

МИНИСТЕРСТВО ПРОСВЕЩЕНИЯ РОССИЙСКОЙ ФЕДЕРАЦИИ

Департамент образования Вологодской области

Управление образования администрации Тотемского

муниципального округа

МБОУ "Юбилейная СОШ"

ПРИНЯТО

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УТВЕРЖДЕНО

приказом директора

от 30.08.2023 г. № 110

РАБОЧАЯ ПРОГРАММА

(ID 1728892)

учебного предмета «Иностранный (английский) язык»

для обучающихся 10 – 11 классов

составитель программы: Чапуль Г.И.,

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п.Юбилейный, 2023

1. Планируемые результаты освоения учебного предмета.

1.1. Личностные результаты.

Личностные результаты освоения основной образовательной программы должны отражать:

- 1) российскую гражданскую идентичность, патриотизм, уважение к своему народу, чувства ответственности перед Родиной, гордости за свой край, свою Родину, прошлое и настоящее многонационального народа России, уважение государственных символов (герб, флаг, гимн);
- 2) гражданскую позицию как активного и ответственного члена российского общества, осознающего свои конституционные права и обязанности, уважающего закон и правопорядок, обладающего чувством собственного достоинства, осознанно принимающего традиционные национальные и общечеловеческие гуманистические и демократические ценности;
- 3) готовность к служению Отечеству, его защите;
- 4) сформированность мировоззрения, соответствующего современному уровню развития науки и общественной практики, основанного на диалоге культур, а также различных форм общественного сознания, осознание своего места в поликультурном мире;
- 5) сформированность основ саморазвития и самовоспитания в соответствии с общечеловеческими ценностями и идеалами гражданского общества; готовность и способность к самостоятельной, творческой и ответственной деятельности;
- 6) толерантное сознание и поведение в поликультурном мире, готовность и способность вести диалог с другими людьми, достигать в нем взаимопонимания, находить общие цели и сотрудничать для их достижения, способность противостоять идеологии экстремизма, национализма, ксенофобии, дискриминации по социальным, религиозным, расовым, национальным признакам и другим негативным социальным явлениям;
(в ред. Приказа Минобрнауки России от 29.06.2017 N 613)
- 7) навыки сотрудничества со сверстниками, детьми младшего возраста, взрослыми в образовательной, общественно полезной, учебно-исследовательской, проектной и других видах деятельности;
- 8) нравственное сознание и поведение на основе усвоения общечеловеческих ценностей;
- 9) готовность и способность к образованию, в том числе самообразованию, на протяжении всей жизни; сознательное отношение к непрерывному образованию как условию успешной профессиональной и общественной деятельности;
- 10) эстетическое отношение к миру, включая эстетику быта, научного и технического творчества, спорта, общественных отношений;
- 11) принятие и реализацию ценностей здорового и безопасного образа жизни, потребности в физическом самосовершенствовании, занятиях спортивно-оздоровительной деятельностью, неприятие вредных привычек: курения, употребления алкоголя, наркотиков;

- 12) бережное, ответственное и компетентное отношение к физическому и психологическому здоровью, как собственному, так и других людей, умение оказывать первую помощь;
- 13) осознанный выбор будущей профессии и возможностей реализации собственных жизненных планов; отношение к профессиональной деятельности как возможности участия в решении личных, общественных, государственных, общенациональных проблем;
- 14) сформированность экологического мышления, понимания влияния социально-экономических процессов на состояние природной и социальной среды; приобретение опыта эколого-направленной деятельности;
- 15) ответственное отношение к созданию семьи на основе осознанного принятия ценностей семейной жизни.

1.2. Метапредметные результаты

Метапредметные результаты освоения основной образовательной программы должны отражать:

- 1) умение самостоятельно определять цели деятельности и составлять планы деятельности; самостоятельно осуществлять, контролировать и корректировать деятельность; использовать все возможные ресурсы для достижения поставленных целей и реализации планов деятельности; выбирать успешные стратегии в различных ситуациях;
 - 2) умение продуктивно общаться и взаимодействовать в процессе совместной деятельности, учитывать позиции других участников деятельности, эффективно разрешать конфликты;
 - 3) владение навыками познавательной, учебно-исследовательской и проектной деятельности, навыками разрешения проблем; способность и готовность к самостоятельному поиску методов решения практических задач, применению различных методов познания;
 - 4) готовность и способность к самостоятельной информационно-познавательной деятельности, владение навыками получения необходимой информации из словарей разных типов, умение ориентироваться в различных источниках информации, критически оценивать и интерпретировать информацию, получаемую из различных источников;
- (в ред. Приказа Минобрнауки России от 29.12.2014 N 1645)
- 5) умение использовать средства информационных и коммуникационных технологий (далее - ИКТ) в решении когнитивных, коммуникативных и организационных задач с соблюдением требований эргономики, техники безопасности, гигиены, ресурсосбережения, правовых и этических норм, норм информационной безопасности;
 - 6) умение определять назначение и функции различных социальных институтов;
 - 7) умение самостоятельно оценивать и принимать решения, определяющие стратегию поведения, с учетом гражданских и нравственных ценностей;

8) владение языковыми средствами - умение ясно, логично и точно излагать свою точку зрения, использовать адекватные языковые средства;

9) владение навыками познавательной рефлексии как осознания совершаемых действий и мыслительных процессов, их результатов и оснований, границ своего знания и незнания, новых познавательных задач и средств их достижения.

- Универсальные учебные действия:

1. Регулятивные универсальные учебные действия

Выпускник научится:

– самостоятельно определять цели, задавать параметры и критерии, по которым можно определить, что цель достигнута;

– оценивать возможные последствия достижения поставленной цели в деятельности, собственной жизни и жизни окружающих людей, основываясь на соображениях этики и морали;

– ставить и формулировать собственные задачи в образовательной деятельности и жизненных ситуациях;

– оценивать ресурсы, в том числе время и другие нематериальные ресурсы, необходимые для достижения поставленной цели;

– выбирать путь достижения цели, планировать решение поставленных задач, оптимизируя материальные и нематериальные затраты;

– организовывать эффективный поиск ресурсов, необходимых для достижения поставленной цели;

– сопоставлять полученный результат деятельности с поставленной заранее целью.

2. Познавательные универсальные учебные действия

Выпускник научится:

– искать и находить обобщенные способы решения задач, в том числе, осуществлять развернутый информационный поиск и ставить на его основе новые (учебные и познавательные) задачи;

– критически оценивать и интерпретировать информацию с разных позиций, распознавать и фиксировать противоречия в информационных источниках;

– использовать различные модельно-схематические средства для представления существенных связей и отношений, а также противоречий, выявленных в информационных источниках;

- находить и приводить критические аргументы в отношении действий и суждений другого; спокойно и разумно относиться к критическим замечаниям в отношении собственного суждения, рассматривать их как ресурс собственного развития;
- выходить за рамки учебного предмета и осуществлять целенаправленный поиск возможностей для широкого переноса средств и способов действия;
- выстраивать индивидуальную образовательную траекторию, учитывая ограничения со стороны других участников и ресурсные ограничения;
- менять и удерживать разные позиции в познавательной деятельности.

3. Коммуникативные универсальные учебные действия

Выпускник научится:

- осуществлять деловую коммуникацию как со сверстниками, так и со взрослыми (как внутри образовательной организации, так и за ее пределами), подбирать партнеров для деловой коммуникации исходя из соображений результативности взаимодействия, а не личных симпатий;
- при осуществлении групповой работы быть как руководителем, так и членом команды в разных ролях (генератор идей, критик, исполнитель, выступающий, эксперт и т.д.);
- координировать и выполнять работу в условиях реального, виртуального и комбинированного взаимодействия;
- развернуто, логично и точно излагать свою точку зрения с использованием адекватных (устных и письменных) языковых средств;
- распознавать конфликтогенные ситуации и предотвращать конфликты до их активной фазы, выстраивать деловую и образовательную коммуникацию, избегая личностных оценочных суждений.

1.3. Предметные результаты:

В результате изучения учебного предмета «Иностранный язык» (английский) на уровне среднего общего образования:

Выпускник на базовом уровне научится:

Коммуникативные умения

Говорение, диалогическая речь

Вести диалог/полилог в ситуациях неофициального общения в рамках изученной тематики; при помощи разнообразных языковых средств без подготовки инициировать, поддерживать и заканчивать беседу на темы, включенные в раздел «Предметное содержание речи»; выразить и аргументировать личную точку зрения;

запрашивать информацию и обмениваться информацией в пределах изученной тематики;
обращаться за разъяснениями, уточняя интересующую информацию.

Говорение, монологическая речь

Формулировать несложные связные высказывания с использованием основных коммуникативных типов речи (описание, повествование, рассуждение, характеристика) в рамках тем, включенных в раздел «Предметное содержание речи»;

передавать основное содержание прочитанного/увиденного/услышанного;

давать краткие описания и/или комментарии с опорой на нелинейный текст (таблицы, графики);

строить высказывание на основе изображения с опорой или без опоры на ключевые слова/план/вопросы.

Аудирование

Понимать основное содержание несложных аутентичных аудиотекстов различных стилей и жанров монологического и диалогического характера в рамках изученной тематики с четким нормативным произношением;

выборочное понимание запрашиваемой информации из несложных аутентичных аудиотекстов различных жанров монологического и диалогического характера в рамках изученной тематики, характеризующихся четким нормативным произношением.

Чтение

Читать и понимать несложные аутентичные тексты различных стилей и жанров, используя основные виды чтения (ознакомительное, изучающее, поисковое/просмотровое) в зависимости от коммуникативной задачи;

отделять в несложных аутентичных текстах различных стилей и жанров главную информацию от второстепенной, выявлять наиболее значимые факты.

Письмо

Писать несложные связные тексты по изученной тематике;

писать личное (электронное) письмо, заполнять анкету, письменно излагать сведения о себе в форме, принятой в стране/странах изучаемого языка;

письменно выражать свою точку зрения в рамках тем, включенных в раздел «Предметное содержание речи», в форме рассуждения, приводя аргументы и примеры.

Языковые навыки

Орфография и пунктуация

Владеть орфографическими навыками в рамках тем, включенных в раздел «Предметное содержание речи»;

расставлять в тексте знаки препинания в соответствии с нормами пунктуации.

Фонетическая сторона речи

Владеть слухопроизносительными навыками в рамках тем, включенных в раздел «Предметное содержание речи»;

владеть навыками ритмико-интонационного оформления речи в зависимости от коммуникативной ситуации.

Лексическая сторона речи

Распознавать и употреблять в речи лексические единицы в рамках тем, включенных в раздел «Предметное содержание речи»;

распознавать и употреблять в речи наиболее распространенные фразовые глаголы;

определять принадлежность слов к частям речи по аффиксам;

догадываться о значении отдельных слов на основе сходства с родным языком, по словообразовательным элементам и контексту;

распознавать и употреблять различные средства связи в тексте для обеспечения его целостности (firstly, to begin with, however, as for me, finally, at last, etc.).

Грамматическая сторона речи

Оперировать в процессе устного и письменного общения основными синтаксическими конструкциями в соответствии с коммуникативной задачей;

употреблять в речи различные коммуникативные типы предложений: утвердительные, вопросительные (общий, специальный, альтернативный, разделительный вопросы), отрицательные, побудительные (в утвердительной и отрицательной формах);

употреблять в речи распространенные и нераспространенные простые предложения, в том числе с несколькими обстоятельствами, следующими в определенном порядке (We moved to a new house last year);

употреблять в речи сложноподчиненные предложения союзами союзными словами what, when, why, which, that, who, if, because, that's why, than, so, for, since, during, so that, unless;

употреблять в речи сложносочиненные предложения с сочинительными союзами and, but, or;

употреблять в речи условные предложения реального (Conditional I – If I see Jim, I'll invite him to our school party) и не реального характера (Conditional II – If I were you, I would start learning French);

употреблять в речи предложения с конструкцией I wish (I wish I had my own room);

употреблять в речи предложения с конструкцией so/such (I was so busy that I forgot to phone my parents);

употреблять в речи конструкции с герундием: to love/hate doing something; stop talking;

употреблять в речи конструкции с инфинитивом: want to do, learn to speak;

употреблять в речи инфинитив цели (I called to cancel our lesson);

употреблять в речи конструкцию it takes me ... to do something;

использовать косвенную речь;

использовать в речи глаголы в наиболее употребляемых временных формах: Present Simple, Present Continuous, Future Simple, Past Simple, Past Continuous, Present Perfect, Present Perfect Continuous, Past Perfect;

употреблять в речи страдательный залог в формах наиболее используемых времен: Present Simple, Present Continuous, Past Simple, Present Perfect;

употреблять в речи различные грамматические средства для выражения будущего времени – to be going to, Present Continuous; Present Simple;

употреблять в речи модальные глаголы и их эквиваленты (may, can/be able to, must/have to/should; need, shall, could, might, would);

согласовывать времена в рамках сложного предложения в плане настоящего и прошлого;

употреблять в речи имена существительные в единственном числе и во множественном числе, образованные по правилу, и исключения;

употреблять в речи определенный/неопределенный/нулевой артикль;

употреблять в речи личные, притяжательные, указательные, неопределенные, относительные, вопросительные местоимения;

употреблять в речи имена прилагательные в положительной, сравнительной и превосходной степенях, образованные по правилу, и исключения;

употреблять в речи наречия в положительной, сравнительной и превосходной степенях, а также наречия, выражающие количество (many / much, few / a few, little / a little) и наречия, выражающие время;

употреблять предлоги, выражающие направление движения, время и место действия.

Выпускник на базовом уровне получит возможность научиться:

Коммуникативные умения

Говорение, диалогическая речь

Вести диалог/полилог в ситуациях официального общения в рамках изученной тематики; кратко комментировать точку зрения другого человека;

проводить подготовленное интервью, проверяя и получая подтверждение какой-либо информации;

обмениваться информацией, проверять и подтверждать собранную фактическую информацию.

Говорение, монологическая речь

Резюмировать прослушанный/прочитанный текст;

обобщать информацию на основе прочитанного/прослушанного текста.

Аудирование

Полно и точно воспринимать информацию в распространенных коммуникативных ситуациях;

обобщать прослушанную информацию и выявлять факты в соответствии с поставленной задачей/вопросом.

Чтение

Читать и понимать несложные аутентичные тексты различных стилей и жанров и отвечать на ряд уточняющих вопросов.

Письмо

Писать краткий отзыв на фильм, книгу или пьесу.

Языковые навыки

Фонетическая сторона речи

Произносить звуки английского языка четко, естественным произношением, не допуская ярко выраженного акцента.

Орфография и пунктуация

Владеть орфографическими навыками;

расставлять в тексте знаки препинания в соответствии с нормами пунктуации.

Лексическая сторона речи

Использовать фразовые глаголы по широкому спектру тем, уместно употребляя их в соответствии со стилем речи;

узнавать и использовать в речи устойчивые выражения и фразы (collocations).

Грамматическая сторона речи

Использовать в речи модальные глаголы для выражения возможности или вероятности в прошедшем времени (could + have done; might + have done);

употреблять в речи структуру have/get + something + Participle II (causative form) как эквивалент страдательного залога;

употреблять в речи эмфатические конструкции типа It's him who ... It's time you did smth;

употреблять в речи все формы страдательного залога;

употреблять в речи времена Past Perfect и Past Perfect Continuous;

употреблять в речи условные предложения нереального характера (Conditional 3);

употреблять в речи структуру to be/get + used to + verb;

употреблять в речи структуру used to / would + verb для обозначения регулярных действий в прошлом;

употреблять в речи предложения конструкции as ... as; not so ... as; either ... or; neither ... nor;

использовать широкий спектр союзов для выражения противопоставления и различия в сложных предложениях.

2) Содержание учебного предмета (201 час)

10 класс (102)

Базовый уровень

Коммуникативные умения. Говорение.

Диалогическая речь

Совершенствование диалогической речи в рамках изучаемого предметного содержания речи в ситуациях официального и неофициального общения. Умение без подготовки инициировать, поддерживать и заканчивать беседу на темы, включенные в раздел «Предметное содержание речи». Умение выражать и аргументировать личную точку зрения, давать оценку. Умение запрашивать информацию в пределах изученной тематики. Умение обращаться за разъяснениями и уточнять необходимую информацию. Типы текстов: интервью, обмен мнениями, дискуссия. *Диалог/полилог в ситуациях официального общения, краткий комментарий точки зрения другого человека. Интервью. Обмен, проверка и подтверждение собранной фактической информации.*

Монологическая речь

Совершенствование умения формулировать несложные связные высказывания в рамках тем, включенных в раздел «Предметное содержание речи». Использование основных коммуникативных типов речи (описание, повествование, рассуждение, характеристика). Умение передавать основное содержание текстов. Умение кратко высказываться с опорой на нелинейный текст (таблицы, диаграммы, расписание и т.п.). Умение описывать изображение без опоры и с опорой на ключевые слова/план/вопросы. Типы текстов: рассказ, описание, характеристика, сообщение, объявление, презентация. *Умение предоставлять фактическую информацию.*

Аудирование

Совершенствование умения понимать на слух основное содержание несложных аудио- и видеотекстов различных жанров (радио- и телепрограмм, записей, кинофильмов) монологического и диалогического характера с нормативным произношением в рамках

изученной тематики. Выборочное понимание деталей несложных аудио- и видеотекстов различных жанров монологического и диалогического характера. Типы текстов: сообщение, объявление, интервью, тексты рекламных видеороликов. *Полное и точное восприятие информации в распространенных коммуникативных ситуациях. Обобщение прослушанной информации.*

Чтение

Совершенствование умений читать (вслух и про себя) и понимать простые аутентичные тексты различных стилей (публицистического, художественного, разговорного) и жанров (рассказов, газетных статей, рекламных объявлений, брошюр, проспектов). Использование различных видов чтения (ознакомительное, изучающее, поисковое, просмотровое) в зависимости от коммуникативной задачи. Умение отделять в прочитанных текстах главную информацию от второстепенной, выявлять наиболее значимые факты, выражать свое отношение к прочитанному. Типы текстов: инструкции по использованию приборов/техники, каталог товаров, сообщение в газете/журнале, интервью, реклама товаров, выставочный буклет, публикации на информационных Интернет-сайтах. *Умение читать и достаточно хорошо понимать простые аутентичные тексты различных стилей (публицистического, художественного, разговорного, научного, официально-делового) и жанров (рассказ, роман, статья научно-популярного характера, деловая переписка).*

Письмо

Составление несложных связных текстов в рамках изученной тематики. Умение писать личное (электронное) письмо, заполнять анкету, письменно излагать сведения о себе. Умение описывать явления, события. Умение излагать факты, выражать свои суждения и чувства. Умение письменно выражать свою точку зрения в форме рассуждения, приводя аргументы и примеры. Типы текстов: личное (электронное) письмо, тезисы, эссе, план мероприятия, биография, презентация, заявление об участии. *Написание отзыва на фильм или книгу. Умение письменно сообщать свое мнение по поводу фактической информации в рамках изученной тематики.*

Языковые навыки

Орфография и пунктуация

Умение расставлять в тексте знаки препинания в соответствии с нормами, принятыми в стране изучаемого языка. Владение орфографическими навыками.

Фонетическая сторона речи

Умение выражать модальные значения, чувства и эмоции с помощью интонации, в том числе интонации в общих, специальных и разделительных вопросах. Умение четко

произносить отдельные фонемы, слова, словосочетания, предложения и связные тексты. Правильное произношение ударных и безударных слогов и слов в предложениях. *Произношение звуков английского языка без выраженного акцента.*

Грамматическая сторона речи

Распознавание и употребление в речи основных синтаксических конструкций в соответствии с коммуникативной задачей. Распознавание и употребление в речи коммуникативных типов предложений, как сложных (сложносочиненных, сложноподчиненных), так и простых. Распознавание и употребление в устной и письменной коммуникации различных частей речи. *Употребление в речи эмфатических конструкций (например, „It’s him who took the money”, “It’s time you talked to her”). Употребление в речи предложений с конструкциями ... as; not so ... as; either ... or; neither ... nor.*

Лексическая сторона речи

Распознавание и употребление в речи лексических единиц в рамках тем, включенных в раздел «Предметное содержание речи», в том числе в ситуациях формального и неформального общения. Распознавание и употребление в речи наиболее распространенных устойчивых словосочетаний, оценочной лексики, реплик-клише речевого этикета. Распознавание и употребление в речи наиболее распространенных фразовых глаголов (*look after, give up, be over, write down, get on*). Определение части речи по аффиксу. Распознавание и употребление в речи различных средств связи для обеспечения целостности высказывания. *Распознавание и использование в речи устойчивых выражений и фраз (collocations – get to know somebody, keep in touch with somebody, look forward to doing something) в рамках тем, включенных в раздел «Предметное содержание речи».*

Предметное содержание речи

Повседневная жизнь. Школа

Домашние обязанности. Некоторые особенности школьного образования в США и Великобритании. Дискуссия о школьной форме. Спорт в жизни подростка. Молодежь в современном мире.

Спорт

Активный отдых. Экстремальные виды спорта.

Научно-технический прогресс

Новые информационные технологии. Что такое цивилизация? Знакомство с археологическими открытиями и их влияние на развитие человечества.

Влияние человека на окружающую его среду и жизнь планеты. Как человек влияет на жизнь планеты.

Природа и экология

Природные ресурсы.

Современная молодежь

Увлечения и интересы.

Профессии

Современные профессии.

Семья

История моей семьи: связь поколений. Семейная гостиная. Знакомство с историей семьи, связь поколений.

Большие и маленькие семьи. Что делает семью счастливой? Отношения в семье.

Культурные особенности стран изучаемого языка. Знакомство с Днем благодарения.

Иностранные языки. Путешествия

Путешествие как способ расширить свой кругозор. Знакомство с различными способами расширения кругозора. Стиль поведения. Знакомство с некоторыми особенностями поведения в разных странах. Изучение иностранных языков. Иностранные языки в профессиональной деятельности и для повседневного общения.

11 класс (99 часов)

Базовый уровень

Коммуникативные умения. Говорение.

Диалогическая речь

Совершенствование диалогической речи в рамках изучаемого предметного содержания речи в ситуациях официального и неофициального общения. Умение без подготовки инициировать, поддерживать и заканчивать беседу на темы, включенные в раздел «Предметное содержание речи». Умение выражать и аргументировать личную точку зрения, давать оценку. Умение запрашивать информацию в пределах изученной тематики. Умение обращаться за разъяснениями и уточнять необходимую информацию. Типы текстов: интервью, обмен мнениями, дискуссия. *Диалог/полилог в ситуациях официального общения, краткий комментарий точки зрения другого человека. Интервью. Обмен, проверка и подтверждение собранной фактической информации.*

Монологическая речь

Совершенствование умения формулировать несложные связные высказывания в рамках тем, включенных в раздел «Предметное содержание речи». Использование основных коммуникативных типов речи (описание, повествование, рассуждение, характеристика). Умение передавать основное содержание текстов. Умение кратко высказываться с опорой на

нелинейный текст (таблицы, диаграммы, расписание и т.п.). Умение описывать изображение без опоры и с опорой на ключевые слова/план/вопросы. Типы текстов: рассказ, описание, характеристика, сообщение, объявление, презентация. *Умение предоставлять фактическую информацию.*

Аудирование

Совершенствование умения понимать на слух основное содержание несложных аудио- и видеотекстов различных жанров (радио- и телепрограмм, записей, кинофильмов) монологического и диалогического характера с нормативным произношением в рамках изученной тематики. Выборочное понимание деталей несложных аудио- и видеотекстов различных жанров монологического и диалогического характера. Типы текстов: сообщение, объявление, интервью, тексты рекламных видеороликов. *Полное и точное восприятие информации в распространенных коммуникативных ситуациях. Обобщение прослушанной информации.*

Чтение

Совершенствование умений читать (вслух и про себя) и понимать простые аутентичные тексты различных стилей (публицистического, художественного, разговорного) и жанров (рассказов, газетных статей, рекламных объявлений, брошюр, проспектов). Использование различных видов чтения (ознакомительное, изучающее, поисковое, просмотровое) в зависимости от коммуникативной задачи. Умение отделять в прочитанных текстах главную информацию от второстепенной, выявлять наиболее значимые факты, выражать свое отношение к прочитанному. Типы текстов: инструкции по использованию приборов/техники, каталог товаров, сообщение в газете/журнале, интервью, реклама товаров, выставочный буклет, публикации на информационных Интернет-сайтах. *Умение читать и достаточно хорошо понимать простые аутентичные тексты различных стилей (публицистического, художественного, разговорного, научного, официально-делового) и жанров (рассказ, роман, статья научно-популярного характера, деловая переписка).*

Письмо

Составление несложных связных текстов в рамках изученной тематики. Умение писать личное (электронное) письмо, заполнять анкету, письменно излагать сведения о себе. Умение описывать явления, события. Умение излагать факты, выражать свои суждения и чувства. Умение письменно выражать свою точку зрения в форме рассуждения, приводя аргументы и примеры. Типы текстов: личное (электронное) письмо, тезисы, эссе, план мероприятия, биография, презентация, заявление об участии. *Написание отзыва на фильм или книгу. Умение письменно сообщать свое мнение по поводу фактической информации в рамках изученной тематики.*

Языковые навыки

Орфография и пунктуация

Умение расставлять в тексте знаки препинания в соответствии с нормами, принятыми в стране изучаемого языка. Владение орфографическими навыками.

Фонетическая сторона речи

Умение выражать модальные значения, чувства и эмоции с помощью интонации, в том числе интонации в общих, специальных и разделительных вопросах. Умение четко произносить отдельные фонемы, слова, словосочетания, предложения и связные тексты. Правильное произношение ударных и безударных слогов и слов в предложениях. *Произношение звуков английского языка без выраженного акцента.*

Грамматическая сторона речи

Распознавание и употребление в речи основных синтаксических конструкций в соответствии с коммуникативной задачей. Распознавание и употребление в речи коммуникативных типов предложений, как сложных (сложносочиненных, сложноподчиненных), так и простых. Распознавание и употребление в устной и письменной коммуникации различных частей речи. *Употребление в речи эмфатических конструкций (например, „It’s him who took the money”, “It’s time you talked to her”). Употребление в речи предложений с конструкциями ... as; not so ... as; either ... or; neither ... nor.*

Лексическая сторона речи

Распознавание и употребление в речи лексических единиц в рамках тем, включенных в раздел «Предметное содержание речи», в том числе в ситуациях формального и неформального общения. Распознавание и употребление в речи наиболее распространенных устойчивых словосочетаний, оценочной лексики, реплик-клише речевого этикета. Распознавание и употребление в речи наиболее распространенных фразовых глаголов (*look after, give up, be over, write down, get on*). Определение части речи по аффиксу. Распознавание и употребление в речи различных средств связи для обеспечения целостности высказывания. *Распознавание и использование в речи устойчивых выражений и фраз (collocations – get to know somebody, keep in touch with somebody, look forward to doing something) в рамках тем, включенных в раздел «Предметное содержание речи».*

Предметное содержание речи

Повседневная жизнь

Повседневная жизнь семьи. Межличностные отношения в семье, с друзьями и знакомыми. Семейные традиции. Общение с друзьями и знакомыми. Переписка с друзьями.

Спорт

Активный отдых. Здоровый образ жизни

Городская и сельская жизнь

Особенности городской и сельской жизни в России и странах изучаемого языка.

Городская инфраструктура. Сельское хозяйство.

Научно-технический прогресс

Космос. Новые информационные технологии.

Природа и экология

Изменение климата и глобальное потепление. Знаменитые природные заповедники России и мира.

Современная молодежь

Досуг молодёжи. Образовательные поездки.

Профессии

Проблемы выбора будущей профессии, планы на будущее. Языки международного общения и их роль в повседневной жизни и профессиональной деятельности в современном мире
Планы на будущее, проблемы выбора профессии. Образование и профессии.

Страны изучаемого языка

Путешествие по своей стране и за рубежом. Праздники и знаменательные даты в России и странах изучаемого языка.

Иностранные языки

Выдающиеся личности, повлиявшие на развитие культуры и науки России и стран изучаемого языка.

Промежуточная аттестация проводится в форме накопительной системы отметок. Отметка выставляется как среднее арифметическое отметок за 7 контрольных работ по разделам:

№3 «Работа и профессии»

№4 «По ту сторону закона»

№5 «Деньги и покупки»

№6 «Природа и окружающий мир»

№7 «Образование»

№9 «Кино, театр и телевидение»

№10 «Технологии и общение»

3) Тематическое планирование

с указанием количества часов, отводимых на освоение каждой темы:

№ п/п	Тема раздела или (Тема раздела и урока)	Реализации воспитательного потенциала урока (виды и формы деятельности)	Кол-во часов
	10 класс		
1	Досуг	- установление доверительных отношений между учителем и его учениками, способствующих позитивному восприятию учащимися требований и просьб учителя, привлечению их внимания к обсуждаемой на уроке информации, активизации их познавательной деятельности; - побуждение школьников соблюдать на уроке общепринятые нормы поведения, правила общения со старшими (учителями) и сверстниками (школьниками), принципы учебной дисциплины и самоорганизации; - привлечение внимания школьников к ценностному аспекту изучаемых на уроках явлений, организация их работы с получаемой на уроке социально значимой информацией – инициирование ее обсуждения, высказывания учащимися своего мнения по ее поводу, выработки своего к ней отношения.	8
2	Путешествия		8
3	Повторение разделов 1- 2		3
4	Работа и профессии		8
5	По ту сторону закона		8
6	Повторение разделов 3- 4		3
7	Деньги и покупки		8
8	Природа и окружающий мир		8
9	Повторение разделов 5- 6		3
10	Образование		8
11	Взаимоотношения людей		8
12	Повторение разделов 7-8		3
13	Кино, театр и телевидение		8
14	Технологии и общение		8
15	Повторение разделов 9- 10		3
16	Городская и сельская местность		8
17	Еда		8
18	Повторение разделов 11-12		3
	Всего за год	на уроках явлений, организация их работы с получаемой на уроке социально значимой информацией	102
	11 класс		
	Всего за год		99
	Всего на учебный предмет		201 час

№ п/п	Тема раздела или (Тема раздела и урока)	Реализации воспитательного потенциала урока (виды и формы деятельности)	Кол-во часов
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		формы деятельности)	
	11 класс		
1	Люди, взаимоотношения, работа	<p>- использование воспитательных возможностей содержания учебного предмета через демонстрацию детям примеров ответственного, гражданского поведения, проявления человеколюбия и добросердечности, через подбор соответствующих текстов для чтения, задач для решения, проблемных ситуаций для обсуждения в классе;</p> <p>- применение на уроке интерактивных форм работы учащихся: интеллектуальных игр, стимулирующих познавательную мотивацию школьников; дидактического театра, где полученные на уроке знания обыгрываются в театральных постановках; дискуссий, которые дают учащимся возможность приобрести опыт ведения конструктивного диалога; групповой работы или работы в парах, которые учат школьников командной работе и взаимодействию с другими детьми; - включение в урок игровых процедур, которые помогают поддержать мотивацию детей к получению знаний,</p>	7
2	Город и деревня. Дом.		10
3	Образование.		6
4	Наука и техника		10
5	Путешествия и транспорт		7
6	Развлечение, кино, литература, искусство		10
7	СМИ и средства коммуникации		7
8	Спорт и досуг.		10
9	Окружающая среда и погода.		7
10	Здоровье, еда и напитки		10
11	Криминал и таинственные случаи.		7
12	Деньги. Шопинг		11
	Всего за год		102
	Всего на учебный предмет		204 час

		налаживанию позитивных межличностных отношений в классе, помогают установлению доброжелательной атмосферы во время урока;	
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Оценочные материалы

10 класс

№ 1

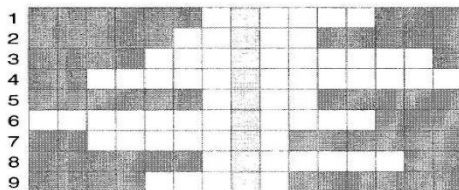
1–2 Review

Vocabulary

Hobbies and interests

1) Complete the puzzle and find the key phrase.

- You need this to play tennis with.
- You play football on this.
- Some people like ... things like stamps, coins and music.
- An exciting activity – you shouldn't be afraid of heights or water!
- You do this with a football.
- Wingsuit diving is called this because it's dangerous.
- The opposite of professional.
- You need a pencil, a rubber and a sketching pad to do one of these.
- If you like chess or *Scrabble*, then you enjoy playing ...



Travel vocabulary

2) Find the missing words to complete the sentences.

- George and Penny went on a **p** holiday to Malta.
- We **s** Kate off at the **p**, where she took a **f** to Lundy island.
- Some cities have a lot of **a** to see – there's lots of sightseeing.
- We didn't show our **p** at the **b** when we drove to France.

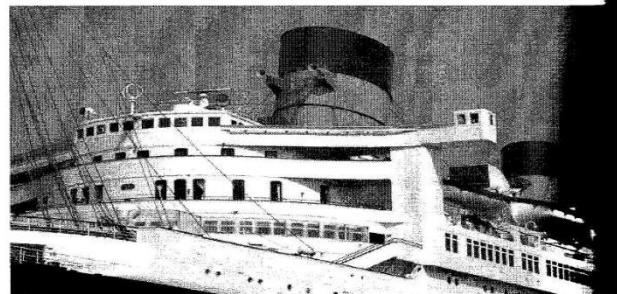
- The **g** recommends a restaurant in the old town.
- In the summer, the **h** is full of small boats and yachts.
- The buses and trains aren't running, but there's a **t** **r** nearby.
- I **s** **o** on my trip first thing in the morning. I didn't **c** **i** at the airport because I had got my **b** **p** on the Internet, that morning.

Easily confused words

3) Complete the sentences with the correct form of the words from the box.

journey • live • live • stay • trip • voyage

- Where does Cynthia ?
- Paul was with friends until he found his own place to
- On my first abroad, I went to France.
- We drove all the way to Germany. The was tiring.
- In the 60s people used to cross the Atlantic by ship. The lasted more than a week.



Adjectives: *-ing* & *-ed* adjectives and negative prefixes *un-* & *dis-*

1 Complete the sentences with the correct form of the words in brackets.

- 1 Reading is (bore). It's more (interest) to do things with friends.
- 2 I'm too (frighten) to walk back home alone at night.
- 3 Last year's holiday was (amaze). We're really (excite) about this year's.
- 4 Rita and Sam (agree) about their holiday, so they went away alone.
- 5 I'm perfectly (satisfy) with just staying at home tonight.
- 6 Heather's story was very (amuse), wasn't it?
- 7 I'm (bore)! Let's do something (excite) tonight.
- 8 I've taken up a (thrill) new sport – bungee jumping. (fortunately) my parents (approve) – they're worried it is (safe).

Grammar

Present simple and present continuous

1 Choose the correct form.

- 1 I have two hobbies – I **play** / 'm **playing** volleyball and **collect** / **am collecting** stamps.
- 2 I **like** / 'm **liking** this new camera – it **takes** / **is taking** really good pictures.
- 3 This flower **doesn't smell** / **isn't smelling** very good.
- 4 I **usually get** / 'm **usually getting** home late on Fridays.
- 5 I **hardly ever see** / 'm **hardly ever seeing** you anymore.
- 6 I **learn** / 'm **learning** to drive.

Past simple, past continuous, *used to* and *would*

2 Find and correct the mistakes in each sentence.

- 1 I saw Oliver a week before.
- 2 Geoff called me during I was watching TV.
- 3 He was walking to school when he was seeing something strange.
- 4 I used to living in London but I live in Glasgow now.
- 5 When Sam was younger, he was playing with the girl next door.
- 6 I didn't used to like travelling, but I love it now.
- 7 What did you do between eight and ten o'clock last night?
- 8 When Mum was younger, she would be more carefree than she is now.

Revision

3 Complete the second sentence so that it means the same as the first. Use no more than three words.

- 1 One of my friends is coming over tonight.
A friend coming over tonight.
- 2 Is that car theirs?
Is car?
- 3 We played lots of games in the car.
We played lots of games journey.
- 4 At school, I never liked Jim.
I didn't Jim at school.
- 5 May very rarely goes to school on foot.
May hardly to school on foot.
- 6 I think you're lying.
I don't you.

3-4 Review

Vocabulary

Jobs and crime

1) Read the clues and write the words.

Jobs

1 This person designs bridges and buildings.
.....

2 This person teaches very young children.
.....

3 This person can fix your computer if it breaks down.
.....

4 This person serves you on an aeroplane.
.....

5 This person can fix or service your car.
.....

6 This person works in a factory.
.....

Crime

1 This person steals things from a shop.
.....

2 If you bring things into a country illegally, you are committing this crime.
.....

3 If you like to burn things, you are committing this crime.
.....

4 This person steals money from a bank or a shop.
.....

5 This person steals things from people's homes.
.....

6 If you kill someone, you are committing this crime.
.....

Work

2) Complete the sentences with the correct form of the words from the box.

apply • employ • employ • experience
interview • qualify • retire

1 In most countries, 65 is age.

2 To apply for this job you need to fill in this
.....

3 At the interview, the asked me a lot of questions about my previous work
.....

4 What do you need to be a teacher?

5 The agreed to pay the more.

Easily confused words

3) Choose the correct words.

1 We were **robbed** / **stolen** on the way here!

2 Someone **robbed** / **stole** my bike yesterday.

3 This painting is a real **job** / **work** of art.

4 I'm looking for **job** / **work** – I really need a **job** / **work**.

5 Jane's **colleagues** / **staff** at work bought her a nice birthday present.

6 'What do you **do** / **make**?' 'I'm an accountant.'

7 How much do you **earn** / **win** in your job?

8 I used to be paid by the hour, but now I **get** / **take** a monthly **salary** / **money**.

Phrasal verbs

4) Complete the sentences with **down**, **off**, **on** or **up**.

1 The factory closed and a lot of people lost their jobs.

2 William and Tim have set their own internet business.

3 This year I took more work than I could manage.

4 Sam was locked for six months for shoplifting.

5 Jim was let with a warning this time, but next time he will go to prison.

6 They were guilty, but because it was their first offense, they got with a small fine.

Grammar

Comparatives and superlatives

5) Complete the sentences with the correct comparative or superlative form of the words in brackets.

- 1 Murdering someone is (bad) than burgling a house.
- 2 The fire was (serious) than we thought.
- 3 The crime rate in this area is the (high) in the city.
- 4 This is the (frightening) street to walk down alone.
- 5 My house isn't (easy) to break into as yours.
- 6 Because of good behaviour, Jack spent (little) time in prison.

Question tags

6) Complete the sentences with question tags.

- 1 Jody's car was stolen, ?
- 2 You've got a new job, ?
- 3 You work as a waiter, ?
- 4 He won't get away with it, ?
- 5 They never caught the murderer, ?
- 6 You can do the job, ?

Polite questions

7) Complete the second sentence so that it means the same as the first. Use no more than three words.

- 1 What does she do in her job?
Do you know in her job?
- 2 How can I apply for the job?
Can you tell me apply for the job?
- 3 Can I send the application by email?
Can I ask send the application by email?
- 4 Will I be paid more on Saturdays?
Could you let me know be paid more on Saturdays?

Present perfect simple and continuous;
past perfect simple and continuous;
past simple and continuous


8) Choose the correct form.

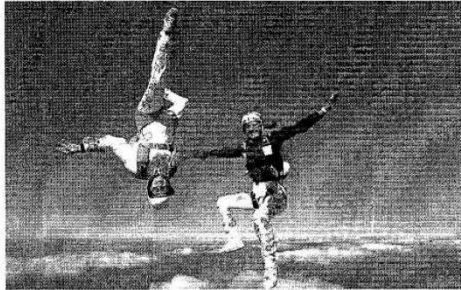


My dream job

I (1) **have always wanted / have always been wanting** to be a flight attendant. When I (2) **was / had been** nine, I (3) **travelled / had travelled** to Europe from Australia with my mum. The flight (4) **took / was taking** about twenty-two hours. I (5) **had never been / never went** on a plane before and I (6) **was / had been** very impressed by everything I saw and experienced – the food, the entertainment, the service. Halfway through the journey, we (7) **stopped / had stopped** over in Bangkok to refuel and pick up more passengers. I remember the airport being interesting, but I couldn't wait to get back on the plane. You see, during the flight I (8) **was spending / had spent** the whole time noticing the flight attendants and how wonderful their job was. Of course, I never (9) **did / had** become one. Instead I became a teacher and (10) **have done / have been doing** this job for five years now. I don't regret my choice of job, but I still like to dream about one day becoming a flight attendant.

Progress test 1


- 1)  Read the text and circle the correct answer.



New business 'takes off'

When Jay Mumby was a shop 1 ... he used to live for the weekends. Most days at work he was unbelievably 2 ... , but his weekends were much more 3 His hobby, you see, was sky 4 Leaping out of a plane at 4000 metres above the ground was the perfect cure to a dull week. Now though, Jay 5 ... money from his hobby. Six months ago he set 6 ... his own business. His customers are people who want to experience a parachute jump just once. For a 7 ... , Jay takes them up in a plane, straps them to his waist and they jump together. 'Lots of people do it for 8 ... birthday. It makes a great present', says Jay. 'Since I started the business, I've probably done about sixty or seventy drops with people who had never done it before. For most of them, it's 9 ... experience they'll ever have.' And as for Jay, it's certainly better than the job he 10 ... have.

- 1 A servant B assistant C attendant D helper
 2 A thrilling B amazing C bored D boring
 3 A exciting B excited C reliable D unreliable
 4 A flying B leaping C jumping D diving
 5 A earns B does C wins D gains
 6 A up B in C on D out
 7 A fee B salary C fare D pay
 8 A their B theirs C they D them
 9 A good B better C best D the best
 10 A had B has C would D used to

- 2)  Read and complete the text using the correct form of the words in capitals.

Many summers ago I 1 (GO) on camping holiday in Scotland with my 2 (GOOD) friend. We 3 (USE) go camping every year in France, but that year we wanted a change. Later we regretted our decision! Our problems began when we arrived in Edinburgh. I realized that someone 4 (STEAL) my bag from the train. We were planning to take a bus to the Scottish Highlands, but now I had no money. Thankfully my friend had enough money with her to buy both my ticket and 5 (SHE). Some hours later we were out in the countryside. We had been looking for a place to put our tents. 'This looks like a good place, it doesn't?' my friend eventually suggested. She was right. It was a lovely, peaceful place by a stream, miles from anywhere. She 6 (JUST TAKE) out the tent when we both understood the next disaster. The thief in Edinburgh had not only taken my money but he 7 (MAKE) off with the tent pegs! So there we were, in the middle of nowhere with no tent. It was the beginning of 8 (BAD) holiday of my life.



3) Complete the sentences with the correct form of the words in capitals.

- 1 Do you have the right for the job?
QUALIFY
- 2 My grandpa started his last year.
RETIRE
- 3 That roller coaster was really
FRIGHT
- 4 The concert tickets were very
EXPENSE
- 5 There have been two at jewellers'
in Oxford Street this year. ROB
- 6 The Red Square is one of Russia's most
famous ATTRACT
- 7 The flight showed us how to put
on our life jackets. ATTEND
- 8 There was a in our street last
night. BURGLE

4) For questions 1–8 complete the second sentence so that it has a similar meaning to the first sentence, using the word given in capitals. Do not change the word given. Use between two and five words including the word given.

- 1 This film makes me bored.
A
This film.
- 2 Stephen never forgets my birthday.
ALWAYS
Stephen birthday.
- 3 We began our journey on 21st June.
OFF
We on 21st June.
- 4 When I was a girl I went swimming every day.
USED
When I was a girl every day.
- 5 Jane is the same height as Helen.
TALL
Jane Helen.

6 The fire alarm went off during our English lesson.
WHILE
The fire alarm went off an English lesson.

7 Could you please complete this application form?
IN
Could you please application form?

8 I'm sure the thieves were caught and punished.
AWAY
I'm sure the thieves their crime.

5) Choose the correct answer.

- 1 He **accused / owned up to** the crime and went to prison for less time.
- 2 In volleyball you must **kick / hit** the ball over the net.
- 3 The detective **investigated / smuggled** the crime for months.
- 4 The woman was arrested for **shoplifting / kidnapping** from a supermarket.
- 5 We showed our passports before crossing the **border / harbour** into France.
- 6 Michael went to play baseball but he forgot his **net / bat**.
- 7 The police found **fingerprints / arson** at the scene of the crime and caught the burglar.
- 8 Our school has a new basketball **pitch / court**.
- 9 The man was accused of **smuggling / robbery** at the bank.
- 10 We couldn't get on the plane because dad lost our **fares / boarding passes**.
- 11 My cousin Maria makes a lot of money as a(n) **amateur / professional** athlete.
- 12 The burglars **got off / broke** into the house and stole everything.

5-6 Review

Vocabulary

Shopping and money

- 1 Find the missing words to complete the sentences.
 - 1 I never pay by **c** **c**, I prefer to pay in **c**
 - 2 When I shop for clothes I look for **b**; I never pay for **b** names.
 - 3 I am **a** to shopping. You could say I'm a **s**
 - 4 Take the broken glass back and ask for a **r** Have you kept the **r**
 - 5 Have you ever bought anything from a **c**
 - 6 The shops are busier than ever when the **s** are on.
 - 7 If you want to **s** money, you should open a bank **a**

Collocations and easily confused words

- 2 Choose the correct words.
 - 1 Can I please **borrow** / **lend** your pen?
 - 2 Can you **borrow** / **lend** me your calculator?
 - 3 You **borrow** / **owe** me a pen and a calculator.
 - 4 Do you have any **coins** / **currency**? I'd like to buy a ticket but the machine won't accept notes.
 - 5 Jeremy's **colleagues** / **staff** at work all put money towards his birthday present.
 - 6 I have a lot of shopping to **do** / **make**.
 - 7 Have you finished **doing** / **making** your homework? If so, let's **do** / **go** shopping.
 - 8 She **does** / **makes** her living as a waitress.
 - 9 Where are you **coming** / **going**? Why don't you **come** / **go** over to my place?

Environment and nature

- 3 Write the words and phrases in the correct column and then complete the sentences that follow.

become extinct • clear skies
 climate change • cold and wet • desert
 drought • dry • earthquake • ecological
 endangered species • exhaust fumes • flood
 foggy • wildfire • habitat • heatwave
 hurricane • pollution • rainforest • river
 solar/wind power • volcano • waste • windy

The environment	Nature and natural disasters	Weather

- 1 Cutting down too many trees in a can lead to an disaster.
- 2 The natural of pandas is under threat. If we do not do something to protect it, pandas may soon
- 3 Today we can expect clear skies but tomorrow it will be
- 4 If it doesn't rain soon, we will have a serious
- 5 At least 1836 people died in Katrina in the USA in 2005.
- 6 In the UK, a is very rare. In fact, it's hardly ever hot in the summer!

Grammar

Relative pronouns

4) Complete the sentences with a relative pronoun. Tick (✓) the sentences where the pronoun is not necessary.

- 1 People spend all their free time shopping, have a serious problem.
- 2 Can you tell me the reason people prefer brand name products to no-name products?
- 3 That's the girl clothes I love.
- 4 Do you remember the time we both bought those very expensive jeans?
- 5 The shop I bought my MP3 player has a special offer on at the moment.
- 6 These are the shoes I bought during the sales.

Relative clauses

3) Rewrite the sentences using non-defining relative clauses.

- 1 The white house is for sale. It's got a caved in roof.
.....
.....

- 2 Nora asks her mum to buy her clothes. Nora hates going shopping.
.....
.....

- 3 This restaurant has great pizzas. Students from the local high school hang out at this restaurant.
.....
.....

- 4 Many people sit in the village square. There are lots of cafés and restaurants.
.....
.....



I wish / If only

6) Choose the correct form.


- 1 If only it **was** / **had been** warmer today. We could go swimming!
- 2 I wish you **wouldn't shout** / **hadn't shouted** so much!
- 3 If only you **kept** / **had kept** the receipt. We can't return it without one.
- 4 If only I **had** / **had had** a lot of money.
- 5 I wish I **could swim** / **had swum**. I never learnt how to when I was growing up.

The future

7) Complete the second sentence so that it means the same as the first. Use the word given.

- 1 I promise to be good. (will)
I good. I promise.
- 2 Let me do that for you. (will)
I that for you.
- 3 The more you spend, the less money you'll have. (going)
If you keep spending, have any money left.
- 4 It will take me a week to finish all this work. (have)
By the end of the week, I my work.
- 5 This afternoon I have plans to meet up with Maria. (meeting)
This afternoon up with Maria.
- 6 What time is the film scheduled to start? (does)
What time start?
- 7 Temperatures are certain to increase in the future. (will)
Temperatures in the future.
- 8 By recycling paper, you can help the environment. (be)
By recycling paper, you the environment.

Progress test 2

- 1)  Read the text and circle the correct answer.

Telemarketing

When most people think of selling or buying goods, they think of shops and (1) assistants. But there is another very popular way of selling products that's called telemarketing. But (2) is telemarketing exactly? Telemarketing is a method of selling (3) where a salesperson calls likely customers on the phone to ask them to (4) a product they are selling. A good telemarketing campaign is one that involves (5) two calls. During the first call, the salesperson, (6) is known as the telemarketing agent, asks the customers questions which (7) show him or her what the customers need. In the second call, the agent tries (8) sell the customers goods (9) fit those needs. The customers who are interested (10) then buy the goods directly by giving the agent their credit (11) number. Many things are sold in this way – and it is becoming a more and more popular way for companies to sell (12) products.

- 1 A personal B sell C shop D sales
2 A where B why C what D when
3 A something B everything C anything D nothing
4 A buying B buy C selling D sell
5 A making B make C doing D do
6 A who B whose C where D which
7 A have B be C must D will
8 A to B have C for D should
9 A who B whose C where D which
10 A could B should C must D can
11 A card B account C sales D cash
12 A theirs B their C they D them

- 2) Choose the correct answer.

- 1 Friends do not other friends' secrets.
a ask c say
b give away d tell
- 2 Have John and Freda or are they still not talking to each other?
a made up c gone out
b broken up d hung out
- 3 What are you going to to the party on Saturday?
a put on c wear
b dress d try on
- 4 Is the event formal or ?
a smart c fashionable
b trendy d casual
- 5 What you decide to study at university will depend what you're interested in.
a for c with
b from d on
- 6 Will we the chance to visit the library on the college tour?
a have c make
b take d do
- 7 Maths is my favourite at school.
a lesson c class
b study d subject
- 8 In Italy in 1345, it didn't stop raining for six months causing in many parts of the country.
a droughts c hurricanes
b floods d heatwaves

9-10 Review

Vocabulary

Entertainment

1) Choose the correct answer.

- 1 It's a film about pirates Johnny Depp.
a starring b directing c performing
- 2 Helen has had her paintings displayed in the local art
a house b library c gallery
- 3 The acting was good, but the wasn't very believable.
a plot b effects c action
- 4 We designed a that turned the stage into a copy of ancient Athens.
a costume b set c plot
- 5 The council have built a new concert for the city orchestra.
a hall b gallery c building
- 6 The for the film included hit songs by U2.
a effects b soundtrack c performance
- 7 Did you see that new on TV last night? It was very funny.
a drama b thriller c sitcom
- 8 Their new album has received terrible in the music press.
a reviews b effects c episodes

Easily confused words

2) Choose the correct words.

- 1 I've **booked** / **closed** two tickets for tonight's concert.
- 2 I'm sorry. I wasn't **listening** / **hearing** carefully enough.
- 3 Did you **look at** / **watch** that new series on TV last night?

4 Why are you **seeing** / **looking at** me like that?

5 I wonder how they made those strange **sound effects** / **soundtracks**.

Technology and communication

3) Find the missing words to complete the text.

The (1) **d** of silicon made the first microchips possible, and the microchip must be the most important (2) **i** of the last 100 years. Just think about it. It is used in every walk of life. Take (3) **e** , for example. Every school has (4) **l** computers and most children use calculators. Both these things need microchips. The world of (5) **m** now relies on hospital equipment powered by microchips. Fast, easy (6) **c** between people around the world is now possible with mobile phones and computer (7) **n** Today aeroplanes, cars and even fridges are controlled by computer (8) **s** All this would not be possible without the microchip.

Phrasal verbs

4) Complete each sentence with a suitable preposition.

- 1 Every time I try to speak to her on the phone she hangs
- 2 I can't get to the doctor's surgery. All the lines are busy.
- 3 Just hang a moment, sir, and I'll get him for you.
- 4 Olaf was so ill yesterday that he called sick and stayed at home.
- 5 Why did you call me so late last night? I'd just gone to bed.

Progress test 3

1) For questions 1–12, decide which answer (a, b, c or d) best fits each gap.

- 1 I I'd be good.
a offered c advised
b promised d told
- 2 I had a(n) of 39 degrees.
a illness c wound
b pain d fever
- 3 Has Jane from her cold yet?
a treated c cured
b recovered d injured
- 4 You need to the cake in a medium oven for 45 minutes.
a bake c pour
b beat d fry
- 5 Every time I work out I a huge appetite.
a work up c go off
b put on d give up
- 6 right at the next corner, please.
a Turn c Take
b Come d Cross
- 7 The city centre is full of office
a houses c flats
b blocks d parks
- 8 There have been many important scientific during the last 20 years.
a networks c inventions
b software d discoveries
- 9 Could you hang a minute, please?
a on c off
b up d in
- 10 I find films too scary to watch.
a comedy c horror
b thriller d drama

- 11 The has lots of great songs on it.
a soundtrack c sound effects
b special effects d performance

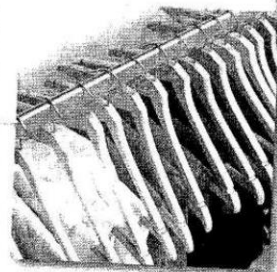
- 12 The film *Mamma Mia* was on a beautiful Greek island.
a set c performed
b directed d screened

2) Read and complete the text using the correct form of the words in capitals.

Brand name labels

Fashion is not the recent phenomenon many people think it is. Throughout history, people 1 (**WEAR**) clothing to protect them against the weather. But for centuries now clothes 2 (**PLAY**) another important role in people's lives. Since ancient times, clothes 3 (**USE**) to show a person's status and wealth. For instance, wealthy Greeks wore clothing 4 (**MAKE**) of the finest fabrics imported from far-off lands. They also wore the 5 (**FINE**) jewellery and accessories made from gold, silver and ivory. In this way they 6 (**BE**) able to show their wealth.

Brand name clothing did not become popular until the 20th century. At first, it 7 (**WEAR**) by the wealthy, but towards the end of the 20th century, exclusive fashion houses began mass-producing clothing with their label in the outside. They realized that if they were going to sell more clothes, they 8 (**HAVE TO**) make clothing that the average person 9 (**CAN**) afford. But why put the label on the outside? The answer is simple. Mass-produced clothing is not always made from the finest materials. As a result, a T-shirt or a pair of jeans may not 'appear' to be designer quality, but putting the label on the outside of the garment, advertises that it is.



UNIT 1 PROGRESS TEST

Name: _____

Date: _____

Class: _____

Mark: ___ / 75

Reading**Read the text. Then answer the questions.**

Looking for work is something most people will have to deal with at some point in their life. Many teenagers begin this process early and start their search during the summer when school is out and they have more free time, or when they are in university. **1)___**

When searching for a job, however, it is a good idea to have a plan. Job hunting can be hard work and a good attitude and proper planning can certainly increase the chances of finding something that suits you.

Before beginning your search, there are some questions you should ask yourself:

- What are you really interested in? If you know the answer to this question it will help you knock on the right doors. Also, you are less likely to be upset once you start working. **2) __**
- Do I want to find a job in a field that I will work in after I finish school or university? The job you find can be work you do just to make extra money, gain a sense of responsibility or experience and meet new people. Or, it may be work that is related to what you are planning to do after you finish secondary school or university. **3) __**
- How much free time do I have and how many hours do I want to work? Students' schedules can be very busy. Take a look at how much extra time you have before looking for work. **4) __**

- Do I want to work somewhere near home, or near school? Location is very important. People very often spend almost as much time getting to their work as they do working.

When you begin your search it is a good idea to speak with your parents, friends and teachers. They may have ideas to give you or may know people you can get in touch with about work. Search the employment section of your local newspapers and any announcements posted on boards in your university. Before you contact possible employers write an outline with information about yourself which you think is appropriate for the job you are applying to. **5)** ___ This way if you feel you made any mistakes, you can correct them for the next time you call or see someone for work. If you do not get a job somewhere be sure to thank them anyway and leave your contact information. This will make a good impression and they may get in touch with you in the future for work.

1 Match the sentences to the numbers in the text. [10 points]

- a** Your first work experiences are very important, which is why it is preferable that your first job is something you find interesting.
- b** Any job you find should not make finding time to complete your schoolwork more difficult for you.
- c** Also, after speaking with employers, take notes on how things went.
- d** Starting early has many advantages, like developing a sense of responsibility and pride, as well as earning extra spending money.
- e** For example, if you are interested in technology you might look for part-time work at a shop which sells computers.

Vocabulary

2 Complete with these words. [6 points]

well-organized, moody, reliable, creative, cheerful, aggressive

- 1** Sarah is very _____. She has not missed a day at work all year.

2 It is important to be _____. Otherwise you spend too much time looking for your things.

3 I don't like playing games with John. He gets very _____ when he wants to win at something.

4 One minute she is happy and the next she sad. She is very _____.

5 I knew Maria would become an artist. She was always very _____.

6 I like being around Mike. He is a very _____ person.

3 Choose the correct answer. [6 points]

1 Stop telling everyone what to do. You're too ____!

a arrogant **b** bossy

2 I try not to be ____ and criticise other people.

a energetic **b** arrogant

3 He thinks he is the best at maths. He's very ____.

a big-headed **b** efficient

4 They always think of the hard way of doing things. They aren't ____ at all!

a efficient **b** bossy

5 It is a good idea for ____ people to take up a sport.

a moody **b** energetic

6 ____ people think they are better than everyone else.

a Arrogant **b** Cheerful

4 Tick the words that are correct and correct the ones that are wrong. [7 points]

1 inambitious _____

2 unattractive _____

3 disconsiderate _____

4 unimaginative _____

5 unpolite _____

6 irresponsible _____

7 disorganized _____

5 Choose the correct answer. [5 points]

tired, sorry, helpful, angry, proud, anxious

My son, John, is working at a café this summer. I told him that I wouldn't give him money to go out with his friends unless he got a part-time job somewhere for the summer. At first he was very **1) _____** and would not stop shouting and complaining about my decision. Then, when he found a café to work at, he became very **2) _____** about it. He was worried that he would not do a good job. Sometimes when he comes home after work he feels a bit **3) _____** and relaxes on the couch while watching TV. But after working there for a few weeks he has made new friends and his boss made him feel **4) _____** when he told him that he does a very good job! He has even become more **5) _____** in the house and does not expect me to do everything!

Grammar

6 Choose the correct answer. [6 points]

Michael: Hi, Janet. What **1) do you work / are you working** on?

Janet: I **2) paint/ am painting** a picture for my art class.

Michael: It looks very pretty. **3) Do you paint / Are you painting** often?

Janet: No not really. **4) But I am enjoying / enjoy** it now.

Michael: Well I think it looks great! **5) You should consider / considering** doing it more often.

Janet: Thanks. I **6) think / am thinking** of taking another art class next year too.

7 Complete the sentences with the *present simple* or *present continuous* form of the verb in brackets. [5 points]

1 _____ (you come) to the party tonight?

- 2 Megan _____ (write) a composition for her class tomorrow.
- 3 Robert _____ (play) guitar in a rock band every weekend.
- 4 _____ (you think) Real Madrid will win the championship this year?
- 5 Matt can't come to the phone right now. He _____ (work) in the garden at the moment.

8 Complete the following sentences using *be used to*. [5 points]

- 1 My uncle _____.
- 2 My friend _____.
- 3 Footballers _____.
- 4 Actors _____.

9 Put the verb into the correct form. Use either the *present simple* or the *present continuous*. [5 points]

- 1 Please turn off the radio. I _____ (study).
- 2 How many languages _____ (you speak)?
- 3 George says he got all the questions right, but I _____ (not/believe) him.
- 4 Hurry! The movie is starting. I _____ (not/want) to miss it.
- 5 You can borrow my bicycle. I _____ (not/need) it at the moment.
- 6 I am glad we invited Grandpa to the birthday party. He _____ (really enjoy) himself.

10 Writing [20 points]

The café you work at is very busy and is looking for help. Your friend Demetra is looking for work and you think she would do a great job at serving people. She is friendly, responsible and hard working. Write her an email about working for the café. Write 120–150 words.

Use the Planner to help organize your work.

Paragraph 1: Greet Demetra and tell her why you are writing to her.

Paragraph 2: Tell her what the café is like and what the job involves.

Paragraph 3: Tell her why you think she would do a good job there.

Paragraph 4: Finish off by asking her to reply to your email and let you know if she is interested.

Nº 2

UNIT 2 PROGRESS TEST

Name: _____

Date: _____

Class: _____

Mark: ___ / 75

Reading

Read the text. Then do Exercise 1.

Not all people live in houses and stay in the same place throughout the year. People who move from one location to another make up what is known as a nomadic culture. Although nomadic cultures are becoming rarer in the modern world, there are still about thirty to forty million people who continue to move and set-up their homes where they next choose to settle.

The Bedouin of the Middle East are traditionally nomadic and many today still continue to live their lives moving from one place to the next. The lands of the Sinai, Arabia and Negev where the Bedouin come from are mostly very dry and consist of deserts. This makes it very difficult for people to remain in the same place and survive; especially in the older days when advances of the modern world did not exist. Many Bedouins have herds of sheep, goats and camels and as such they need to go where the animals can graze and drink water. Once there is no food in one place for the herd, they move to the next.

Because the Bedouin who continue the nomadic culture know how difficult it is to survive in the lands they live in, they share a deep respect for each other. They have a very strong sense of hospitality and are well known for their celebratory reception of guests. The desert is also a very quiet and lonely place. Seeing a new face, especially in the older days, creates a sense of happiness, interest and generosity.

Because Bedouins move from place to place their homes are tents which they set up. They weave the hair from their goats or camels to make the cloth they need for their tents. The Bedouin tents are usually made up of two areas which are divided by a curtain called a *ma'nad*. One area is used by the men and also to welcome most guests and is called the *mag'ad*. The other section is called the *maharama* and is reserved for the women and to receive female guests.

Guests who are welcomed by the Bedouins enjoy a wonderful experience. This is especially true if you are not familiar with their culture. It is an opportunity to escape the modern world you know. Guests are fed delicious food, listen to music and poetry and sometimes get to watch traditional dances. The instruments the Bedouins mostly use are the *shabbaba* which is something like a flute and the *rababa* which is a one string violin. The singing is mostly done by the Bedouin women who sit across from each other and it looks like they are speaking to each other while they sing.

The world is changing and becoming more modern. This has affected most Bedouins and the lands they live on so many no longer live nomadic lives. However, many still continue their traditional ways and there are lots of people who are happy they do and plan trips to visit them.

1 Write true (T) or false (F). [12 points]

1 There are more nomads in the world today than in the past. ____

- 2 Not all Bedouin today are nomads. ____
- 3 The Bedouin move around because they need to find water for their farms. ____
- 4 The Bedouin are very kind to people they invite into their tents. ____
- 5 Bedouin tents have three areas: one for guests, one for the men and one for the women. ____
- 6 When guests come the Bedouin women sit across from each other and speak to each other. ____

Vocabulary

2 Complete the text with these words. [5 points]

peaceful, country house, multiplex cinema, block of flats, shopping centre

My family moved to the countryside from the city last year. Things are very different here, but I like it better. Firstly, we now live in a big **1)** _____ not in a **2)** _____ like we did in the city. There aren't many cars, buses, houses and people in the countryside. It is much more **3)** _____ here and it is really nice to do things outdoors, like go on walks.

There are things that I miss about the city. I really like watching films and in the countryside there is no **4)** _____ nearby. Also when I want to shop I often need to drive to the nearest town. In the city I would just go to the **5)** _____ nearby.

3 Choose the correct answer. [5 points]

- 1 It is very **dangerous** / **depressing** to drive too fast.
- 2 The movie was so **exciting** / **dull** that it put me to sleep.
- 3 We listened to romantic music all evening and had a **lovely** / **lively** time.
- 4 That church has been in this city for hundreds of years. It is a **historic** / **modern** building.
- 5 We were waiting a long time for the train at the **station** / **border**.

4 Complete the sentences with these words. [5 points]

skyscraper, public park, field, farmhouse, gym

- 1 Although we live in a large city, there is a _____ in which take walks and do sport on the grass.
- 2 There are many cows in the _____ in the countryside.
- 3 That _____ is the tallest building in city.
- 4 After work I go to a _____ and exercise 4 times a week.
- 5 I love getting away from the city when I visit my uncle's _____.

5 Choose the correct answer. [6 points]

- 1 Every evening my parents tell me to ___ the rubbish out.
a clear **b** take **c** load
- 2 My father ___ his vegetable garden twice a day.
a waters **b** loads **c** lays
- 3 On Monday I ___ the shopping and on Fridays I pay the bills.
a take **b** do **c** make
- 4 I must ___ the laundry today. I have no clean clothes left!
a make **b** tidy **c** do
- 5 After our family eats dinner, my sister and I ___ the table.
a take **b** do **c** clear
- 6 People who have dogs should ___ them every day.
a walk **b** water **c** make

Grammar

6 Choose the correct answer. [6 points]

- 1 It **snowed** / **was snowing** a lot last year.

2 He **was talking / talked** on the phone for hours with his girlfriend.

3 **Did you go / Were you going** to the theatre last night?

4 I **was hearing / heard** a strange sound and went downstairs to see what it was.

5 As I **was jogging / jogged** in the park in the morning, I saw my friend Tim.

6 My father **cooked / was cooking** dinner when he realized that we had run out of salt.

7 **Complete with the correct possessive pronoun.** [5 points]

Sandra: Maria! Why is **1)** ___ Lady Gaga CD in your room?

Maria: What are you talking about Sandra? The CD isn't **2)** ___!

Sandra: I remember going to the shopping centre last week and buying it. I am sure it's **3)** ___.

Maria: It isn't **4)** ___ CD. You didn't go to the shopping centre alone. I went with you and you didn't have enough money to buy the CD. I lent you eight euro so, actually, it's **5)** ___ CD.

Sandra: You're right, I'm sorry. I really should learn to share more.

1 **A** my **B** mine

2 **A** yours **B** your

3 **A** my **B** mine

4 **A** your **B** mine

5 **A** ours **B** our

8 **Choose the correct answer.** [6 points]

1 Hurry up! ___ movie starts in twenty minutes!

A - **B** An **C** A **D** The

2 My friend Bob is ___ mathematician.

A - **B** an **C** a **D** the

3 ___ Tokyo is such an exciting city to visit!

A - **B** An **C** A **D** The

4 If you see ___ orange in the fridge, can you please bring it to me?

A - B an C a D the

5 I think playing ___ sports is a great way to exercise.

A - B an C a D the

6 Please try and remember where you left ___ keys.

A - B an C a D the

9 **Choose the correct answer.** [5 points]

1 I **used to / use to** love going to the fun park with my parents.

2 My brother **would / use to** watch cartoons every Saturday morning.

3 She didn't **use to / used to** listen to rock music. Now she loves it.

4 Did he **would / use to** play football as well as he does now?

10 **Writing** [20 points]

Would you rather live in a city or the countryside? Write an article explaining your answer. Write 120–150 words.

Give information about:

Paragraph 1: Where would you rather live?

Paragraph 2: Why would you not live in a city or the countryside?

Paragraph 3: Why would you live in a city or the countryside?

Paragraph 4: End the article with a summary of your opinion.

Nº 3

UNIT 3 PROGRESS TEST

Name: _____

Date: _____

Class: _____

Mark: ___ / 75

Reading

Read the text. Then do Exercise 1.

The main purpose of an education is to teach children to socialize and work with other people their age and provide them with the tools necessary to succeed in life. Not all countries have the same culture, which is why schools often work differently in different countries. The way children learn and what they learn also changes as time passes. Students in Greece today, for example, are learning new things in ways their parents didn't when they were in school. In Greece, these changes have been taking place for thousands of years.

Education in ancient Sparta was very different from what made up an education in ancient Athens. Life in Athens, for example, was very different from life in Sparta. This made education in the two city-states different from each other. Spartans strongly believed in following rules, living very simple lives and becoming part of a well-trained army. The main reason for an education was to prepare children to become soldier-citizens.

Spartan boys began their education when they were six or seven years old. However, they didn't go to school in the morning and come back in the afternoon. They would leave home to join groups of other children their age. Older officers would train them until they were 18 years old. Every year of training would become more difficult. The courses they took were very tough and often very painful. They learned to fight and wrestle. Some Spartans learned to read and write as well, but they didn't learn science or maths because it was not considered as important as becoming good soldiers ready to die for the Spartan state. Music and dancing, however, were a part of their classes. When they turned 20, they finally became soldier-citizens ready to fight for the Spartan state if necessary. Only when a Spartan became 60 could he live at home with his family.

Although other Greek states did not provide an education for the girls, the Spartans did. The girls didn't have to leave home, but they learned many of the same things the boys did. They also learned to run, jump, wrestle and fight with weapons.

The main purpose of education in Athens was different. They prepared themselves for both times of war and times of peace. Boys mostly went to private schools and did not get an education from the state like in Sparta. Education began at home and was given by either a parent or a male slave. At around the age of 6 or 7 boys were sent to elementary school and would follow lessons until they were about 14 years old.

Like the Spartans, Athenians also received a physical education. Some of what they learned included running, jumping, boxing, wrestling, javelin, gymnastics and discus. However, they also learned to play musical instruments, sing, solve maths problems, read and write. Literature was considered the most important lesson. Students who learned to read and write would study Homer's *Odyssey* and the *Iliad*. Girls did not go to school, but often learned how to read and write at home. For the Athenians, the education of the mind was just as important as that of the body.

1 Read the statements below and answer either S (for Sparta), A (for Athens), or B (for both). [12 points]

- 1 Children didn't live at home when they were getting an education. ____
- 2 Exercise was an important part of the education. ____
- 3 Boys learned music at school. ____
- 4 All boys learned to read and write. ____
- 5 The state provided an education for all boys and girls. ____
- 6 They believed the arts and sciences were just as important as being a good soldier. ____

Vocabulary

2 Complete the sentences with the correct words. [6 points]

got, get into, work, lose, pay, show

- 1 Students who _____ attention in class usually get better marks.
- 2 Our teacher asks our parents to see her when we _____ trouble.
- 3 Michael _____ sick yesterday, so he isn't at school today.
- 4 I find maths boring and I _____ interest in class easily.
- 5 Although I find maths boring, I try to _____ interest in class.
- 6 Sandra decided to _____ hard this year and her marks are very high!

3 Choose the correct answer. [5 points]

- 1 Violet's parents are rich, so they send her to an expensive ___ school.
a state b private c individual
- 2 My parents are going to meet my favourite teacher this Monday on ___ day.
a open b public c vocational
- 3 The ___ course I am taking has taught me a lot about fixing cars.
a occupational b vocational c seasonal
- 4 The ___ is tomorrow and I haven't even started yet!
a endline b finish line c deadline
- 5 I have to wear a ___ at my school. I'm not happy about that at all!
a suit b costume c uniform

4 Complete the dialogue with a phrasal verb in the correct form. [6 points]

break up, mark down, give back, hand in, hand out, take up

Last week I was very nervous when our teacher **1)** _____ the tests to everyone in the class. I had studied, but sometimes I forget things when I take a test. I **2)** _____ the test when I finished answering all the questions. When I sat down, I realised that I had forgotten to write my name at the top of the test. I have done that before and my teacher **3)** _____ my test! He **4)** _____ the test and I wrote in my name. I am sure that I did well this time. When school **5)** _____ for summer I am going to do something I enjoy and **6)** _____ windsurfing lessons.

5 Complete the sentences with the correct words. [5 points]

peers, assistant, adolescents, siblings, principle

- 1 People in the same age group are _____.
- 2 This is too much work for one person. I really need a/an _____.
- 3 The new _____ has made many good changes to the school.
- 4 _____ often fight with each other when they are younger.
- 5 When children become _____ they become more independent.

Grammar

6 Complete the text with the *present perfect* or *present perfect continuous*. [5 points]

I **1)** _____ **(take)** karate lessons with my friends for a year now and I love it! My friends **2)** _____ **(take)** lessons before and are a bit better than me. We **3)** _____ **(train)** really hard for a competition next week. I don't care if our school wins or loses, as long as we all try our best. My classmates **4)** _____ **(be)** very helpful because they know that I **5)** _____ **(never compete)** before.

7 Choose the correct answer. [5 points]

1 They **have never eaten / have never eating** a mango before.

2 I **have studied / have been studying** guitar playing for ten years.

3 Michael **has been waiting / has waited** for three hours to buy a ticket to the movie.

4 Don't

worry about that, Erika. Jim and Julia **have brought / have been bringing** the wine.

5 She **has**

been / has been being to Thailand before.

8 Choose the correct answer. [5 points]

1 Michael can't come to the phone right now. He's **gone / been** to the supermarket.

2 I'm so excited. I have never **been / gone** to Paris before!

3 Have you **been / gone** to that new restaurant yet?

4 Shhh! Be quiet. Your father has **been / gone** to bed.

5 She has **been / gone** to Lefkada and won't be back for a week.

9 Complete with the *present perfect* or *past simple* using the words in brackets. [6 points]

1 Last year I _____ (**break**) my leg playing football.

2 She doesn't want to go to the movie because she _____ (**see**) it.

3 She _____ (**be**) there before, so I don't think she will want to go.

4 When was the last time that you _____ (**visit**) your grandmother?

5 I am so upset. I _____ (**drop**) my mobile phone and it broke!

10 Writing [20 points]

You have received a letter from an English friend, Mark, who wants to learn to play guitar as well as you do. Write an answer letter of 120–150 words.

Give information about:

Paragraph 1: Thank Mark for writing – briefly give your news.

Paragraph 2: Write about what kind of music you like.

Paragraph 3: Write about finding the right teacher.

Paragraph 4: Write about how much time you spend practising.

No 4

UNIT 4 PROGRESS TEST

Name: _____

Date: _____

Class: _____

Mark: ___ / 75

Reading

Read the text. Then do Exercise 1.

For centuries people believed that the sun, the stars and the planets all move in a circle around the earth. This is what is called a *geocentric* theory in astronomy. The word comes from the ancient Greek, “geo” which means earth and “centro” which means middle or centre. This theory was believed by great minds like Ptolemy, Aristotle and most ancient Greek philosophers as well as thinkers in ancient China.

Although geocentrists were wrong in the end, they were people who depended on scientific observation. The geocentric belief in ancient Greece was based on observations of natural phenomena. By watching the stars, planets and sun, it looks like they are moving around the earth. Also, it is easy to believe that if something we are standing on is moving, we would feel it. Geocentrists, did not

get everything wrong. They also believed that the earth is round and not flat like we have read about in mythology.

The ancient Greeks believed that the planets and stars moved around the earth in circles. However, after observing them they saw that that they do not move perfectly this way. In the 1600's, Polish astronomer Copernicus, was able to better explain the motion of the planets and stars by saying that the sun, and not the earth, was the centre of the universe. This is what we call a *heliocentric* solar system. This word also comes from the Greek language, "helios" meaning sun and "centro" meaning centre. This theory was difficult to accept as people, and the church in particular, wanted to believe that man is at the centre of the universe and space.

Galileo also believed in the heliocentric theory and was able to further prove this theory by using a telescope he had built. With it, he was able to better observe the motion of the planets and stars in space. He saw, for example, that the moons of Jupiter moved around Jupiter and not the earth. At the same time that Galileo was observing space with his telescope, a German mathematician and astronomer, Johannes Kepler, was doing his own work to prove the heliocentric theory. He was able to explain the motion of planets by proving mathematically that the planets and the stars move in ellipses and not in circles.

As years passed, more and more scientists, such as Isaac Newton, were able to give more information proving that the Earth moves around the sun and not the other way around. Copernicus was not the first astronomer to believe in a heliocentric theory. The ancient Greek Aristarchus of Samos believed this as well.

He was able to prove that the sun is larger than the earth, so he thought that the earth must go around it.

It often takes a long time to prove a theory and scientists may begin with one that is wrong. However, by asking questions or trying to explain the world around us, scientists and philosophers have answered many questions and have helped us to better understand the world around us.

1 Choose the correct answer. [10 points]

1 People who believed in a geocentric theory thought that...

- a** ...the earth moved around the sun.
- b** ...the sun moved around the earth.
- c** ...moons moved around Jupiter.

2 People who believed in a geocentric theory thought that...

- a** ...the earth was flat.
- b** ...the earth was round.
- c** ...the earth was an ellipse.

3 A heliocentric solar system means that...

- a** ...the planets move around the sun.
- b** ...the sun moves around the earth.
- c** ...moons move around Jupiter.

4 ...used a telescope to prove the heliocentric theory.

a Ptolemy...

b Copernicus...

c Galileo...

5 ...believed in a heliocentric solar system first.

a Aristarchus...

b Copernicus...

c Galileo...

Vocabulary

2 Choose the correct answer. [5 points]

1 We learned about the geocentric theory in our **astronomy** / **chemistry** class.

2 We learn about different gases and liquids in our **chemistry** / **geology** class.

3 She always gets high marks in **geology** / **mathematics**. She is very good with numbers.

4 I find **biology** / **astronomy** very interesting. I like understanding how the body works.

5 If he wasn't good at **physics** / **geology**, he wouldn't have found the volcano.

3 Complete the sentences with the correct words. [6 points]

theory, weight, liquids, breakthrough, invention, width

1 It is a good idea to drink lots of _____ during the summer.

2 After you measure the length, measure the _____ too.

3 The scientist is not sure, but she has a _____.

4 The _____ of the telescope was very helpful to astronomers.

5 What is the _____ of that elephant? It's huge!

6 Most scientists dream of making a _____ in science.

4 Choose the correct answer. [5 points]

1 I should buy a ___ because I travel a lot and it would make things easier for me.

a desktop b laptop c keyboard

2 I don't like typing on this ____. I am going to get a new one.

a keyboard b screen c scanner

3 You can use a ___ to copy all your old photographs on to your computer.

a keyboard b scanner c screen

4 My brother spends too much time on the ____. He needs to find a hobby outdoors.

a printer b online c internet

5 I love my new monitor. The ___ is 17 inches long!

a mouse b printer c screen

5 Fill in the gaps with the correct form of the phrases given. [6 points]

hack into, set up, log into, click on, plug (sth) into, back up

I just bought a new desktop computer yesterday. I had to throw out my old one because someone **1)** _____ it and filled it with viruses. I couldn't even **2)** _____ anything with my mouse. It was an old computer anyway. I've asked my friend to **3)** _____ my new computer because I don't know how. I can't

wait to **4)** _____ it _____ the socket and start using it. This time I am going to be careful when I **5)** _____ websites I don't know. I am also going to **6)** _____ all my files so I don't lose them again if something goes wrong.

Grammar

6 Choose the correct answer. [6 points]

1 He **had been working** / **had worked** on his paper all day when the monitor broke.

2 He **had studied** / **had been studying** and didn't feel nervous about his maths test.

3 Someone **hacked into** / **had hacked into** my computer yesterday and now it doesn't work.

4 Tom **had been researching** / **had researched** his theory when another scientist found the answer to it.

5 When Jane looked through her telescope, she realised that someone **had broken** / **broke** it.

6 They **had been programming** / **had programmed** the computer game for months before they presented it to the public.

7 Choose the correct answer. [6 points]

1 Adam had ___ finished getting dressed when he realised that the dinner had been cancelled.

a just **b** already **c** since

2 I haven't seen her ___ we were in university.

a soon **b** already **c** since

3 It is a good idea to do some stretches ____ you play sport.

a just b already c before

4 You shouldn't swim ____ you eat a big meal.

a for b after c before

5 You should be careful with the equipment ____ you go to the laboratory.

a soon b just c when

6 I can't believe he finished his homework ____! He started only an hour ago.

a already b just c before

8 Complete the sentences using the *comparative* or *superlative* form of the words in brackets. [5 points]

1 The sun is _____ (**big**) the planets in our solar system.

2 Lionel is _____ (**intelligent**) student in the class.

3 The *Knock Nevis* is _____ (**long**) ship in the world.

4 Light travels _____ (**fast**) sound.

5 Research is _____ (**good**) method of finding answers to questions.

6 That was _____ (**funny**) movie I have ever seen. I'm still laughing!

9 Complete the second sentence so that it has a similar meaning to the first sentence. Use the word given. [5 points]

1 The train takes longer to get to Thessaloniki than the plane.

FAST

The plane gets to Thessaloniki _____ the train.

2 What is the length of that couch?

HOW

_____ is that couch?

3 No one in the class is as good as Sandra at biology.

BEST

Sandra _____ in the class at biology.

4 He will meet us at the park as soon as he finishes his work.

WHEN

He will meet us at the park _____ his work.

5 He started jogging at 4 o'clock and he still hasn't stopped.

SINCE

He has been _____ and still hasn't stopped.

10 Writing [20 points]

Write an essay giving your opinion about the advantages and disadvantages of spending time surfing the Internet. Write 120–150 words.

Give information about:

Paragraph 1: How will you introduce the topic?

Paragraph 2: What advantages will you include?

Paragraph 3: What disadvantages will you include?

Paragraph 4: What is your opinion?

