график.

Образовательный курс для учащихся программы «English File Advanced» рассчитан на 210 академических часов.

Программа состоит из 10 тематических разделов.

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

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

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

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

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

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

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

**Режим работы** в группе: 4 (6) академических часов в неделю с 08.00 – 21.00

**Академический час:** 45 минут

### 2.2. Учебно – тематический план

<i>№ п/п</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>  А Мы- семья <b>We are family</b>  В Работа на всю жизнь? <b>Job for life?</b>  <b>Colloquial English</b> Разговорный английский Поговорим о работе и семье Talking about work and family	20	6	12	2	<b>File Test 1</b> Проверочный тест
2	<b>Unit 2 / Раздел 2</b>  А Вы помните..? <b>Do you remember..?</b>	19	5	12	2	<b>File Test 2</b> Проверочный тест

	<p><b>В</b> На языке вертится <b>On the tip of my tongue</b></p> <p>Revise and check Units 1&amp;2 Повторение раздел 1-2</p>					
3	<p><b>Unit 3 / Раздел 3</b></p> <p><b>А</b> От любви до ненависти... <b>A love-hate relationship</b></p> <p><b>В</b> История через кино <b>Dramatic license</b></p> <p>2&amp;3 Colloquial English Разговорный английский Поговорим об истории Talking about history</p>	20	6	12	2	<p><b>File Test 3</b> Проверочный тест</p>
4	<p><b>Unit 4 / Раздел 4</b></p> <p><b>А</b> Открытая книга <b>An open book</b></p> <p><b>В</b> Звук тишины <b>The sound of silence</b></p> <p>Revise and check Units 3&amp;4 Повторение раздел 3-4</p>	19	5	12	2	<p><b>File Test 4</b> Проверочный тест</p>
5	<p><b>Unit 5 / Раздел 5</b></p> <p><b>А</b> Ни на что нет времени <b>No time for anything</b></p> <p><b>В</b> Не ради наживы? <b>Not for profit?</b></p> <p><b>4&amp;5 Colloquial English</b> Разговорный английский Поговорим о стрессе и расслаблении Talking about Stress and relation</p>	23	6	12	5	<p><b>File Test 5</b> Проверочный тест</p> <p><b>Progress Test Files 1-5</b> Промежуточный тест</p>
6	<p><b>Unit 6 / Раздел 6</b></p> <p><b>А</b> Помогите! Мне нужно найти кого-то.. <b>Help! I need somebody</b></p> <p><b>В</b> Не могу это бросить</p>	19	5	12	2	<p><b>File Test 6</b> Проверочный тест</p>

	<b>Can't give it up</b> Revise and check Units 5&6 Повторение раздел 5-6					
7	<b>Unit 7 / Раздел 7</b>  А Кстати <b>As a matter of fact</b> В Произведение искусства? <b>A masterpiece?</b> <b>6 &amp; 7 Colloquial English</b> Разговорный английский Поговорим об иллюстрациях Talking about Illustration	20	6	12	2	<b>File Test 7</b> Проверочный тест
8	<b>Unit 8 / Раздел 8</b>  А Лучшее лекарство <b>The best medicine</b> В Место, которое нужно обязательно посетить <b>A 'must-see' attraction</b> Revise and check Units 7&8 Повторение раздел 7-8	19	5	12	2	<b>File Test 8</b> Проверочный тест
9	<b>Unit 9 / Раздел 9</b>  А Почему питомцы могут раздражать? <b>Pet hates</b> В Как есть и как готовить <b>How to cook, how to eat</b> <b>8 &amp; 9 Colloquial English</b> Разговорный английский Поговорим о насекомых и животных Talking about insects and animals	20	6	12	2	<b>File Test 9</b> Проверочный тест
10	<b>Unit 10 / Раздел 10</b>  А На старт, внимание, марш! <b>On your marks, set, go!</b> В Пока не пора домой <b>No direction home.</b> Revise and check Units 9&10 Повторение раздел 9-10	22	5	12	5	<b>File Test 10</b> Проверочный тест  <b>Progress Test Files 6-10</b> Промежуточный тест
	<b>Revise for the End-of-the-course test (Final test)</b> <b>End-of-the-course test (Final</b>	9	-	6	3	Финальное тестирование

	<b>test)</b> Финальное тестирование					
	<b>Итого</b>	210	55	126	29	

### **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

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

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

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

На этом уровне очень значительно расширяется словарный запас, он составит от 4000 до 8000 слов. При этом речь пополнится различными синонимами и антонимами уже знакомых студенту слов, фразовыми глаголами и идиомами. Восприятие речи носителей языка на слух будет качественно эффективнее.

Кроме того, по окончании курса студент сможет:

- читать художественную и научную литературу в оригинале;
- участвовать в разговоре на любые незнакомые темы;
- написать формальное письмо, эссе, статью, обзор или отчет.
- пройти подготовку к сдаче международного экзамена TOEFL (Test of English as a Foreign Language), CAE (Certificate in Advanced English) или IELTS (International English Language Testing System)

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

### 3. ОЦЕНОЧНЫЕ И МЕТОДИЧЕСКИЕ МАТЕРИАЛЫ

Программа для взрослых учащихся предусматривает безоценочный подход.

Проверка знаний осуществляется в следующих формах контроля:

- Текущий (осуществляется на каждом занятии);
- Промежуточный (тематическое тестирование проводится по завершении изучения 1 раздела/темы);
- Итоговый (проводится в конце курса в форме итогового тестирования).

Успешное прохождение тестирования является основанием для перевода студента на следующий уровень).

#### Оценочная система по видам аттестации

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

Любая проверочная/ контрольная работа, которая представляет из себя объективный тест, оценивается из расчета 100% за безошибочное выполнение. Если

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

## Progress Test Files 1–5

### GRAMMAR

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

Example: How many CDs *have* you *got* (got) in your collection?

- 1 Betty isn't very good at DIY, so last year she \_\_\_\_\_ her house \_\_\_\_\_ (decorate) by a painter.
- 2 I'm upset because Agatha isn't here yet and I \_\_\_\_\_ (wait) for two hours.
- 3 Karl \_\_\_\_\_ (be) given a new job in marketing.
- 4 \_\_\_\_\_ he \_\_\_\_\_ (have to) start work at 7.00?
- 5 I was watching TV when I \_\_\_\_\_ (hear) a strange noise outside in the garden.
- 6 You \_\_\_\_\_ (not have) time to go to the cinema tonight – you need to study.
- 7 James \_\_\_\_\_ (work) for the company for 20 years when he finally received a pay rise.
- 8 It \_\_\_\_\_ (say) that getting enough sleep is a very important part of staying healthy.
- 9 I wish I \_\_\_\_\_ (know) how to help you, but I'm afraid I don't know how to fix computers.
- 10 There are thought \_\_\_\_\_ (be) tribes living in the Amazon that no one has ever contacted.
- 11 While my brother \_\_\_\_\_ (ride) his bike to school, he had a minor accident.
- 12 Would you rather we \_\_\_\_\_ (have) Chinese food tonight?
- 13 If only Ian \_\_\_\_\_ (be) a little happier. It makes me sad to know that he doesn't like his new school.
- 14 If only you \_\_\_\_\_ (not forget) to close the windows, the rain wouldn't have come in.
- 15 The weather \_\_\_\_\_ (expect) to be mild and rainy this summer.
- 16 We'd rather you \_\_\_\_\_ (not borrow) money for university. We're happy to pay for you to go.

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

Example: I lost my wallet, so / *because* I had to phone the bank and cancel my credit card.

- 1 He's stopped working *due to* / *since* he turned 70 last year.
- 2 Warren is *understood to* / *understood* have driven to Mexico on a motorcycle with a suitcase full of money.
- 3 *It's seem* / *It seems* that we no longer need to worry about Adam. He got a job and he's going to marry Louisa.
- 4 He was late for the interview and *owing* / *consequently*, he didn't get the job.
- 5 We had to work quietly *so that* / *so as not to* wake the children.
- 6 We worked hard to prepare the garden for the party. *As a result* / *Nevertheless*, it looked beautiful and everyone enjoyed being outdoors.
- 7 Brian's *sure* / *bound to* come back home when he realizes he's left his mobile phone here.
- 8 Brad *can't* / *should* be in Tunis now. It's a four-hour flight, and he left about four hours ago.
- 9 Marsela *unlikely* / *won't* be here until after lunch.
- 10 We *used* / *would* go skiing in the Alps every winter.
- 11 *Apparently* / *According* Fred is going to buy a house in Manchester.
- 12 We'll *probably* / *probably be* go on holiday to California next August.

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

Example: They say you should get eight hours of sleep every night, but I usually get about six.

~~They~~ They're Their

- 1 My brother and I give \_\_\_\_\_ a box of chocolates every year on our birthdays.  
another each other by one another
- 2 I need to spend some time \_\_\_\_\_ every day. I need time to think and to relax on my own.  
ourselves yourself by myself
- 3 Could you get Mario \_\_\_\_\_ and see me this afternoon, please?  
coming come to come
- 4 It's \_\_\_\_\_ late and I need to go home.  
get getting gets
- 5 Rarely \_\_\_\_\_ so happy. The interview went perfectly and they offered me the job!  
have been I have been have I been
- 6 \_\_\_\_\_ can use your computer for video conferencing, and it's free.  
One Each other You
- 7 \_\_\_\_\_ all have problems remembering things sometimes.  
One We Ourselves
- 8 **A** Did you ever \_\_\_\_\_ to living away from the seaside?  
**B** Not really. Actually, I really miss walking on the beach every day.  
get use get used to get use
- 9 \_\_\_\_\_ we got to the shopping centre than all the shops closed.  
As soon Sooner as No sooner had
- 10 I'm afraid my little sister \_\_\_\_\_ taking some sweets from the shop.  
got someone caught got caught was got caught
- 11 Never \_\_\_\_\_ such a terrible, shocking story.  
I have heard have I heard I heard
- 12 Not until someone tells me \_\_\_\_\_ who wrote the letter.  
will I know do I know I know

	12
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Grammar total		40
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## VOCABULARY

### 4 Underline the odd word out.

Example: mumble slam scream giggle

- 1 idiom collocation synonym orthography
- 2 benefits a rise salary skills
- 3 got rid of praised dumped broke up with
- 4 monotonous tedious redundant repetitive
- 5 colleague career profession job
- 6 thought-provoking competitive gripping intriguing
- 7 yell splash slurp drip
- 8 affluent well-off penniless loaded
- 9 creak sigh groan stammer
- 10 bang crash crunch whistle

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

Example: Don't put off going to college. If you wait, it may be too late.

- 1 I didn't know which way to go at the junction, so I just went with my \_\_\_\_\_ feeling and turned right.
- 2 It's best to meet your problems \_\_\_\_\_ on and solve them before they get worse.
- 3 If you spend too much money, you're living beyond your \_\_\_\_\_.
- 4 Lilly was very lucky to get a \_\_\_\_\_ to study abroad, otherwise she wouldn't have been able to afford it.
- 5 A \_\_\_\_\_-fisted person is not generous with money.
- 6 A \_\_\_\_\_ is a frequent combination of words. Often they are the only possible combination to express a concept, like light snow.
- 7 The hospitals were struggling to cope with the number of \_\_\_\_\_ as the fighting got more and more intense between the army and the rebels.
- 8 Allen loves living in Barcelona. He's having the time of his \_\_\_\_\_.
- 9 If you keep trying, it's only a matter of \_\_\_\_\_ before you find a job.
- 10 When you \_\_\_\_\_ money, you put it into your bank account.

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

Example: The book made me laugh. The writing was really witty / moving.

- 1 If you get some *qualifications* / *benefits*, then you'll probably get a better job.
- 2 What's got *on* / *into* Pat? She seems very upset.
- 3 I'm going to get a new car next month, but for the time *being* / *now* I'm taking the bus.
- 4 You have to teach kids that they can't always get their *own way* / *together*. Sometimes you have to do what someone else wants you to do.
- 5 I find it hard to work in a team where people *refuse* / *seem* to compromise and everything has to be done their way.
- 6 I wish more people were as sensible and *quick* / *down* to earth as you are. It would make life a lot easier.
- 7 I wanted to be a cartographer when I was little, but I *changed* / *swapped* my mind at secondary school and decided to be a psychologist.
- 8 Lucy and Robert are getting *on* / *along* really well. They're really happy together.
- 9 I need to get *around* / *back* home by midnight. I have an early start tomorrow.
- 10 It took George a long time to get *over* / *anywhere* losing his job, but now that he's working again, he's happy.

**7 Complete the words in the sentences.**

Example: The book was really fast-moving and full of action, so it didn't take me long to finish it.

- 1 My husband is very s\_\_\_\_\_: he decided on Saturday morning that we should go to Wales for the weekend and we were on the road an hour later!
- 2 When you buy furniture from IKEA, it's best to follow the assembly instructions to the l\_\_\_\_\_ if you don't want to waste your time.
- 3 A story that makes you feel sad is d\_\_\_\_\_.
- 4 He thinks very highly of himself for no reason and he really looks d\_\_\_\_\_ on other people in the office.
- 5 I did a lot of u\_\_\_\_\_ work as a volunteer but now I really need to find job that pays my bills.

- 6 Manuel speaks English without an accent, it's hard to believe that his mother **t**\_\_\_\_\_ is actually Spanish.
- 7 There was this gorgeous strawberry cheesecake in the café and just couldn't resist the **t**\_\_\_\_\_ to buy one.
- 8 If you want to become a children's book writer you need to have a very **v**\_\_\_\_\_ imagination first of all.
- 9 You can all go back to the building now, there is no **i**\_\_\_\_\_ danger anymore.
- 10 Roman soldiers wore a **h**\_\_\_\_\_ to protect their heads from injury.

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Vocabulary total		40
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## PRONUNCIATION

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

enormous experience **j**oke mortgage **m**umble  
 profession profoundly screech **s**ynonym turnover  
 value

Example: yell mumble

- 1 tedious \_\_\_\_\_
- 2 question \_\_\_\_\_
- 3 gadget \_\_\_\_\_
- 4 environment \_\_\_\_\_
- 5 planner \_\_\_\_\_
- 6 usually \_\_\_\_\_
- 7 round \_\_\_\_\_
- 8 giggle \_\_\_\_\_
- 9 sheep \_\_\_\_\_
- 10 makes \_\_\_\_\_

	10
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### 9 Underline the stressed syllable.

Example: ma|na|ger

- 1 com|pete
- 2 kid|napped
- 3 con|ti|nual|ly
- 4 do|mi|nant
- 5 mere|ly
- 6 tran|scribe
- 7 re|gi|ster
- 8 mi|se|ry
- 9 haun|ting
- 10 en|qui|ry

	10
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Pronunciation total		20
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Grammar, Vocabulary, and Pronunciation total		100
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## READING

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

#### WHO WANTS TO BE RICH?

##### A

It's very common for people to say, 'Money doesn't bring you happiness'. They point to the very public problems of wealthy people and the evident misery some of them have. Money, the theory goes, makes them superficial and selfish, their lives often fall apart, and they miss out on the simple pleasures of life. Money is their top priority and because of this, they've got it all wrong.

##### B

Attitudes to the rich are also characterized by hatred. Typical images of wealthy people are that they are greedy, cruel people who've got what they've got by exploiting or abusing other people. The rich are often seen as bad characters whose pursuit of wealth has led them to treat good people with brutal force and whose behaviour has been either morally questionable or completely corrupt. They can't have got that rich by honourable methods, the thinking goes, so they must have done something truly inexcusable.

##### C

Connected with this is a common belief that some of the rich, especially the young ones, don't deserve their wealth. Some of them are spoilt brats, benefiting from the wealth of their parents and living empty lives of laziness and luxury, with nothing between their ears. Their lives have been all reward and no effort. And then there are the people in sport and the arts whose immense earnings are well-publicized. Surely, people say, no one can be worth such sums. It's outrageous that these people get such high incomes for doing what they do.

##### D

Even when people aren't actually rich by most conventional definitions of the word, their lifestyles attract criticism from others. There is, among many people, a dislike of what they regard as a materialistic attitude to life. When they see people with big houses, luxury cars, and a mass of the top-of-the-range gadgets, they dismiss them as empty, foolish people with the wrong priorities in life. How can they afford these things? Have they got heavily in debt to fund this lifestyle? If so, how silly they are. Of course, some of this feeling can be attributed to envy. Most people have no direct contact with the truly rich, seeing them only via the media, but materialistic people are all around. The truly rich are considered to belong almost to another species, but the materialistic ones might well be in your neighbourhood.

##### E

So there's a fairly common belief that money is 'a bad thing', or at any rate, having lots of it is. But I think that in this envy and dislike of the rich, people are missing the point. Money's a big factor in just about everyone's life. It's often the only reason they get up and go to work. If you haven't got it, life is very difficult. You need to get it for food, clothes, and shelter, for yourself and maybe others. It's the main reason why most people work – not for pleasure but to provide the necessities of life. What they are effectively doing is exchanging their time for money.

##### F

And this brings us to the key point about wealth. It buys freedom, it buys time. If you're rich, you don't have to exchange your time for money, you don't have to give so much time to an employer or dedicate all that time to the business of earning a living. You can use your time in any way you please, in ways that bring you some fulfilment. If you're wealthy, you don't have to be materialistic, nor do you have to be superficial and selfish. These are not iron rules. Disliking the rich because of what you read or learn about some of them in the media results from only a partial view of what having wealth means. Getting annoyed with materialistic people is based on a narrow view of what money brings. Some people squander wealth, some people don't deserve it, some people want it for reasons you might take a dim view of. But the fact is, wealth provides opportunities for the kind of life you would like to have.

### G

So don't knock it. Instead, think of ways you might be able to attain it. Focus on the goal of getting yourself into a position where you're no longer trading your time for money. Take control of your own time by becoming independently wealthy. You might say that's easier said than done. Well, you might be right, but have you tried yet?

- 1 What is the writer's point in section **A**?
  - A People take too much interest in the lives of the wealthy.
  - B There is evidence to support a common belief about money.
  - C Being wealthy changes people.
- 2 The writer says in section **B** that a common view of the wealthy is that they \_\_\_\_\_.
  - A have acquired wealth dishonestly
  - B have been exceptionally lucky
  - C enjoy feeling superior to others
- 3 A criticism of rich people mentioned in section **C** is that \_\_\_\_\_.
  - A they should keep quiet about the amount of money they have
  - B the financial rewards in their fields are too great
  - C they don't appreciate the money that they receive
- 4 In section **D**, the writer says that many people think that materialistic people \_\_\_\_\_.
  - A don't care what other people think of them
  - B don't really enjoy their lifestyles
  - C aren't as rich as they might appear to be
- 5 In section **D**, the writer suggests that most people \_\_\_\_\_.
  - A are materialistic to some extent
  - B have an issue with rich neighbours
  - C don't understand the truly rich

- 6 The writer's main point in section **E** is that \_\_\_\_\_.
- A money is important to everyone, not just the rich
- B the rich give people the wrong ideas about money
- C most people would like to have a lot of money
- 7 In section **F**, the writer suggests that wealthy people \_\_\_\_\_.
- A sometimes dislike other wealthy people
- B are able to avoid something that most people do
- C often sympathize with people who have little money
- 8 The writer says in section **F** that common attitudes to rich people \_\_\_\_\_.
- A fail to take into account a key advantage of wealth
- B are based on a false picture of what wealthy people are like
- C place too much emphasis on one particular group of people
- 9 The writer's intention in section **G** is to \_\_\_\_\_.
- A emphasize that everybody can become wealthy
- B encourage readers to change their lives
- C regret the importance of wealth
- 10 What is the writer's purpose in the article as a whole?
- A To argue against a common belief about money
- B To defend wealthy people against criticism
- C To analyse the advantages and disadvantages of wealth

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**2 Which section of the article (A–G) contains the following?**

- 1 agreement that an aim may be hard to achieve \_\_\_
- 2 a reference to something that wealthy people are unable to experience \_\_\_
- 3 a belief that some wealthy people lack intelligence \_\_\_
- 4 the opinion that not all wealthy people have certain attitudes \_\_\_
- 5 assumptions about what wealthy people did to get their wealth \_\_\_

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Reading total		15
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**WRITING**

**Choose one of the titles below and write approximately 250 words:**

- 1 Write an article for an English website about how education has changed in your country over the last 50 years.
- 2 Write your letter of application for the advertisement below:

**Barista** required to work every morning in coffee shop in centre of town.

**Job description:** To serve customers, bake fresh pastries, keep coffee shop clean...

**Requirements:** You must be aged 16 or over, friendly, polite, and able to work in a demanding atmosphere. You should have a high level of English, and some experience of dealing with the public.

**How to apply:** Email CV to Charles Combibos (coffeemate@bnet.co.uk).

Writing total		10
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Reading and Writing total		25
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## LISTENING

### 1 Listen to five people talking about various gadgets. Match the speakers (1–5) to what they say about the gadgets (A–H).

- Speaker 1   
Speaker 2   
Speaker 3   
Speaker 4   
Speaker 5

- A I intend to get a better one.  
B Sometimes I wish I didn't have it.  
C It has had unexpected benefits for me.  
D It often doesn't work properly.  
E I can't imagine being without it.  
F I don't use it as much as I used to.  
G It's more useful to others than to me.  
H I sometimes can't use it when I want to.

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### 2 Listen to a talk about a connection between sport and language. Tick (✓) A, B, or C.

- 1 What did the research involve?  
A Examining people's brains while they answered questions.   
B People listening to sentences in two different categories.   
C One set of sentences for each group of people.
- 2 The results of the tests were not \_\_\_\_\_.  
A as important as the results of the brain scans   
B what some of the subjects expected   
C consistent for all the subjects
- 3 The research indicated a connection between \_\_\_\_\_.  
A being interested in sports and understanding language in general   
B planning actions and understanding language   
C the language of sport and other kinds of language
- 4 The conclusion that can be drawn is that the same parts of the brain \_\_\_\_\_.  
A help with both learning languages and learning sports   
B are used by players and people watching sports differently   
C are used both for watching sport and understanding language
- 5 It is suggested that people who are learning language connected with a topic should \_\_\_\_\_.  
A learn the language and then do activities connected with it   
B do activities connected with that topic at the same time   
C do activities connected with that topic before learning the language

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Listening total		10
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## SPEAKING

### 1 Ask your partner these questions.

- 1 What's the most successful thing you've ever done?
- 2 Which three personality characteristics do you admire the most?
- 3 What are you good at remembering and not so good at remembering?
- 4 How much do you discuss your relationships with other people?
- 5 What's your favourite character in a novel you've read or film you've seen?

### 2 Now answer your partner's questions.

### 3 Now talk about one of these statements, saying if you agree or disagree. Give reasons.

- 1 'Your family are the most important people in your life.'
- 2 'In modern life, people spend too much time on their own.'
- 3 'It is possible to be poor but happy.'

### 4 Now listen to your partner. Do you agree with him / her?

Speaking total		15
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Listening and Speaking total		25
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## Progress Test Files 6–10

## GRAMMAR

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

Example: We've arranged for the tour *to be* (be) finished at 9.30.

- 1 Sheila advised me \_\_\_\_\_ (contact) the manufacturer. They may be able to repair the laptop.
- 2 I dislike people \_\_\_\_\_ (talk) while I'm giving a presentation.
- 3 We would hate you \_\_\_\_\_ (think) we don't want to come to your concert.
- 4 Ivan's waiting for the telephone \_\_\_\_\_ (ring). Ben said he'd call us as soon as he got some news.
- 5 Provided Lisa \_\_\_\_\_ (take) her phone with her when she left this morning, we should be able to send her a text message.
- 6 We would \_\_\_\_\_ (wait) to start eating, but we didn't know you were coming.
- 7 If you \_\_\_\_\_ (have) a bit more money to spend, you could buy a bigger TV.
- 8 We \_\_\_\_\_ (not hear) Franco's band play tomorrow night if we don't get tickets.
- 9 By next Friday I hope \_\_\_\_\_ (have) finished this project and started something new.
- 10 It's no use \_\_\_\_\_ (ask) Barry to help this weekend. He's going to be away until Monday.
- 11 He's tired of \_\_\_\_\_ (be) given presents he can't use. He says he'd rather have money.
- 12 Would you rather \_\_\_\_\_ (give) me the blue hat and kept the red one for yourself? We can trade, if you'd like to.

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

Example: You ought / *should* to save some money for your holiday.

- 1 We won't *be allowed* / *able* to use the computers in the library without showing our ID.
- 2 You *needn't have* / *needn't* gone to the trouble of cooking, but thank you so much.
- 3 *Are* / *Will* you be having dinner with us tonight?

- 4 You 're *start* / *start* your university course next month, don't you?
- 5 *The place* / *What you need* is a good meal and a night's sleep.
- 6 *What happened* / *The reason happened* was he lost his keys.
- 7 *All* / *Everything* we want is a comfortable hotel by the beach.
- 8 We became *much* / *more and more* relaxed the longer we stayed.
- 9 Saturday was by *far* / *much* the happiest day of my life.
- 10 We studied together at *Tom's* / *the house of Tom*.
- 11 When I finish my degree, I want to train to be a *maths* / *maths'* teacher.
- 12 Aren't you a friend of my *brother* / *brother's*?

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

Example: Why don't we go home now? After all, we got here at seven o'clock this morning.

At least ~~After all~~ Otherwise

- 1 **A** Do you know anything about police work?  
**B** Yes. As \_\_\_\_\_ of fact, my sister is a police officer.  
beside incidentally a matter
- 2 On \_\_\_\_\_ hand, I'd like to go out tonight. On the other hand, I have a lot of homework to do.  
the one the other another
- 3 \_\_\_\_\_ we've arrived too late because the boat has already left.  
As far as Obviously It's concerned
- 4 We didn't have enough time to go camping last weekend. \_\_\_\_\_, the weather was really rainy.  
Talking of Anyway In other words
- 5 Tony \_\_\_\_\_ been at work all night. The report is finished and the conference room is set up for the presentation.  
's as though seems seems to have
- 6 It \_\_\_\_\_ as though Julie was going to win the race, but she fell near the end.  
seemed seems was seeming
- 7 He \_\_\_\_\_ like his uncle George.  
has the look looks does the look of
- 8 I \_\_\_\_\_ cold first thing this morning, but I feel warm now that the sun is up.  
feel was felt felt
- 9 **A** Did Grace get a place at Oxford University?  
**B** I'm afraid \_\_\_\_\_. But she's been offered one at Durham.  
no didn't not
- 10 Dave probably enjoyed the party, but he didn't say \_\_\_\_\_.  
so did he enjoyed
- 11 He went to the shop \_\_\_\_\_ didn't think to buy milk.  
he but that
- 12 **A** You must try the potato salad. It's delicious!  
**B** I already \_\_\_\_\_, but I didn't like it.  
have tried did it
- 13 Steve is \_\_\_\_\_ happy in his new job!  
as much so much
- 14 My parents are \_\_\_\_\_ good gardeners.  
such as more

- 15 We had \_\_\_\_\_ for lunch we didn't have any dinner.  
as little so much nearly
- 16 You've got \_\_\_\_\_ to do to get ready for your trip.  
such a lot so far so

	16
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Grammar total		40
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## VOCABULARY

### 4 Underline the odd word(s) out.

Example: sword cannon survivor spear

- 1 smell taste perfume texture
- 2 squeak twitter neigh kennel
- 3 over along above on top of
- 4 a plaster a blister a bandage stitches
- 5 acupuncture hypnotherapy reflexology osteopath
- 6 dull spoilt picturesque overcrowded
- 7 bite sting fur scratch
- 8 figs mussels prawn fish
- 9 hips calf spine stride
- 10 cut off scroll down top up put through

	10
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### 5 Underline the correct word(s).

Example: Colds are caused by a virus / *bacteria* which can be passed from person to person.

- 1 He needed a *plaster* / *bandage* on his arm when he twisted it during wrestling.
- 2 I prefer to watch films in the cinema, but my wife *misagrees* / *disagrees* with me.
- 3 My first car was a *second-hand* / *duty-free* sports car I bought from my neighbour.
- 4 When the weather is warm, I love to *roll* / *pull* down the car windows and feel the wind in my hair.
- 5 I thought the film was *overcrowded* / *overrated*. All the reviews said it was brilliant, but I thought it was boring.
- 6 You'll have to call me on the landline in the evening – the *reception* / *sign* is terrible in the house.
- 7 There are some horses living in a *stable* / *hive* near my house.
- 8 The neighbours finally reached a *commitment* / *compromise* on how to share the public park near their houses.
- 9 We're having *roast* / *baked* chicken on Sunday. Would you like to come for lunch?
- 10 I could really do with a cup of tea. I'll go and put the *colander* / *kettle* on.

	10
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### 6 Complete the sentences with one word.

Example: The explosion blew up two buildings.

- 1 Carla was upset when she discovered that dogs weren't \_\_\_\_\_ in the hotel where she was staying, for health and safety reasons.
- 2 I was worried that the noise would keep him up last night, but he said that he slept like a \_\_\_\_\_.

- 3 I love coffee with whipped \_\_\_\_\_ on top, even though I know it's not very healthy.
- 4 Bill has gone \_\_\_\_\_ the doctor's, but we expect him to be back at about three o'clock.
- 5 Could you phone me back on my mobile? I'm running \_\_\_\_\_ of credit so we'll be cut off soon.
- 6 Rita is obsessed \_\_\_\_\_ counting calories. She carries a calorie chart everywhere with her.
- 7 I don't know why they built an \_\_\_\_\_ swimming pool; they're not going to get much use out of it. It rains 90% of the year where they live.
- 8 Don't take your mobile phone with you to the exam, the examiners will \_\_\_\_\_ it if they find it on you.
- 9 You make \_\_\_\_\_ eggs by beating the eggs and then cooking them in a pan. You need to keep stirring them.
- 10 The Queen has had more than 130 official \_\_\_\_\_ painted of her over the years.

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## 7 Complete the words in the sentences.

Example: The natives used to hunt with bows and arrows.

- 1 She just turned up out of the **b**\_\_\_\_\_ and asked us to put her and the kids up for two weeks.
- 2 When I was pregnant, I had to have a **s**\_\_\_\_\_ every two months where they checked how the baby was growing.
- 3 Can you put the water on to **b**\_\_\_\_\_ the pasta? It'll need a few minutes to heat up.
- 4 I don't know how he got his driving licence, he's as blind as a **b**\_\_\_\_\_.
- 5 Scientists at Oxford University are conducting **g**\_\_\_\_\_ - \_\_\_\_\_ research into the long-term effects of radio waves on the human brain.
- 6 When my asthma became really bad, my doctor sent me to see a **s**\_\_\_\_\_.
- 7 I'd much rather go to destinations that are off the beaten **t**\_\_\_\_\_ than to visit the popular tourist places.
- 8 Ruby didn't look well last time I saw her. She lost a lot of weight and was as **t**\_\_\_\_\_ as a rake.
- 9 When he said he would quit his job and start his own business I was very **s**\_\_\_\_\_ about the business, but he seems to be doing a good job.
- 10 When I was in school, I once did 100 **s**\_\_\_\_\_ in physical education class. My stomach muscles were very sore for about a week.

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Vocabulary total		40
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## PRONUNCIATION

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

<b>bark</b> <del>chicken</del> joke protect ribs saucepan simmer steamed straw stuffed wild
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Example: workout chicken

- 1 toasted \_\_\_\_\_
- 2 compromise \_\_\_\_\_
- 3 species \_\_\_\_\_
- 4 fried \_\_\_\_\_
- 5 awkward \_\_\_\_\_
- 6 physiotherapist \_\_\_\_\_

- 7 call \_\_\_\_\_
- 8 avocado \_\_\_\_\_
- 9 baked \_\_\_\_\_
- 10 depart \_\_\_\_\_

	10
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**9 Underline the stressed syllable.**

Example: sur|vi|vors

- 1 an|nounce
- 2 be|sides
- 3 re|mote
- 4 an|ti|bi|o|tics
- 5 stu|bborn
- 6 post|pone
- 7 o|ver|ra|ted
- 8 cap|ti|vi|ty
- 9 mu|ssels
- 10 ca|na|ry

	10
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Pronunciation total		20
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Grammar, Vocabulary, and Pronunciation total		100
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## READING

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

#### A TRAVELLER OR A TOURIST?

##### A

What is the difference between a traveller and a tourist? Well, the easy distinction often made concerns what kind of trip people are on. To put it simply, someone visiting other countries with a backpack and roaming from place to place without a fixed itinerary is often regarded, especially by themselves, as a 'traveller'. Someone on holiday, especially someone on a package holiday for one or two weeks, is generally regarded as a 'tourist'. According to this distinction, the traveller gains an understanding of the place as it really is – mixing in with the locals, learning about the culture – whereas the tourist merely skates over the surface, seeing the sights but ignoring the people and their culture. This is why many people who consider themselves 'travellers' sneer dismissively at 'tourists' and are so anxious to distance themselves from them.

##### B

However, this distinction does not seem to me to hold water in many cases. First of all, let's accept that a traveller is someone who fully experiences the place they visit rather than simply observing it from the outside, as a tourist does. Does everyone calling themselves a traveller really do this? Of course not. There are herds of young backpackers out there in all corners of the world who see and learn very little of the places they visit. Sticking together in groups, their tales on return are seldom of what they learnt of other cultures, but of the other backpackers they met. Contact with local people is negligible, and there is the suspicion that they are merely ticking boxes so that they can say they have visited all the places that their peers go to. This seems to me not to distinguish them at all from the package tourists boasting about the places they have been to, but who the backpackers so deride. Secondly, there are plenty of people much older than the backpackers who do immerse themselves in the cultures of the places they visit, even if they are only on short holidays. It's not about how long your stay is, how old you are, how you got there, or how you move around there. It's all about attitude.

##### C

If you really are a traveller, there's a purpose to your trip beyond simply getting away from work, taking it easy, or enjoying the weather. You broaden your mind, see other people's lives through their eyes, gain new perspectives. You meet and have real conversations with local people. You learn that some of your expectations and assumptions were wrong. Your trip has an effect on you. You are wiser about another culture, other ways of thinking and living. A tourist, on the other hand, isn't interested in any of that. Tourists hardly engage at all with the place they are visiting, preferring to confirm their own preconceptions rather than challenge them, keeping the local people and culture at arm's length, seeing everything through the lens of a camera.

##### D

One of the first rules of being a traveller is that you have to accept the place for what it is. Don't complain that it's hot, that there are bugs, that life moves at a different pace, that local people sometimes stare at you. Don't keep comparing the place with home or other places you've been. Don't let disappointments about the quality of service or level of facilities in your accommodation dominate your thoughts. Instead, get out and about. Watch how local people interact, how they go about their daily business. Learn some words of the language that you can use in shops and other places and go where the local people go. Ask questions rather than thinking you know all the answers. Once you've found the various bits of key information you need, leave the guidebook behind – you'll learn more from personal contact and direct experience than you can get from any book. Put the camera away for a while and instead store images of what you see in your mind. Anyone can do these things, no matter what kind of trip they're on. Even if you're on a short annual holiday, you can be a traveller rather than a tourist; plenty of people who call themselves travellers are actually tourists. It's all in the mind.

- 1 The writer's intention in section **A** is to \_\_\_\_\_.  
A compare what 'travellers' and 'tourists' say about themselves   
B explain why it is important to distinguish between a 'traveller' and a 'tourist'   
C present common definitions of 'traveller' and 'tourist'
- 2 Which of the following does the writer describe in section **A**?  
A The attitude of travellers towards tourists.   
B The attitude of local people towards both travellers and tourists.   
C The attitude of tourists towards travellers.
- 3 What does the writer mean by the phrase 'hold water' at the beginning of section **B**?  
A be generally agreed   
B be true   
C be discussed
- 4 What does the writer suggest about 'travellers' in section **B**?  
A Their attitudes change during their trips.   
B They don't really enjoy the trips they make.   
C They are not really interested in the places they visit.
- 5 Which of the following opinions does the writer express in section **B**?  
A Some people who call themselves travellers behave like tourists.   
B Some travellers have a worse attitude than some tourists.   
C Travellers and tourists should have more contact with each other.
- 6 What does the writer say about some older people in section **B**?  
A They could be considered to be 'travellers'.   
B They dislike being referred to as 'tourists'.   
C They disapprove of the attitude of some travellers.

- 7 The writer's intention in section C is to \_\_\_\_\_.
- A encourage readers to be travellers rather than tourists
- B defend travellers against criticism
- C present his own definitions of 'traveller' and 'tourist'
- 8 The writer compares travellers and tourists in section C in connection with \_\_\_\_\_.
- A what local people in the places they visit think of them
- B whether or not they change their views of the places they visit
- C what they tell other people about their trips when they return
- 9 At the beginning of section D, the writer lists things that \_\_\_\_\_.
- A travellers usually don't notice
- B cause annoyance to local people
- C people he regards as tourists do
- 10 The writer's main point in the text as a whole is that \_\_\_\_\_.
- A the kind of trip you take is less important than your attitude towards it
- B your attitude towards a trip greatly affects your enjoyment of it
- C the attitude of a traveller is no better than the attitude of a tourist

	10
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**2 In which section of the article (A–D) are the following mentioned?**

- 1 a reaction of local people when they see a visitor from another part of the world \_\_
- 2 a desire to relax for a period of time \_\_
- 3 people trying to impress others by talking about the places they have visited \_\_
- 4 the desire of travellers not to be considered tourists \_\_
- 5 not relying on one particular source of information about a place \_\_

	5
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Reading total		15
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**WRITING**

**Choose one of the titles below and write approximately 250 words:**

- 1 Your teacher has asked you to write an essay on the following topic: 'Alternative medicine is as effective as mainstream medicine.'
- 2 Write a report using the information below.

The directors of the company you work for would like to know whether or not they should open a canteen for their employees. You have been asked to get feedback from as many employees as possible and to write a report detailing whether or not they want a canteen, what food they would expect, and to make suggestions for getting more people to use the canteen.

You have made notes covering the views of the majority of people:

*People like idea of canteen and want it open from 7.00 a.m. for breakfast to 4.00 p.m. for tea.*

*They will only use it if cheap (if prices same as local shops, they prefer going out).*

*Want hot and cold food; meat and vegetarian options.*

*If very crowded (too many people, slow service), they will go to shops outside.*

Writing total		10
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Reading and Writing total		25
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## LISTENING

### 1 Listen to five people talking about various laws banning certain things. Match the speakers (1–5) to what they say about the law or ban (A–H).

- Speaker 1   
Speaker 2   
Speaker 3   
Speaker 4   
Speaker 5

- A It is impossible to enforce it.  
B It should not have been introduced.  
C Many people are not aware of the law.  
D It has caused confusion.  
E It has had an unforeseen result.  
F It has had the desired effect.  
G It doesn't cover everything it should cover.  
H People frequently ignore it.

	5
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### 2 Listen to a talk about celebrity chefs who have appeared on TV in Britain. Complete the sentences using no more than three words.

- 1 The phrase 'Delia effect' refers to something that happens in \_\_\_\_\_.
- 2 British people ate, but did not cook \_\_\_\_\_ and \_\_\_\_\_ dishes until the 1980s.
- 3 Jamie Oliver has encouraged people to eat meals that are both \_\_\_\_\_ and \_\_\_\_\_.
- 4 Anton Mosimann's attempt to get British people to replace salt with \_\_\_\_\_ failed.
- 5 The most influential chefs have been the ones whose recipes appeal to \_\_\_\_\_ people.

	5
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Listening total		10
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## SPEAKING

### 1 Ask your partner these questions.

- 1 What do you think of alternative medicine?
- 2 Which famous sights in the world would you really like to see?
- 3 If you could paint a picture of someone or something, what would you paint?
- 4 When do you go out to eat in restaurants?
- 5 What do you do to keep fit?

### 2 Now answer your partner's questions.

**3 Now talk about one of these statements, saying if you agree or disagree. Give reasons.**

- 1 'Self-help books can cause a lot of trouble.'
- 2 'All public buildings should have some art in them.'
- 3 'Food is a necessity not an art.'

**4 Now listen to your partner. Do you agree with him / her?**

Speaking total		20
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Listening and Speaking total		30
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## End-of-course Test

### GRAMMAR

**1 Complete the sentences with the correct form of the verb in brackets.**

Example: If I'd been watching (be watching) the game properly, I would have seen Sven score the goal.

- 1 How long \_\_\_\_\_ you and Stan \_\_\_\_\_ (be going out)?
- 2 Darren \_\_\_\_\_ (have to) work late last Friday night.
- 3 I was watching TV when the telephone \_\_\_\_\_ (ring).
- 4 We \_\_\_\_\_ (not used to) see many people at this beach, but now it's very crowded.
- 5 It \_\_\_\_\_ (be) announced by a company spokesman that the new factory will not open until next year.
- 6 Could you get someone \_\_\_\_\_ (help) us with some work in the office?
- 7 I wish that I \_\_\_\_\_ (not give) Peter my phone number.
- 8 I'd rather you \_\_\_\_\_ (wait) here for Jan to come back.
- 9 I would \_\_\_\_\_ (plan) a party if I had known it was your birthday.
- 10 You wouldn't be in a rush now if you \_\_\_\_\_ (wake up) earlier this morning.
- 11 Did you see some kids \_\_\_\_\_ (play) football in the park yesterday afternoon?
- 12 You seem \_\_\_\_\_ (be) working really hard lately. Don't you think you should have a holiday?
- 13 I started listening to this kind of music while I \_\_\_\_\_ (live) in Cambodia.
- 14 I felt really angry when I \_\_\_\_\_ (see) the email that Ruth had sent.

	14
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**2 Complete the sentences with one word.**

Example: I went to Madrid in order to learn to play the guitar.

- 1 We had a good holiday even \_\_\_\_\_ it rained quite a lot.
- 2 In \_\_\_\_\_ of not having a map, the walkers managed to find their way out of the mountains.
- 3 \_\_\_\_\_ to the newspaper, all the trains have been cancelled next week.
- 4 When I was little, my dad \_\_\_\_\_ always cook a big breakfast on Saturday morning.
- 5 Luis can't \_\_\_\_\_ heard my message. Otherwise he would have phoned.
- 6 Not \_\_\_\_\_ is it raining, the car also won't start.
- 7 I don't have time to play golf with Andrew. In \_\_\_\_\_ case, I don't even know how to play.

- 8 I've lost my wallet with the tickets in it. In other \_\_\_\_\_, we can't go to the concert.
- 9 We \_\_\_\_\_ to have asked Muriel to look at the laptop. She knows all about computers.
- 10 I can \_\_\_\_\_ garlic cooking. Is someone in the kitchen making dinner?
- 11 I don't like going to the pub, but Robert \_\_\_\_\_.
- 12 Gabriel loves sports and Jane even more \_\_\_\_\_.
- 13 My new car cost three times as \_\_\_\_\_ as my last one.
- 14 There were so \_\_\_\_\_ people waiting to see Harry that we couldn't get through the crowd.

	14
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### 3 Complete the sentences with the correct word(s).

Example: I've started running every day because I want to enter the London marathon.  
owing because due to

- 1 You've got such a bad cold – you really need to look after \_\_\_\_\_.  
you yourself one
- 2 The villagers \_\_\_\_\_ have left the area because they had difficulty growing food.  
are thought may understood to
- 3 We're \_\_\_\_\_ find a petrol station soon. We've been driving for three hours.  
sure must bound to
- 4 Not until I've saved enough money \_\_\_\_\_ leave home and try to find my own flat.  
I will will I I'll
- 5 As I was \_\_\_\_\_, if we can borrow a DVD player, we'll be able to watch the film.  
saying said to say
- 6 Please let me \_\_\_\_\_. I'm sure you have more work to do than I have.  
to help helping help
- 7 It looks \_\_\_\_\_ Myron has finally learned to play the violin.  
as if that though
- 8 We would rather \_\_\_\_\_ on holiday in August, but we had to wait until September.  
In the end, we had a great time.  
our have gone that we go
- 9 \_\_\_\_\_ I need is four extra hours in the day.  
What It's The reason
- 10 I don't really like loud music, but Stephen \_\_\_\_\_.  
doesn't is does
- 11 It's \_\_\_\_\_ more difficult to find a good job these days.  
more than more and the
- 12 Could you wash these \_\_\_\_\_ cups, please?  
coffee's coffee coffee of

	12
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Grammar total		40
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## VOCABULARY

### 4 Read the definitions and complete the words.

Example: very funny = hilarious

- 1 an alternative medicine that helps people with back pain = **c** \_\_\_\_\_
- 2 formal word for 'vocabulary' = **l** \_\_\_\_\_
- 3 a group of words whose meaning is different from the meaning of the individual words, for example *it was a piece of cake* (= it was easy) = an **i** \_\_\_\_\_
- 4 listen to someone speaking and write down their words = to **t** \_\_\_\_\_
- 5 monotonous, boring = **t** \_\_\_\_\_
- 6 speak in a very soft voice = to **w** \_\_\_\_\_
- 7 a legal agreement where the bank lends you money to buy a house = a **m** \_\_\_\_\_
- 8 money that a bank lends and somebody borrows = a **l** \_\_\_\_\_
- 9 remove from power using force = to **o** \_\_\_\_\_
- 10 put off until later = to **p** \_\_\_\_\_

	10
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### 5 Complete the sentences with the correct word(s).

Example: I'm reading a very depressing book, and so I keep crying in public.

haunting witty ~~depressing~~

- 1 Every time a boy walked past them, the girls started \_\_\_\_\_.  
giggling clicking buzzing
- 2 Working as a dog groomer might not pay that well, but it's a very \_\_\_\_\_ job.  
unpaid contract rewarding
- 3 What's the name of Stuart's wife? It on the tip of my \_\_\_\_\_.  
heart tongue head
- 4 My uncle is really intolerant and \_\_\_\_\_ - \_\_\_\_\_. That's probably why he hasn't got many friends and why his wife left him.  
narrow-minded well-behaved high-risk
- 5 If it was \_\_\_\_\_ to me, I'd go on holiday to Sicily twice a year.  
go up prefer
- 6 I got the \_\_\_\_\_ that he was not interested in what we had to say.  
way act impression
- 7 I've just started a new \_\_\_\_\_ working as a manager in a fast food restaurant.  
job profession qualification
- 8 The two armies agreed on a \_\_\_\_\_ for Christmas.  
treaty revolution ceasefire
- 9 I arrived about an hour before the meeting, so I \_\_\_\_\_ some time looking in the shops near the station.  
gave killed made
- 10 My parents got a real \_\_\_\_\_ when they saw my picture in the newspaper. I hadn't told them that I was going to join the peaceful demonstration.  
chance joke shock

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## 6 Underline the correct word.

Example: It's the summer holidays, so I've got time on my *hands / head*.

- 1 I've lost my job, so for a few months we'll have to get *by / back* on my wife's salary.
- 2 The door made a *mumble / click* when it closed.
- 3 The troops *captured / withdrew* more than 500 enemy soldiers.
- 4 Each guard standing outside of the building held a machine *cannon / gun* and stood very still and straight.
- 5 I don't like modern art, but I quite like *abstract / still* paintings
- 6 Could you please take some money *outside / out* of my wallet and go to the shop for some teabags?
- 7 There's no harm in telling a *grey / white* lie every now and again.
- 8 Our dog always *roars / barks* furiously at anyone who walks past the gate.
- 9 Look, here's some *chopped / sliced* bread. Let's make sandwiches.
- 10 For dessert, I plan to serve ice cream with *melted / poached* chocolate on top.

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

Example: In many countries, smoking has been outlawed (law) in public places.

- 1 We had a big \_\_\_\_\_ (celebrate) for my uncle's 75th birthday.
- 2 When we finished university, Axel and I formed a \_\_\_\_\_ (partner) and started our own business.
- 3 \_\_\_\_\_, (apparent) Luke wants to quit his job and move to Bolivia.
- 4 After the crash, the \_\_\_\_\_ (wound) were taken to the local hospital for treatment.
- 5 A famous \_\_\_\_\_ (history) visited our school and told us a lot of stories about the past.
- 6 Many animals are fighting for \_\_\_\_\_ (survive) as humans continue to destroy the environment.
- 7 At the school disco, the boys \_\_\_\_\_ (number) the girls. There were three times as many boys.
- 8 I'm afraid we \_\_\_\_\_ (estimate) how popular the tour would be. One thousand two hundred people asked to join, but we only have 100 places.
- 9 The villa has an \_\_\_\_\_ (door) tennis court so we can only play if it isn't raining or too hot.
- 10 After my illness, it took me several weeks to get back my \_\_\_\_\_ (strong).

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Vocabulary total		40
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## PRONUNCIATION

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

buzz	charge	comfort	donation	hiss
impressive	put off	<del>socially</del>	tedious	troops
yell				

Example: know *socially*

- 1 qualifications \_\_\_\_\_
- 2 chance \_\_\_\_\_
- 3 feelings \_\_\_\_\_
- 4 mortgage \_\_\_\_\_
- 5 revolution \_\_\_\_\_
- 6 neighbourhood \_\_\_\_\_
- 7 cut short \_\_\_\_\_
- 8 impression \_\_\_\_\_
- 9 joke \_\_\_\_\_
- 10 used \_\_\_\_\_

	10
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**9 Underline the stressed syllable.**

Example: re|pet|i|tive

- 1 ma|ter|ni|ty
- 2 nu|cle|ar
- 3 fig|ure
- 4 trou|ble
- 5 af|ford
- 6 in|come
- 7 with|draw
- 8 de|feat
- 9 cap|tiv|i|ty
- 10 scam|bled

	10
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Pronunciation total		20
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Grammar, Vocabulary, and Pronunciation total		100
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## READING

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

## THE SCIENCE OF PERSUASION

### A

Persuasion is key to business and to much more besides. In many walks of life and in many situations, persuading people to do what you want them to do is the key to success. Is persuasion a science with rules that can be taught and learnt, or is it simply a matter of instinct and personal experience? Researchers have looked into different aspects of persuasion and come up with some interesting results.

### B

One advertising copywriter, for example, came up with an approach to selling a product on a TV shopping channel via phone sales that differed from the norm for such advertising. Instead of being instructed: 'Operators are waiting, please call now', viewers were told 'If operators are busy, please call again'. This might appear to have been a risky tactic – putting potential buyers off by suggesting that they would have to waste their time calling repeatedly until they finally got through to someone to take their order. But the results were extraordinary and an unprecedented number of sales resulted. The advert suggested that instead of there being lots of operators sitting there and hoping people would call, there were so many people who wanted the product that people might have to wait until they could get it. This showed just how desirable the product was. Potential customers decided that if so many other people wanted it, they definitely wanted it, too.

### C

What role does choice have in persuading people to buy or get something? One study looked at the choices employees made when offered different retirement programmes. This showed that the more choices people were given, the less likely they were to choose anything at all. Another study in a supermarket revealed a similar effect of choice. A particular supermarket displayed either 6 or 24 different kinds of jam. When there were 24 jams to choose from, 3% of customers went to the display and bought one of the jams. When there were 6 jams on display, 30% of customers did so.

### D

To what extent can fear play a part in persuasion? One experiment involved public health leaflets on the dangers of tetanus infection. Some of the leaflets consisted almost entirely of frightening images of infected people, with a bit of information about infection, while some contained no images at all, only information about infection. Some included information on where people should go to get tetanus injections to protect themselves, while others only gave this information and nothing else. The outcome was that the greatest number of people who went for injections were those who had been given the leaflet with both frightening images and instructions on where to go for injections. People who had been given the leaflets dealing only with infection did nothing. The conclusion was that fear paralyses people if no solution is offered, but if people are frightened and offered a solution they are motivated to take action.

**E**

Research has also looked into the issue of restaurants persuading people who have booked to let them know if they are not going to turn up. This shows that getting people to promise to do something makes them more likely to do it than simply asking them to do it. If the restaurant asks people to call if they can't make it, 30% of them simply don't turn up and don't tell the restaurant. If, however, the restaurant asks them to call if they have to cancel and they reply that they will do so, only 10% fail to notify the restaurant in advance that they will not be coming.

**F**

Another aspect of persuasion concerns getting someone to change their mind. Everyone knows how hard this can be. It's hard to prove to someone that a previous decision was wrong, and as people get older they get less and less willing to change their minds. This is because people want things to be consistent; they want their attitudes, statements, values and actions to follow a set pattern. The only way to persuade them to change is to acknowledge this by agreeing that the previous decision they made was a perfectly understandable one. This allows them to focus on your suggestion without feeling that their previous decision was wrong in any way. As a result, they may be persuaded to break out of their established pattern without feeling uncomfortable about doing so.

- 1 In section **A**, the writer raises the question of whether or not \_\_\_\_\_.  
A a business is different from other walks of life with regard to persuasion   
B persuasion is as important as people say it is   
C it is possible to generalize about how persuasion works
- 2 The writer says that the instruction mentioned in section **B** \_\_\_\_\_.  
A sounds like a bad idea   
B was given by mistake   
C was necessary in the circumstances
- 3 How did some people react to the instruction mentioned in section **B**?  
A Many of them bought more than one of the product.   
B Their interest in the product increased.   
C They bought something they didn't want.
- 4 In both of the studies mentioned in section **C**, \_\_\_\_\_.  
A some of the choices proved more attractive than others   
B the number of choices affected what people did   
C only a few people selected any of the choices
- 5 What is said about the leaflets mentioned in section **D**?  
A Some of them contained images that were not frightening.   
B Some of them contained images and information.   
C Some of them contained only images.
- 6 What did the experiment described in section **D** show?  
A Fear alone can prevent people from taking action.   
B Fear always causes people to take action.   
C Fear persuades people to take action more than information does.

- 7 The research described in section **E** involved \_\_\_\_\_.
- A asking people to do different things
- B making the same request more than once
- C people agreeing to a request
- 8 In section **F**, the writer says that trying to persuade people to change their minds can \_\_\_\_\_.
- A take longer with some people than with others
- B seem like a challenge to ordinary behaviour
- C fail for reasons that do not seem logical
- 9 The writer advises in section **F** that you should not \_\_\_\_\_.
- A discuss the other person's attitude in general
- B make your suggestion too strongly
- C criticize a previous decision
- 10 The writer's purpose in the article as a whole is to \_\_\_\_\_.
- A discuss a number of different forms of persuasion
- B advise the reader on how to get better at persuasion
- C compare the results of various research into persuasion

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**2 In which section of the article (A–F) are the following mentioned?**

- 1 the effect of too much thinking being required \_\_
- 2 the number of people who don't take a certain action \_\_
- 3 the importance of telling people how to deal with a problem \_\_
- 4 the possibility that being good at persuasion is a natural skill that some people have \_\_
- 5 the way that people are usually invited to do something \_\_

	5
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Reading total		15
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**WRITING**

**Choose one of the titles below and write approximately 250 words:**

- 1 You have been asked to write a review of a TV programme for a local paper.
- 2 You have been asked to write an essay with the title 'Sport at school is as important as any other subject'.
- 3 You have been asked to write an article about how people's diets have changed over the last 30 years.

Writing total		10
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Reading and Writing total		25
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## LISTENING

### 1 Listen to five people talking about their journeys to work every day. Match the speakers (1–5) to what they mention in connection with their journey (A–H).

- Speaker 1   
Speaker 2   
Speaker 3   
Speaker 4   
Speaker 5

- A the journey being unpredictable  
B moving to a different work location  
C other modes of transport being too complicated  
D being lucky  
E numbers of commuters increasing  
F having a low opinion of other commuters  
G other people changing the way they get to work  
H remaining calm despite a problem

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### 2 Listen to an interview about being an artist. Tick (✓) A, B, or C to complete the sentences.

- 1 What question does the interviewer raise in his introduction to the interview?  
A How many people say, 'I'm an artist'.   
B Why people who say, 'I'm an artist', are often not believed.   
C What entitles someone to say, 'I'm an artist'.
- 2 Sophia says that if you believe that you are an artist, you should not \_\_\_\_\_.  
A talk about wanting to *be* an artist   
B lie about what you do for a living   
C allow other people's comments to discourage you
- 3 What is Sophia's advice if you have a job?  
A Think about your art while you're working.   
B Spend the minimum amount of time possible working.   
C Try to do some art while you're at work.
- 4 What does Sophia say about personal relationships?  
A Tell people that you are sorry you can't spend more time with them.   
B Be aware that your art causes you to change moods frequently.   
C Explain to people how important your art is to you.
- 5 Sophia says that meeting other artists will show you that \_\_\_\_\_.  
A it is possible to find people who like the art you create   
B people like you are able to make a living from their art   
C there are other people with the same attitude as you

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Listening total		10
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## SPEAKING

### 1 Ask your partner these questions.

- 1 What aspect of your personality would you most like to change?

- 2 What would you like to have more free time to do?
- 3 How careful are you with money?
- 4 How much do you know about art and famous artists?
- 5 What's the best journey you've ever taken?

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

**3 Now talk about one of these statements, saying if you agree or disagree. Give reasons.**

- 1 'Taking revenge on someone does not make you feel better'
- 2 'It is better to read books than newspapers.'
- 3 'Travel does not necessarily teach you anything about other places.'

**4 Now listen to your partner. Do you agree with him / her?**

Speaking total		20
Listening and Speaking total		30

## **ENGLISH FILE Advanced 4<sup>th</sup> edition Final Topics**

1 What makes a perfect working environment for you? Assess various factors including management, workplace, personal growth, team (staff), area of expertise.

2 What are the brightest/fondest memories of feelings and events from your childhood? Why do most of them tend to be unreliable?

3 Do you consider it fiendishly important to get your own back? Why/why not? What are some of the ways people have used to take revenge? Do you think the extent was justifiable?

4 How is history made? How is it reflected in historical films? Do historical details matter in such films? Why/why not? Provide some examples.

5 What are your pet peeve sounds? What is your opinion of piped music and sonic pollution in general? Do you consider silence important? Why?/why not?

6 In which situations would you initiate a conversation with a stranger? When would you rather keep to your private bubble? Explain why.

7 Is the importance of time exaggerated? Do you tend to use your time effectively? Time-wise, what would you like to change in your daily routine? What kind of things are you ready to wait for? Why?/For how long?

8 Do you agree that "beauty is in the eye of the beholder"? What kinds of emotions and thoughts might be inspired by modern art? Why? Is classical art always easy to comprehend and admire?

9 Under which circumstances would you opt for complementary medicine? Why? What kinds of treatments and habits do you try to avoid?

10 Do you consider yourself to be a tourist or a traveler? How would you distinguish one type from another? Could you describe any disastrous journey you've been to or heard of?

11 Are you an animal lover or a lifelong pet skeptic? Explain your choice. What would you try to change in our country if you were an animal rights activist?

12 If you could move anywhere in the world, where would you settle down and why? Do you agree with the "salad bowl" or "melting pot" immigration policy? Why?/Why not? What things would you have to get used to if you moved to a new place?

#### 4. Список литературы

##### Core / Основные компоненты учебного курса

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

##### Supplementary / Дополнительная литература

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

##### Video

- 1 English File 4<sup>th</sup> edition Advanced DVD
- 2 Cutting Edge Advanced, DVD, Longman
- 3 Total English Advanced DVD
- 4 Advanced English Unlimited DVD, Cambridge University Press

5 Speak out Advanced, podcast and DVD, Longman

### C1 First exam

1 Practice Tests plus C1 First by Pearson

2 C1 First Practice Tests 1 by Cambridge

3 C1 First Practice Tests 2 by Cambridge

4 Exam Booster for C1 by Cambridge

### Online resources

<https://englishfile4e.oxfordonlinepractice.com>

<https://test-english.com/>

<https://elt.oup.com/student/englishfile>

<http://autoenglish.org>

<https://www.e-grammar.org>

<https://www.cambridge.org>

<https://www.englishrevealed.co.uk>

<https://anglofeel.ru>

<https://learnenglishteens.britishcouncil.org>