**МІНІСТЕРСТВО ОСВІТИ І НАУКИ УКРАЇНИ**

**ПОЛТАВСЬКА ОБЛАСНА РАДА**

**НАУКОВИЙ ЛІЦЕЙ «ПОЛІТ»**

**АНГЛІЙСЬКА МОВА**

***З досвіду роботи Школи олімпійського резерву з англійської мови***

НОМІНАЦІЯ **«Інновації у створенні й упровадженні сучасних методик, форм, прийомів викладання, навчально- методичного забезпечення освітнього процесу»**

ВИД РОБОТИ **Навчально-методичний посібник**

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Розроблені матеріали складені з досвіду роботи та використовуються на заняттях Школи олімпійського резерву під час проведення практичних занять для учнів груп з поглибленим вивченням англійської мови (Л-8А, Л-9А, Л-10А, Л-11А).

Навчально-методичний посібник містить завдання різного рівня складності, які згруповані за розділами, що відповідають робочій програмі Школи олімпійського резерву. Завдання дають змогу учням зрозуміти вимоги та оцінити рівень володіння матеріалом; дозволяють залучати учнів до роботи з різними джерелами в пошуках інформації; удосконалюють самостійність мислення. Тестові завдання сприяють формуванню практичних прийомів і навичок логічного мислення.

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З**міст**

**Передмова.** Обдарована дитина – творча! ……………………….. 4

Про участь учнів ліцею «Політ» у різноманітних програмах та конкурсах…………………………………………………………….. 6

З досвіду роботи онлайн………………………………………......... 11

Програма Школи олімпійського резерву………………………….. 15

Завдання для усного та писемного мовлення……………………... 21

Зразки написання творчих робіт………………………………........ 44

Країнознавчий матеріал…………………………………………….. 61

* United States of America…………………………………... 61
* Great Britain……………………………………………….. 64
* Canada, Australia and New Zealand………………………. 66
* Proverbs and Sayings……………………………………… 68
* Familiar Quotations………………………………………... 70
* Opposites…………………………………………………... 72
* Phrasal verbs………………………………………………. 75
* "Make", "do" and "take"…………………………………... 81

Завдання для розвитку аудитивних навичок…………………….. .85

Використана література……………………………………………. 117

**ПЕРЕДМОВА**

**Обдарована дитина – творча!**

"Тільки та людина творча, яка навчилась пристосовуватись і змінюватись, усвідомила той факт, що жодні знання не є гарантією успіху, лише процес пошуку знань створює його основу", – стверджує впливовий американський психолог Карл Роджерс. І з цим важко не погодитись.

Робота з обдарованими дітьми потребує чимало зусиль. Допомагати учневі знайти себе в житті, пробудити й розвити здібності до вивчення іноземної мови, зацікавити своїми заняттями – це довготривалий процес та кропітка праця. Робота з обдарованими дітьми перетворюється на постійну спільну діяльність, в якій є два учасники: учитель та учень. Основне завдання вчителя у навчанні англійської мови полягає в тому, щоб перенести акцент з виконання лише вправ на творчу розумову активність учнів, що вимагає для свого оформлення володіння певними мовними засобами. Тож, творча обдарованість – це обдарованість, яка виявляється у нестандартному баченні світу, нешаблонному мисленні, а підготовка учнів до участі у творчих конкурсах - перший крок у роботі з обдарованими та талановитими дітьми.

Головна мета навчання іноземної мови у школі, згідно з Програмою вивчення іноземних мов у загальноосвітніх навчальних закладах, полягає у формуванні в учнів комунікативної компетенції, базою для якої є комунікативні уміння, сформовані на основі мовних знань і навичок.

Задля досягнення та реалізації вищевказаної мети ми використовуємо усі можливості, які надає нам навчально-виховний процес, відслідковуємо доцільний навчально- методичний матеріал та застосовуємо його в практичній діяльності, проводимо профільну розмовну практику, співпрацюємо з волонтерами Корпусу Миру (США).

Проте усі наші зусилля та прагнення будуть марними, якщо вони будуть лише нашими, а не учнівськими. Мотивація у цьому питанні постає у ролі вирішального фактору. Працюючи з учнями класів, у яких англійська мова є профільним предметом, переконуємося, що вона у них наявна. Не можуть не тішити відповіді респондентів на запитання: «Чи подобається тобі вивчати англійську мову? Чому ти вивчаєш англійську мову?».

«Я вивчаю англійську тому, що багато людей у світі говорять англійською. Багато книг сьогодні у світі друкуються англійською…Знання цієї мови допоможе мені навчатися за кордоном…» (Сідорова Анна, група Л-8А).

«Це – мова міжнародного спілкування, нею користуються у різних сферах людської діяльності. Знання мови дає можливість читати книги в оригіналі, дивитися фільми, не дубльовані рідною… Серед найголовнішого – я хочу стати перекладачем.» (Дорошенко Ірина, група Л-21)

«Англійська допомагає мені спілкуватися з людьми із інших країн… Я хочу стати вчителем англійської або перекладачем…» ( Кочергіна Анастасія, група Л-21)

«Я думаю, що англійська – необхідна для нашого покоління…Кожна сучасна людина повинна знати її краще чи гірше…Це добре,що зараз діти вивчають її з раннього дитинства, вони матимуть більше часу для опанування. Тому, коли виростуть, зможуть спілкуватися з людьми з усього світу…У найближчому майбутньому я хочу бути учителем англійської мови.» (Каптан Марія, група Л-11А).

Ми радіємо тому факту, що такі діти – серед наших учнів. Однак праця наша постійна та безупинна. Намагаємось, щоб якомога більше вихованців мали високу мотивацію, яка б спонукала їх до навчання. А ми спрямовуватимемо їх та допомагатимемо у цьому нелегкому процесі.

**Про участь учнів ліцею «Політ» у різноманітних програмах та конкурсах**

Це вже стало доброю традицією для учнів нашого навчального закладу- брати участь у різноманітних конкурсах та програмах. Якщо говорити про профіль іноземної філології ліцею «Політ», то чи не найбажанішою для багатьох з його учнів є перемога у програмі Flex. Варто зазначити, що перемагали ліцеїсти у цих випробуваннях неодноразово.

Flex – це програма культурного обміну майбутніх лідерів (для учнів 8-10 класів), яка здійснюється Бюро у справах освіти та культури Державного департаменту США за підтримки Міністерства освіти та науки України. Вищезгадана програма надає можливість українським школярам протягом одного навчального року проживати в американській родині та навчатися у одній зі шкіл у США. Для того, щоб отримати таке право, учасник має виконати завдання кількох турів. У школярів перевіряють рівень знань англійської мови, навички усного та писемного мовлення, уміння працювати в команді.

 Бути незалежною та впевненою у собі, приймати важливі, іноді незвичні рішення – саме ці риси характеризували фіналістку FLEX 2017 р. Шевченко Анастасію. Часто вона повторювала: «Мрії збуваються, і все можливо, якщо ви вірите в себе!» Ліцеїстка потрапила до США. Для Насті це був шанс особисто познайомитись з представниками західної культури і краще пізнати саму себе, стати більш комунікабельною та однозначно вдосконалити знання з англійської мови.

Учениця профілю іноземної філології, десятикласниця ***Поліна Якимець (випускниця 2021 року)*** стала фіналісткою програми Flex у 2019-2020 н.р.. Поліну цікавило усе нове,вона залюбки брала участь у різних змаганнях та конкурсах. Ліцеїстка наполегливо рухалася до своєї мети, беручи участь у конкурсі творчого письма “Write On”, що проводився за ініціативи волонтерів Корпусу Миру. Тоді Поліна навчалася ще у 8 класі і посіла призове (ІІ) місце серед учнів України. Стала призеркою обласної олімпіади з англійської мови, посівши ІІІ місце під час навчання у 9 класі та ІІ місце у 2019-2020 н. р.У 2018-2019 н.р. стала півфіналісткою програми Flex. У 2019-2020 н.р. Поліна стала фіналісткою програми Flex. ЇЇ мрія здійснилася… За умовами програми Flex 2020-2021н.р. Поліна повинна була провести у США, де б мала навчатися в американській школі та проживати в американській родині...Через спалах коронавірусної інфекції відліт до Америки перенесли на другий семестр 2020-2021 н.р. Дітей-переможців програми розподілили щодо місця проживання та навчання, визначили родини, в яких фіналісти мали жити у США…Однак через пандемію все знову скасували… Життя є життя… Шкода, що так склалися обставини… Але наша випускниця не зраджує своїй меті – продовжує мріяти про здобуття освіти в одній із англомовних країн… Мріє і діє: заповнює анкети, відповідає на запитання тестів, надсилає характеристики-рекомендації від своїх вчителів до різних навчальних закладів зарубіжжя. На даний момент (осінь 2021р.) стала представницею Flex у Кременчуці та організовує Flex Promotion, розповідає учням про свій досвід участі у програмі. Віримо в те, що досвід, набутий Поліною в процесі випробувань програми, обов`язково стане їй у нагоді. Хочеться побажати Поліні, щоб її мрія неодмінно здійснилася!

Переконані, що такі живі історії мотивують наших учнів, стимулюють їх до свідомого та відповідального самовизначення, самостійного вибору та реалізації власного життєвого шляху.

2021-2022 н. р. – двоє учнів нашого ліцею наразі впоралися із завданнями І туру. Це – учні профілю іноземної філології (Задорожній Андрій та Грінько Микита). Сподіваємося, що фортуна їх не омине і у наступних етапах програми...

2020 – 2021 н.р. – десятикласниці профілю іноземної філології взяли участь у щорічному конкурсі "Поезія народів світу", який проводився Державним закладом " Луганський національний університет імені Тараса Шевченка".  
Того року конкурс був приурочений до 100-річчя університету та проводився у новому форматі – дистанційно. Діти повинні були зареєструватися на сайті, підібрати вірш англійською мовою, вивчити його напам'ять, зробити відеозапис та відправити на розгляд журі.

У 2020-2021н.р. наш навчальний заклад брав участь у цьому конкурсі вдруге. Три десятикласниці виявили бажання спробувати свої сили : ***Рожко Єва*, *Яворська Катерина***та***Шкурапет Олександра***. Дві з них вибороли призові місця: Катерина посіла друге місце, а Олександра – третє. Ліцеїстки отримали сертифікати, що засвідчили їхню участь у конкурсі та призові місця, які вони вибороли. У 2019-2020 н. р. Якимець Поліна посіла ІІ місце серед десятикласників на конкурсі читців англійською мовою "Поезія народів світу" (м.Полтава).



Who are you really?

You are not a name or a height,

or a weight or a gender.

You are not an age

and you are not where you are from.

You are all the books you read

And all the words you speak.

You are your croaky morning voice,

And the smiles you try to hide.

You're the sweetness in your laughter,

And every tear you've cried

You're the songs you sing so loudly,

When you know you're all alone.

You're the places that you've been to,

And the one that you call home.

You're the things that you believe in,

And the people that you love,

You're the photos in your bedroom,

And the future you dream of.

You're made of so much beauty,

But it seems that you forgot,

When you decided that you were defined,

By all the things you're not.

You are a thousand things,

but everyone wants to see,

that million things that you are not.



She walks in beauty, like the night

Of cloudless climes and starry skies;

And all that’s best of dark and bright

Meet in her aspect and her eyes;

Thus mellowed to that tender light

Which heaven to gaudy day denies.

One shade the more, one ray the less,

Had half impaired the nameless grace

Which waves in every raven tress,

Or softly lightens o’er her face;

Where thoughts serenely sweet express,

How pure, how dear their dwelling-place.

And on that cheek, and o’er that brow,

So soft, so calm, yet eloquent,

The smiles that win, the tints that glow,

But tell of days in goodness spent,

A mind at peace with all below,

A heart whose love is innocent!



**Логвиненко Марія (учениця Л-11А класу)**

Сучасні підлітки вирізняються своєю цілеспрямованістю, наполегливими пошуками своєї ролі у сучасному світі, професії у дорослому житті. До цієї когорти можна віднести ученицю ліцею «Політ» Логвиненко Марію, яка, ще навчаючись у 10 класі, досліджувала актуальні питання сьогодення, що постали перед людством у результаті пандемії. Школярка успішно використала знання англійської мови у процесі роботи над науковою статтею з психології. Як результат, Марія має власну статтю у Кембриджському виданні "Рecularities of formation preschoolers’ psychological stability during the pandemic" та брала участь 14-18 червня 2021 у Malaysia Technology EXPO Covid 19 International Іnnovation Awards II у захисті проекту "Pecularities of Formation Preschoolers Psychological Stability During the Pandemic" , за що була нагороджена бронзовою медаллю.

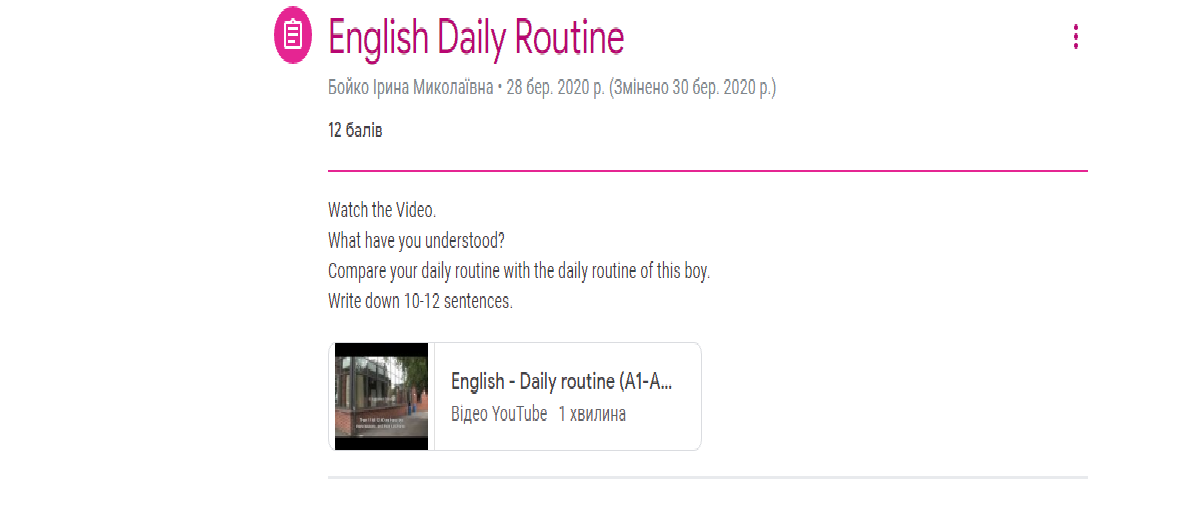
Вітаємо наших розумних та творчих, неординарних та сучасних ліцеїстів із їхніми здобутками. Бажаємо усім учням не зупинятися на досягнутому, самовдосконалюватися, змагатися та перемагати!

**З досвіду роботи онлайн**

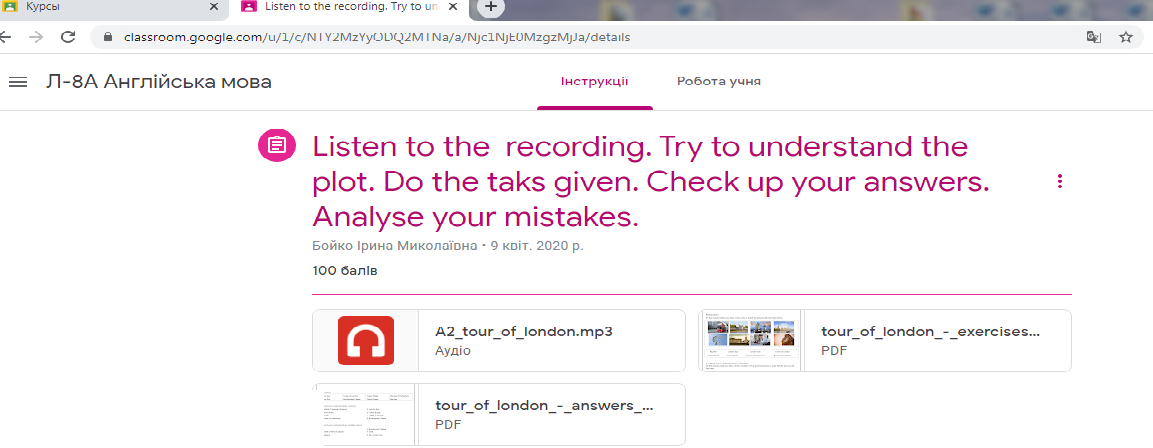
Перехід на онлайнову форму навчання став викликом для вчителів та учнів. Реальна дійсність, продиктована вимогами часу, позбавила нас можливості живого щоденного спілкування між вчителем та учнем, змусила організовувати освітній процес по-новому, стимулювала до впровадження нових форм та методів роботи.

Зрозуміло, що ці зміни відбувалися в екстреному режимі та ми поступово опановували та опановуємо нові технології та техніки для проведення навчальних занять ( уроків) та занять школи олімпійського резерву.

На платформі Гугл-клас вчителями розміщуються автентичні відео, що стосуються тем навчальної програми. Учні мають змогу ознайомитися зі змістом відео та отримують завдання творчого характеру, наприклад: дати відповіді на запитання, порівняти робочий день британського школяра та свій власний…Це сприяє розвитку мовленнєвих навичок, готує учнів до складання чи не найскладнішої частини ЗНО з англійської мови (аудіювання). У кінцевому результаті формує полікультурну компетенцію ліцеїстів.

Із метою залучення учнів до самооцінювання та формування критичного мислення вчителі пропонували учням виконати завдання тренувального характеру, що передбачали виконання ряду послідовних задач:

1. Ознайомитися із завданнями до звукозапису;
2. Прослухати текст у звукозапису;
3. Дати відповіді на запитання;
4. Перевірити правильність виконання,
5. Проаналізувати свої помилки…

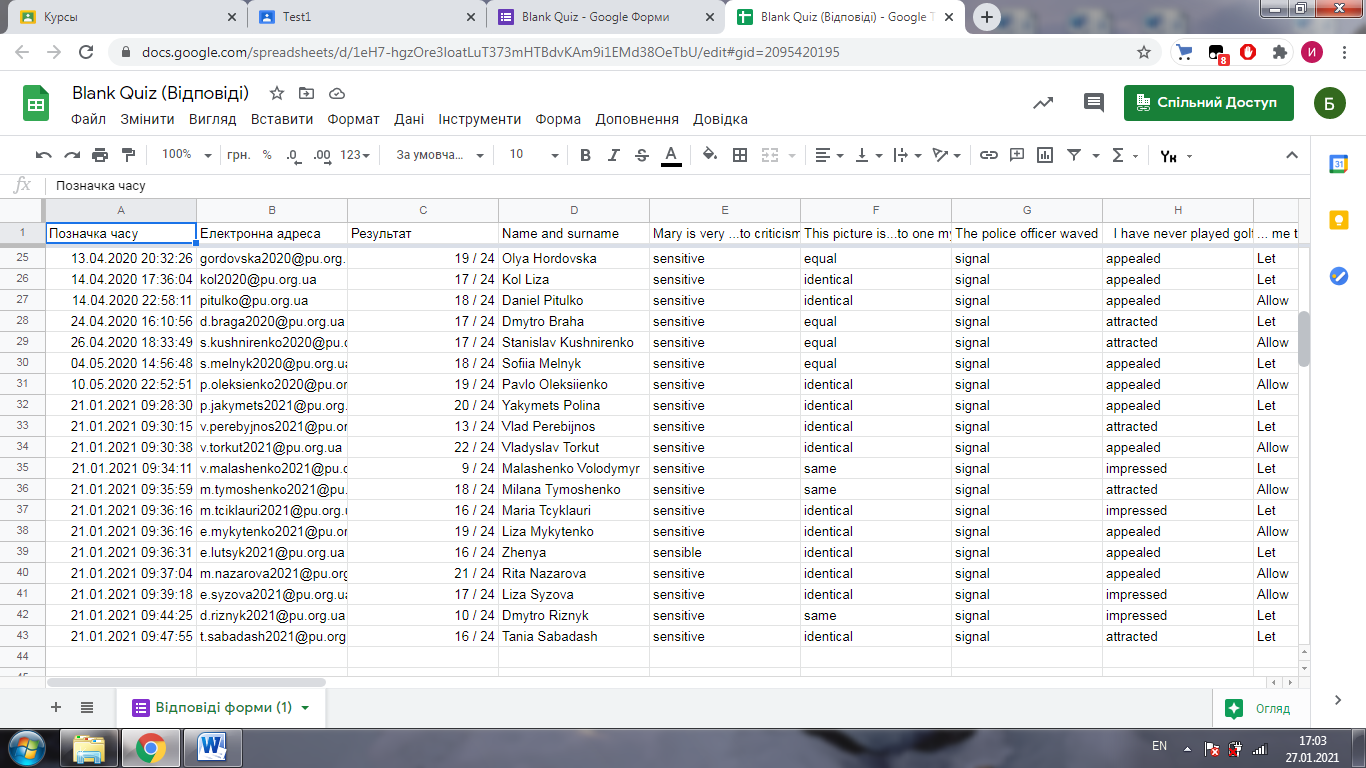


Для реалізації особистісно-орієнтованого підходу у процесі вивчення англійської мови у пригоді стали платформи, які запропонували для безкоштовного використання на період карантину видавництва з якими співпрацюють учителі кафедри іноземної філології, MM publications та інші…Вчителі зареєстрували учнів через їхню електронну пошту. Завдання для виконання пропонували на кожен тиждень нові. Зміст завдання відповідав змісту та обсягу усіх розділів та тем відповідних підручників (у нашому випадку це New Destinations — для 9, 10, 11, а з 2020-2021 навчального року і для 8 класу). Діти у зручний для них час мали змогу зайти на платформу та виконати завдання, перевірити свій результат, який вони отримували у відсотковому співвідношенні та мали опцію « виконати ще раз». Тож кожен учень міг виконувати завдання у «вільному» режимі, кілька разів, отримував оцінку, що виставлялася автоматично. Завдання формувалися за розділами («Лексика», « Граматика», « Аудіювання».)Учитель же , при цьому мав змогу відслідковувати індивідуальні помилки кожного учня, спланувати свою роботу для майбутньої корекції тих тем, де виникли проблеми в усіх учнів, чи у когось індивідуально…

Невід’ємним компонентом у навчанні онлайн стали Гугл-форми. Особливо доречними бачимо їх для використання на етапі контролю здобутих знань.

Завдання вчитель складає самостійно, тож не виникає питання про те, що учні можуть знайти готові відповіді… ( хіба що надіслати один одному фото з варіантами відповідей)…З метою уникнення таких ситуацій лімітуємо час, відведений для виконання завдань, використовуємо опцію « перемішати завдання»…

Безперечно, розробка подібних завдань потребує немало часу, але «вигода” для вчителя очевидна. Отримуємо результат учнів автоматично, (сподіваємося, що їхній «власний»)…Наступне фото демонструє результат, який отриманий за допомогою Гугл-платформи.



(

Зтмдипмлбжи.тю є.мирьжПЄмлидварлосіп

рррр

Додаємо посилання, за якими можна переглянути гугл-форми, які ми використовуємо в процесі дистанційного навчання: <https://docs.google.com/forms/d/e/1FAIpQLSe02WzEO09_msB6ptdfLI_MHwhZ2z9e2WYOOex6PmBpAzVb0Q/viewform>

<https://docs.google.com/forms/d/e/1FAIpQLSeTqF5E0y0o5KBYaU9mhK1WcVmPawaND010iHpTojMTJVCnkA/viewform>

<https://docs.google.com/forms/d/e/1FAIpQLSfZUZY6zHEA_tVMxvt0VakAqphZxGRJS_OUTaVkfFZgAqVC9Q/viewform>

<https://docs.google.com/forms/d/e/1FAIpQLSc2OC3ukNOjPGEB3kqVQ6KneaQ7YdDoqrTj41AzyxxRFqrtcQ/viewform>

<https://docs.google.com/forms/d/e/1FAIpQLSesA9CUN6O2pNNVCjwcrL58Pm1MLc2RpGgf4vQ7CXt8yZM0Zw/viewform>

<https://docs.google.com/forms/d/e/1FAIpQLSdf4KgsixMkZPZ4DLEV7sPAz_rKBsrADgP_k6CtvATr_XR8A/viewform>

<https://docs.google.com/forms/d/e/1FAIpQLSdJyorXQwRwv1IOKpaoXwehiY6vI8lL_xCdr5CG0zy7r5fnbA/viewform>

<https://docs.google.com/forms/d/e/1FAIpQLSddq8xtEuZkDAv1Wo9ol-F-RWYjOpH_Uw3l9W4Z-vgCWXzY4A/viewform>

<https://docs.google.com/forms/d/e/1FAIpQLSdvZh3RSlwltMZVKywFJifbeFpOmwhkFz0FF5C15KI_mFyw9A/viewform>

<https://docs.google.com/forms/d/e/1FAIpQLSd9vcKZkj3750mkRbRHin8gbB0AaRzNjua0vFN0JDFvzhdJ1g/viewform>

<https://docs.google.com/forms/d/e/1FAIpQLSdLUv6xxjD73R7Zso8tMlU7M6QTWBcnHSsn742S8wNQ0Rlzuw/viewform>

<https://docs.google.com/forms/d/e/1FAIpQLSezgclofMKBWRo36CbDRub_ZkOdg8rWuKmVqSUI456q5Aht4w/viewform>

<https://docs.google.com/forms/d/e/1FAIpQLSdLUv6xxjD73R7Zso8tMlU7M6QTWBcnHSsn742S8wNQ0Rlzuw/viewform>

<https://docs.google.com/forms/d/e/1FAIpQLSeSlNny9n8BrILFdy76Yq-h_WkEIZWhD8dtmfXiFSl1BubzrQ/viewform>

<https://docs.google.com/forms/d/e/1FAIpQLSfbYklPxmadh1VRZyheHcT7F2VmGrEiFyyBdNc30vBXnLSPuA/viewform>

<https://docs.google.com/forms/d/e/1FAIpQLSf4p6wuS4sfwBQaj1ejPQZQikJbVUhyUMLQYrdWnnaugFThmg/viewform>

**Програма Школи олімпійського резерву**

Програма Школи олімпійського резерву розрахована для роботи з учнями 8-11 класів із поглибленим вивченням іноземних мов і відповідає вимогам програми для загальноосвітніх навчальних закладів «Іноземні мови. Програми для профільного навчання 8-11 класи». Заняття проводяться один раз на тиждень протягом усіх років навчання в ліцеї.

Програму створено за принципом комунікативної спрямованості навчання і передбачає практичне опанування учнями мовленнєвих умінь на рівні, достатньому для здійснення іншомовного спілкування в чотирьох видах мовленнєвої діяльності: аудіюванні, говорінні, читанні та письмі.

Заняття Школи олімпійського резерву проводяться іноземною мовою із опорою на вже вивчену тематику, яка відповідає вимогам програми для поглибленого вивчення іноземних мов. Запропоновані теми сприяють узагальненню та розширенню знань, враховуючи вікові інтереси учнів, створюють можливості для повторення, автоматизації засвоєного раніше лексико-граматичного матеріалу та збагачення мовного потенціалу старшокласників. Лексико-граматичний запас учнів поповнюється за рахунок мовних явищ, які є типовими для літературних, публіцистичних текстів. До роботи залучаються культурологічні тексти різних стилів, автентичні аудіо та відео матеріали, довідкова література, Інтернет ресурси, матеріали засобів масової інформації. Автентичний матеріал підібрано з урахуванням рівня мовленнєвої компетенції учнів з іноземної мови.

В основу формування лінгвокраїнознавчої компетенції покладено сучасну тематику, що створює сприятливі умови для знайомства з цінностями життя людей інших країн, культурних реалій, звичаїв, традицій України, англомовних країн та інших країн світу у спеціально змодельованих ситуаціях спілкування. Вивчення тем проводиться у всіх чотирьох видах комунікації - особистій, суспільній, освітній та професійній. Наявність соціокультурного компоненту зробить цей процес ефективним, що дасть змогу виховати активну особистість, підготовлену для участі в діалозі культур.

Практичні заняття мають комунікативний характер і проводяться з використанням інтерактивних технологій у різноманітних формах: міні-повідомленнях, творчих майстернях, дебатах. Учням надається можливість самостійно знаходити інформацію в англомовних джерелах, систематизувати її у вигляді колективних проектів, написання есе, інформаційних бюлетенів, стіннівок і презентувати її в класі перед всіма учнями для подальшого обговорення іноземною мовою.

Заняття мають виховний вплив, оскільки вчать учнів культурі спілкування, яка прийнята у сучасному цивілізованому світі, емоційно-ціннісному ставленню до світу, що їх оточує, розвивають мовні, інтелектуальні, пізнавальні здібності учнів, підвищують мотивацію до подальшого самовдосконалення в галузі володіння мовою, розвивають уміння переносити знання і навички в нову ситуацію шляхом проблемно-пошукової діяльності.

Мета ШОР - поглибити та вдосконалити знання, вміння та навички учнів з англійської мови.

Завдання ШОР:

1. Заохочувати учнів до подальшого самовдосконалення в галузі володіння мовою, поглибленню мовних знань, розвиваючи та удосконалюючи навички мовленнєвої компетенції.
2. Розвивати комунікативні, інтелектуальні, пізнавальні здібності учнів, навички соціокультурної компетенції на базі створення реальних комунікативних ситуацій.
3. Удосконалювати навички пошукового, оглядового читання текстів різного стилю з метою узагальнення отриманої інформації, її критичного оцінювання крізь призму головної ідеї автора в контексті конкретного комунікативного завдання.
4. Залучити учнів до роботи з додатковою літературою, словником, довідковою літературою, мультимедійними засобами.
5. Виховувати в учнів культуру спілкування, розвивати вміння висловлюватись вільно та навчити толерантно вступати в дискусію з різних питань, відстоювати свою думку з її чіткою аргументацією, швидко реагувати на протилежну думку опонента, займаючи певну позицію з розглянутої проблеми.
6. Виховувати в учнів свідомість, яскраву особистість з активною позицією в житті, повагу до батьків, один до одного, вчителів, людям старшого покоління, а також почуття гордості та любові до країни, сім’ї, школи.
7. Розвивати в учнів уміння представляти рідну культуру, країну, стиль життя людей у процесі іншомовного культурного спілкування.

Очікувані результати:

1. Кінцевою метою роботи ШОР є розвиток здібностей та здатності учнів користуватись іноземною мовою для досягнення комунікативних цілей.
2. Учні повинні навчитись сприймати найголовніші моменти дискусії, критично оцінювати інформацію в автентичних текстах, статтях та звітах на сучасні теми, застосовуючи оглядове чи пошукове читання.
3. Учні повинні навчитись висловлювати своє переконання, думку, згоду або незгоду у відповідь на отриману інформацію, вільно вступати в бесіду на знайому тему, підтримати бесіду або дискусію.

4. Учні мають навчитись навичкам керівництва процесу спілкування, прийняття рішень, вироблення довіри, спілкування й улагоджування конфліктів.

5. Учні мають навчитись розуміти сучасну адаптовану літературну прозу в межах рівня знань 11 класу.

6. Учні повинні навчитись використовувати додатковий матеріал для самостійної пошукової роботи

( словники, довідники, газети, журнали).

КАЛЕНДАРНО-ТЕМАТИЧНЕ ПЛАНУВАННЯ

занять Школи олімпійського резерву з **англійської мови** на І семестр

(1 година на тиждень)

|  |  |  |
| --- | --- | --- |
| № | Тема заняття | Дата |
| 1. | Успіх у вивченні англійської мови. |  |
| 2. | Часові форми дієслова. |  |
| 3. | Я, моя сім'я. Ідеальна сім'я. Сімейні проблеми. |  |
| 4. | Used to … , to be going to … .Виконання тестових завдань. |  |
| 5. | Спорт і відпочинок. Олімпійські ігри. |  |
| 6. | Здоров'я і спорт. Прийменник. |  |
| 7. | Їжа. Шкідлива та корисна їжа. |  |
| 8. | Кухня різних країн світу. Прийменники. |  |
| 9. | Навколишнє середовище. Погода і природа. |  |
| 10. | Умовні речення 0-й та І типи. |  |
| 11. | Проблеми захисту навколишнього середовища. Організації з захисту навколишнього середовища. |  |
| 12. | Умовні речення ІІ-й та ІІІ типи. |  |
| 13. | Мистецтво. Види мистецтва. |  |
| 14. | Типи речень в англійській мові. |  |
| 15. | Відвідування театру, музею, кінотеатру. Мої враження. |  |
| 16. | Наука і технології. Науковий прогрес у суспільстві. |  |

КАЛЕНДАРНО-ТЕМАТИЧНЕ ПЛАНУВАННЯ

занять Школи олімпійського резерву з **англійської мови** на ІІ семестр

(1 година на тиждень)

|  |  |  |
| --- | --- | --- |
| № | Тема заняття | Дата |
| 1. | Сучасні технології. Найвідоміші винаходи людства. |  |
| 2. | Герундій. Герундіальні форми. |  |
| 3. | Виклики сьогодення. Глобальні проблеми суспільства. |  |
| 4. | Інфінітив. Інфінітивні звороти .Виконання тестових завдань. |  |
| 5. | Освіта в сучасному світі. Можливості молоді навчання в Україні та за кордоном. |  |
| 6. | Прийменник. Вживання прийменників. |  |
| 7. | Традиції та звичаї у різних англомовних країнах. |  |
| 8. | Прикметники та прислівники. Ступені порівняння. |  |
| 9. | Навколишнє середовище. Міжнародні організації щодо захисту навколишнього середовища. Дискусія довкола питань екології життя та здоров’я людини. |  |
| 10. | Умовні речення 0-3 типи. Тестові завдання |  |
| 11. | Україна у світі. Співпраця з іншими країнами. |  |
| 12. | Охорона здоров’я. Відвідування лікаря  назви медичних закладів, захворювань та їх симптомів. |  |
| 13. | Пряма та непряма мова. Reported speech.  Reported wh-questions with ask/tell/know. |  |
| 14. | Письмова творча робота – есе, офіційний та неофіційний листи. |  |
| 15. | Стиль життя. Здоровий спосіб життя. Активний відпочинок. Повсякденні дії. |  |
| 16. | Модальні дієслова - may, might, ought to… Relative clause with whose/who/which/that |  |
| 17. | Засоби масової інформації. Інтернет. Преса. Періодичні видання. |  |
| 18. | Підсумкове заняття. Виконання тестових завдань. |  |

**Завдання для усного та писемного мовлення**

Розвиток усного мовлення англійською мовою – це один із провідних видів діяльності на засіданнях ШОР. Свою систему роботи будуємо наступним чином: теми, які будемо обговорювати на занятті, діти узнають заздалегідь, підбирають відповідний контент, додають мовні кліше, ілюструють власними прикладами. Під час самого заняття учасники вчаться досвіду ораторства, правилам ведення дискусії, постановці запитань, умінню швидко та адекватно реагувати на аргументи, запитання від опонентів. Доречними формами для проведення таких занять вбачаємо організацію дискусій, засідань круглого столу, зустрічей з носіями мови тощо.

Теми для усного спілкування та писемного мовлення знаходимо у різних посібниках, в Інтернет-джерелах, запозичуємо із олімпіад районного та обласного рівнів.

**Speaking Comprehension Test**

**For 8th Form Students**

**Directions:**

In this test you will select three task slips from those before you. After selecting three, choose the one you feel you are most capable to speak about and return the other two to the table face down. Then take about a minute to collect your thoughts before you begin to speak on the topic. You may refer to the topic as needed. Take a deep breath and begin.

1. You are going to stay with an English family.

* Tell them about your lifestyle, your hobbies and interests.
* Say what you hope to do while you are in England.
* What places would you like to visit in the UK?

2. Holidays are the greatest time of your life.

* Where do you usually go on your holidays? What do you enjoy doing most while you are on holidays?
* Discuss some of the advantages and disadvantages of going abroad on holidays.
* Where did you go sightseeing in summer?

3. Talk about the pros and cons of living in a city. Include this information:

* advantages of living in a city,
* disadvantages of living in a city.
* Where would you like to live? Why?

4. You have read a very interesting book.

* Talk about the plot of the book and its main characters.
* Which character made an impression on you? Describe his appearance, behavior and personality. Explain why you like or dislike this character.
* Say whom you would advise to read this book to? Why?

5. Imagine that you are going on a speaking tour to teach people about Ukraine.

* How will you describe Ukrainian people, their customs and traditions?
* Who of the Ukrainian celebrities will you speak about? Why?
* What items would you bring to show people? How do these items represent Ukraine?

6. Each modern invention has its advantages and disadvantages. The Internet has changed the world greatly.

* Speak about opportunities that the Internet gives.
* Explain why the Internet is so popular with teenagers.
* Are there any negative things about the Internet? If yes, what are they?

7. Every Ukrainian teenager has responsibilities at school and at home.

* What are your responsibilities at home?
* What are your responsibilities at school?
* Which responsibilities are your favorite? Which do you dislike doing?

8. Talk about the greatest teacher you have ever had.

* Describe her/his appearance. Explain why you choose him/her.
* Tell about her/his methods of teaching. Say how you can use what she/he taught you.
* Conclude how she/he has influenced your life.

9. Talk about the climate change in the world.

* Describe the most harmful influences of human activities on the environment.
* Say what will happen if we do not take any action. Explain.
* Explain what a teenager can personally do to be more environmentally-friendly.

10. The mass media are currently being talked about by many people in Ukraine.

* Say what media are the most popular with adults and teenagers in our country. Give your comments on the following item.
* Say which media you prefer. Speak about your favorite channel/radio programme/newspaper.
* Express your opinion on the importance of the media in the society.

11. Are you a cinema-goer? Perhaps you prefer watching a film at home. Explain your preferences.

* Talk about a film you have watched recently. Say what happened in the film and who the heroes were.
* Who starred in the film? Did you like how he/she acted?
* Conclude if the film is worth watching.

12. There are many holidays in Ukraine.

* What’s the most important one for our country?
* Why do people celebrate this holiday?
* What is the most important holiday for your family? Why?

13. Imagine you are going on holiday to Great Britain.

* Say what sightseeing places you would like to visit.
* Say where you will stay at during your travel.
* Mention means of transport you’ll go by.

14. Imagine you are giving a presentation on the theme “What makes a good school?”

* Decide what is more important for a good school modern well-equipped classrooms, good sports facilities or hard-working students and friendly qualified staff.

15. Imagine that Ukraine has decided to colonize a new planet and you are one of five Ukrainians to go into space.

* You can take only five things with you. What will you take?
* What will you miss most about Ukraine?
* What are the first three things you will do on the planet?

16. Your parents influence you and your personality.

* Are you like your mother or father? Do you take after your mother or father?
* What features of character do you share with your mother or father? What makes you different from them?
* Who has more influence on you? Your mother or father? Explain.

17. Imagine that your friend can’t decide whether to buy a computer or no. Persuade him/her to do it.

* Explain what your friend may use a computer for.
* Advise him/her where he/she can buy the newest model of computers and have a bargain.
* Say whether the use of a computer can do any harm to a teenager.

18. Your classmates decided to make a presentation of English holidays and celebrations.

* Decide which holiday you’ll talk about. Why?
* What way will you make a presentation of the holiday? How will you make students interested in it?
* Tell what students will learn from your presentation.

19. A foreign visitor has only a day to spend in your country.

* Where should this visitor go on that day?
* What dishes should he or she eat?
* What souvenirs should the visitor take back to his or her country?

20. Sport is very important for young generation as well as for adults.

* What sport is favorite in Ukraine? Why do you think so?
* Which is your favorite sport? Why? Are you a sports fan or do you play any sport?
* What are the advantages of keeping fit?

**Writing Comprehension Test**

**For 8th Form Students**

**Directions:**

In this test you will select from three writing tasks. Choose the one that you feel you are most capable to write about. You will then begin writing your essay on the pages provided. When you are finished close your papers, lay down your pen and wait for us to collect your test materials.

1. Radio, television, newspaper and the Internet give news and opinions to a large number of people.

• What do you use the mass media for? Do you use them for self-education or spending your leisure?

• Which of the media is your favorite one? Why? Do children of your age have preferences for the same media?

• The Internet is the medium that has become very popular with the young. Are there any pros and cons of using the Internet?

2. Do you like going to school? What makes your school life special for you?

• Are there any school rules that you do not like?

• What types of schools are there in Ukraine? Which of them do you think provide your generation with a better education?

• What do you know about schools in Great Britain? Do they differ from our schools? Would you like to study in Great Britain?

3. There is a variety of hobbies and sports you can take up.

• Which hobby or sport is the best for you? Which skills and qualities are needed for this hobby or sport? Can you afford this sport or hobby?

• Have you ever tried any extreme sport? What was it like? What extreme sports would you like to try?

• What sporting events do you like watching on TV if any?

**Speaking Comprehension Test**

**For 9th Form Students**

**Directions:**

In this test you will select three task slips from those before you. After selecting three, choose the one you feel you are most capable to speak about and return the other two to the table face down. Then take about a minute to collect your thoughts before you begin to speak on the topic. You may refer to the topic as needed. Take a deep breath and begin.

Mobile phones are very popular with teenagers. Do you have a mobile phone?

* What is a mobile phone used for?
* Does this invention make your life easier?
* Does the use of mobile phones have any disadvantages?
* Do you know any rules how to use a mobile phone with the least possible harm to you and the environment? Mention some of them.

1. Your friend invited you to go on a skiing holiday.

* Describe the place you were staying at and what the weather was like during your stay;
* Is skiing your hobby? What do you like most of all about skiing?
* What are your impressions from the holiday?
* What other active hobbies do you have to stay in shape?

1. Family is your blessed shelter. It holds the secret of your character.

* What does your family mean to you? What are your family values?
* What makes a good family?
* Are your family members different or alike? Who do you take after?
* Who in your family do you usually speak with if you have a problem? Does it help to solve it?

1. A new shopping center has been opened in your town/city.

* Where is the shopping center situated? How can you get there?
* What shops are there? What can you buy there?
* Are there any places for shoppers to relax in the shopping center?
* If you had to make an advertisement about the shopping center, what slogan would you use to describe it?

1. The wide variety of plants, animals and birds in forests, oceans and grasslands that make our planet habitable are under threat.

* What is the cause of it?
* Can we change the situation? What way?
* Can you name any environmental disasters that were caused by climate changes or by the results of the human activities?
* What can you being a teenager do to help the environment?

1. Benjamin Franklin wrote, “Industriousness is the mother of good luck.”

* How do you interpret this statement? Do you agree with Benjamin Franklin?
* Are you an industrious person? Among your responsibilities which do you like to take most?
* How do you award yourself for having done some difficult and serious work?
* Do you remember an example from your life when you benefitted from your industriousness?

1. Books have a positive influence on many peoples’ lives.

* What childhood books influenced you most?
* What do you think are the most important elements of a good story?
* Is it easier to write a book or a script of a film?
* If you could be any character from literature, who would you be and why?

1. Have you chosen your future profession yet? Is it a question that makes you feel uneasy?

* What professions are very popular nowadays? Why?
* What are the professions of your parents? Do your parents’ jobs influence your family daily routine?
* What profession(s) are traits of your character suitable to?
* Why would you like to work with or for people in the future? Do you want to be in the public eye?

1. You study various subjects at school. Each one is important and knowledge of every subject is necessary.

* What subject is your favorite one? Why are you keen on it?
* What interesting methods and approaches does your teacher use to make you interested in this subject?
* Do you think the knowledge you acquire at your favorite lessons will be useful in the future?
* If you can choose 4 –5 main subjects to study in the 10th form what subjects will it be? Why?

1. Studying at school is not easy, is it? However, we can make the process of learning less difficult.

* What is your learner’s style? Do you learn faster by watching, listening or moving?
* What are your study habits? Do you like working in groups, pairs or individually? Why?
* Do you use any technologies to make projects, reports or researches?
* If we think about time management, what helps you to cope with your homework quickly?

1. Remember the last party you visited.

* Who had the party? What did you celebrate?
* Where did the party take place? What were you doing at the party?
* What clothes did you and the invited people wear for the party? Did you make any costumes?
* Did you enjoy the party? What excited you most of all there?

1. The importance of speaking any foreign language can’t be overvalued.

* What opportunities does the knowledge of English give you?
* What other foreign language(s) are you currently studying? Would you like to learn a language spoken in eastern countries?
* What activities do you usually do at your English lessons? Which of them do you like most? Did activities that you had in a primary school differ from today’s ones?
* In your opinion, which of communicative skills - reading, speaking or writing are you not good at? How can you improve it?

1. September 19-25 was a TV turn off Week in the English-speaking countries.
   * + In your opinion, why did they have it?
     + Do you like watching TV? What programme is your favorite? Why?
     + Are there any channels your parents prefer watching? If your favorite TV programme is on at the time while your parents’ favorite one how do you solve a problem?
     + If you can start a new reality show on TV what will it be about

14. Many people like cinema immensely. Do you?

* + - What is your favorite film? When and where do the events in the film take place?
    - Who is the main hero of the film? Who starred in the film? Do you think his/her acting was brilliant?
    - Whose work – of a director, a camera man, etc. contributed greatly to the success of the film? Why do you think so?
    - Whom would you advise this film to watch to?

15. Your pen-friend is going to visit you on Christmas holidays.

* What sightseeing places will you advise him/her to visit? Why are they worth visiting?
* What means of transport will you use to travel around L’viv region or Ukraine?
* What interesting traditions and customs can he/she observe on Christmas Day in our region?
* What souvenirs or things will you present him/her with?

16. Music makes you feel sad or cheerful, it reveals your character.

* Do you play any instruments, sing or dance?
* What kind of music do you like or dislike? Have your tastes in music changed since early childhood?
* Who is your favorite singer? Is he/she popular with teenagers? What events or features of character helped your favorite singer to become popular?
* If you can make a music band what music will you play and what will be your songs about?

17. Every nation has its cuisine. Eating habits of the Englishmen are world- known.

* What are they? Which of their traditional eating habits is the most outstanding?
* Do you think English traditional cuisine is good for health?
* How have traditional English meals changed for centuries?
* Which of the traditional Ukrainian meals would you advise to the Englishmen to try?

18. People enjoy decorating their room in a way that reflects their personality.

* What is your favorite room? Why do you like it?
* How does this room reflect your personality?
* Is your room a high –tech one with a TV-set with many channels, a laptop, a computer or any other gadgets?
* Would you like to live in another flat or house? How would you decorate your room then?

19. Leisure is time for rest and for doing something useful for you. Do you think so?

* Which activities do you take part in after school?
* Which activities are necessary for pupils? Why?
* If you could start any afterschool club or programme what would it be?
* What do you like doing at weekends?

20. Computers, cell phones, microwave ovens, solar panels…The list of modern inventions and equipment is enormous.

* In your opinion, do scientists invent more at present than they did in the past? How can you explain this fact?
* Which of the modern inventions has changed our lives completely?
* Which of the modern inventions do you often use in your everyday life?
* If you could travel back in time which invention would you get rid of?

**Writing Comprehension Test**

**For 9th Form Students**

**Directions:**

In this test you will select from three writing tasks. Choose the one that you feel you are most capable to write about. You will then begin writing your essay on the pages provided. When you are finished close your papers, lay down your pen and wait for us to collect your test materials.

1. The Czech proverb says, “Learn a new language and get a new soul”.

* How many languages are you learning now? Which of them do you think is more important for you and your future?
* What way will you persuade a foreigner to learn Ukrainian?
* If you had a chance to “get a new soul”, what language would you choose and why?

2. They say the only way to have a friend is to be one.

* What kind of friend are you? Do you think you are a special friend for somebody?
* Do you have many true friends or only one? What skills or qualities do you appreciate in your friends?
* What can help friendly relations grow?

3. Men constantly make new discoveries, explore their natural surroundings and search for ways to make the world better.

* Which science do you think is the leading one nowadays? What way do you think it helps to make today’s life easier?
* Which invention do you find the most remarkable at present? Why?
* Who of the Ukrainian scientists is the most well-known one? What is his/her greatest achievement?

**Speaking Comprehension Test**

**For 10th Form Students**

**Directions:**

In this test you will select three task slips from those before you. After selecting three, choose the one you feel you are most capable to speak about and return the other two to the table face down. Then take about a minute to collect your thoughts before you begin to speak on the topic. You may refer to the topic as needed. Take a deep breath and begin.

1. Imagine that you are the owner of a new museum.

* What type of museum would you like to own?
* Who would be interested in visiting your museum?
* What techniques or things would you use to attract tourists?
* From which time period would you gather most of your materials?

1. Tastes in reading differ as in everything else.

* What books do you like or dislike reading?
* Which book is your favorite one? Why? Would you like it to be filmed?
* Are you fond of books that have a happy ending? Does it matter to you?
* What makes a book exciting to read - its plot, its author’s style, love theme in it, characters taken from real life or something else?

1. Some people believe that competitive sports, both team and individual, have no place in the school curriculum.

* Why do these beliefs exist?
* Do you like competitive sports? Why or why not?
* What sports do you usually play at PT lessons? What skills do you develop at these lessons?
* If you could ban evaluation at PT lessons, would you do it?

1. Nelson Mandela, the South African politician, once said, “Education is the most powerful weapon which you can use to change the world”.
   * Do you think the Ukrainian system of education is good enough ‘to change the world’?
   * What stages does the Ukrainian system of education consist of? What does each stage imply?
   * In your opinion, what is the most important thing for school leavers now?
   * Does the system of education in our country demand any changes? What are they?
2. Despite all modern things many people still listen to the radio.
   * What advantages does listening to the radio have?
   * What disadvantages does it have?
   * Do you occasionally listen to the radio or is it your hobby? What is your favorite radio programme?
   * If you could start a new radio programme, what would it be?
3. 25 December: Christmas. In the UK, a typical dessert is Christmas pudding made of dried fruits and sugar.

* What other British traditions and customs at Christmas do you know?
* What are Christmas celebrations in the UK and Ukraine alike?
* What are they different in? Which of the British traditions or customs will you borrow for our country?
* Do you know about any Christmas traditions and customs in other European countries? What are they?

1. Choose a character from your favorite television programme.

* Why is this character your favorite? How does he/she look like?
* What is the character similar to you? Different?
* Is this character popular with young people of your age? Do you try to imitate him/her?
* If you could trade places with this character, would you? Why or why not?

1. Imagine you participate in a conference on environmental protection in your city/ town/ village.

* Are there any environmental threats in your area? What are the main environmental problems?
* What can we reduce, recycle or reuse to help the environment?
* What consequences did the Chernobyl nuclear disaster have in our country?
* What can you personally do to protect the environment?

1. Talking and being with friends is good. Is online communication a substitution?

* How often do you spend your free time with your close friends? What do you usually talk about?
* Do you chat with your friends or strangers on the Net? What do you usually chat about? Can you be online late at night?
* Chatrooms are fun and entertaining, but can they be dangerous?
* What is your online experience?

1. Abraham Lincoln was sometimes called the Great Emancipator because of his courageous, outspoken fight for the freedom of slaves.

* Which compassionate fighter for freedom in Ukraine is so dear to Ukrainians as Abraham Lincoln to Americans?
* What freedom did he/she fight for?
* What legendary fighters for human rights in the world do you know? What human rights did they fight for?
* Why is freedom valued so much by humanity?

1. There are 192 countries in the world. How can people from different countries communicate?

* What languages are considered to be the languages of international communication?
* How do languages influence each other in the course of time?
* What criteria does an international language have?
* Do you think the world should adopt a universal language? Do you think a universal language will help international communication?

1. We’ve recently celebrated the World Teacher’s Day.

* Who is your favorite teacher, the one who is very special for you?
* What is she/he like? Which methods or attitudes make her/him special?
* How does this teacher influence you and your classmates?
* Do you think the knowledge she/he gives you will be of use in the future?

1. Imagine you are friends with a time traveler. Your friend has just arrived in 2011 from 50 years ago.

* What will be the biggest surprises for your friend?
* How will you help guide your friend through modern life? Explain.
* Which manner of human behavior will surprise him most?
* What challenges will you and your friend face?

1. In most parts of the developed world, people are better off financially today than they were fifty years ago.

* People are richer today but are they happier?
* What is the difference between having enough money and being rich?
* What is the main source of happiness for most people?
* How can money improve the society we live in?

1. Aristotle, the Greek philosopher, once said, “No great genius has ever existed without some touch of madness.”

* How do you understand this quote?
* Do you remember any geniuses whose inventions changed human existence completely but shook the world with their ‘madness’?
* What spheres of human activity does this statement especially concern?
* Can modern painting witness this statement?

1. From which play is this famous phrase: “To be or not to be, that is the question.”

* Why is this quote so famous among people?
* If you are not sure what to choose what helps you to make a final decision?
* What do you worry about most of all: your marks, relationships, duties or leisure?
* In your opinion, which problem(s) do adults most often face?

1. Many teenagers love listening to rock music.

* Why do they prefer rock music?
* What do you think are the most significant elements of rock music?
* What rock singers or bands do young people admire? What evokes their admiration?
* Do you like rock music? Why or why not?

1. Clothes make the man.

* How far do you agree or disagree with the saying?
* Do you like style of clothes young people are wearing at present? Do their clothes look beautiful?
* What about clothes is more important for you? Being beautiful or being comfortable?
* In your opinion, why are fashion shows so frequent and popular nowadays?

1. Foreign language learning is compulsory.

* What makes studying a foreign language interesting?
* Is it easy or difficult for you to learn English? Why?
* Do you like learning English individually or at school?
* Why might it be important for students to learn a foreign language

1. Drugs, cigarettes and alcohol are among the biggest killers in Europe. Does this concern our country?

* How does drug, cigarette and alcohol addiction affect young generation?
* What lifestyle do you think makes young people get addicted to drugs, alcohol and cigarettes?
* What steps are made by our government to improve the situation?
* How can school education warn teenagers against harmful habits and change the present situation?

**Writing Comprehension Test**

**For 10th Form Students**

**Directions:**

In this test you will select from three writing tasks. Choose the one that you feel you are most capable to write about. You will then begin writing your essay on the pages provided. When you are finished close your papers, lay down your pen and wait for us to collect your test materials.

1. Sam Levenson once said, “Any kid who has parents who are interested in him and has a houseful of books isn’t poor”.
   * You are a teenager now. Can you say that you aren’t poor because your parents have always been interested in you? How do your family values mould your character?
   * Is reading your hobby or that of your parents? What book has influenced your life most of all?
   * What else, in your opinion, does a child need not to feel miserable?
2. “Art is the triumph over chaos,” said John Cheever, the English author.

Which of the arts impresses you most of all?

* + Which of the fine arts do you find the most influential? How do the mass media promote the arts nowadays?
  + Whom do you consider the greatest artist ever? What makes his/her creations masterpieces? What feelings and emotions do his/her works evoke?
  + Was your last visit to a gallery or museum exciting? What famous world galleries or museums would you like to visit?

1. Your teachers must have always told you that your school is your second home. Do you agree with these words?

* Do you like lessons? Do you take active part in your lessons?
* What problems do you face at school? How do you cope with them?
* What in your opinion contributes to students’ progress at school - all modern facilities available or hard study of students? Perhaps something else?

**Speaking Comprehension Test**

**For 11th Form Students**

**Directions:**

In this test you will select three task slips from those before you. After selecting three, choose the one you feel you are most capable to speak about and return the other two to the table face down. Then take about a minute to collect your thoughts before you begin to speak on the topic. You may refer to the topic as needed. Take a deep breath and begin.

1. The Internet is changing so fast that the things we talk about today are outdated by tomorrow.

* What advantages do people take using the Internet?
* What are your predictions for tomorrow’s Web?
* What do young people usually use the Internet for?
* Does the Net do any harm either mental or physical to its users?

1. British scientists have proved that the most effective means of resistance to stress is reading.

* Do you agree with the results of the test?
* What factors do you think make reading so effective in reducing stress?
* Is reading your hobby? If you are in no mood for fun and work, what book(s) do you usually read?
* Are you often under strain? What are your ways to cope with stress?

3. You do realize how important mothers are.

* What are your mother’s outstanding characteristic(s)?
* Is your mother your role model? Do you take after her?
* Do you take any responsibilities at home to help your mother? How often do you do your household chores?
* Do you celebrate Mother’s Day in your family? What makes this holiday special?

4. Everyone knows that bad weather can depress you.

* Does bad weather depress you? Do you feel happy when it’s sunny?
* What kind of weather do you really like and dislike?
* Has a change of weather ever made an impact on your behavior, deeds or lifestyle?
* What businesses or industries are affected by the weather? How?

5. Some percent of city dwellers leave urban areas and start living in the countryside.

* What motivates them to change their lifestyle?
* Do you share their beliefs?
* Why on the contrary do so many people want to live in cities rather than in towns or villages?
* Do you think urbanization has a positive or negative impact on societies? Why?

6. How do people in the UK spend their time? According to National Statistics Online, the answer is sleeping, working and watching TV.

* What are your daily activities? Which of them do you love/hate doing?
* Do you think the answer of Ukrainian respondents to the question will differ?
* What is your favorite pastime at weekends?
* What should we do to use our time reasonably?

7. Nowadays many people use e-mail for their communication needs.

* Are you used to writing e-mail messages? Is it an efficient and easy way for teenagers to keep in contact?
* Who do you usually write e-mails to?
* Are there any rules about sending or writing e-mails?
* Is in general communication on the Web for you? Do you find this means of communication enjoyable and convenient?

8. Does the telephone rule your life?

* Are you a person whose telephone constantly rings?
* Do you prefer using a mobile phone to a stationary one?
* What are the advantages of having a mobile phone?
* Do you agree with the researchers who say that phones intrude into our lives too much? Have you ever ignored a phone call or is it an ordinary thing for you to do it? Do you hang up on people who are really annoying?

9. All’s well that ends well.

* How does this saying concern you, a school leaver?
* What is your daily routine? Has your daily routine changed since you became an 11th form student?
* Are your still in search of your future profession or have you made a firm decision to become a lawyer, an architect or some other professional?
* What actions do you take now and what personal qualities do you possess to be a successful person and a qualified professional in the future?

10. Thomas Paine, the famous American writer, said, “It is within our power to begin the world again”.

* Do you agree with the quote? Is it possible to change anything in our country or in the world?
* What do you think we should change and why?
* Can you as a teenager improve our world?
* How would you encourage people to be more optimistic about the world we live in?

11. Adverts are everywhere.

* What do they usually advertise? Where are they put?
* Do adverts influence you? Do most adverts give any useful information?
* What adverts do you prefer? What does a successful advert imply?
* Is advertising a huge industry to make you spend your money?

12. Music lives in the smallest part of the universe. It brings life to everything around us.

* What does music mean to you? Does music reflect a certain period in your life?
* Is music for all people or can only a sensitive and delicate soul feel it?
* Is music a universal language? Is your mood connected with particular music?
* In your opinion, what music is immortal?

13. Healthy life is one of the most discussed issues now.

* What does healthy life imply?
* What problems/situations/factors can affect our lives?
* What do you personally do to lead a healthy life? Is it difficult or easy?
* Do you need to make any changes in your lifestyle, habits or hobbies in order to be healthy?

14. Football is considered to be the most popular sport in Ukraine.

* What makes football so popular with both children and adults? Do you like football?
* Who in your opinion is the best footballer in the world? Is he an actor with a global audience?
* Do you like Ukrainian football?
* Do you think football is a billion-dollar international business at present?

15. Imagine a youth club of your school holds a conference on literature. The theme of the conference is “Are literary heroes your role models?”

* Do you think the theme of the conference is vital?
* Who was your favorite fairy tale hero in early childhood? Why?
* What childhood books influenced you most?
* What literary hero can you consider to be your role model?

16. Each country is famous for its outstanding statesmen, writers, sportsmen, scientists, musicians, etc.

* What famous Englishmen/women do you know? Who of them do you think was the most influential?
* What was his/her occupation? What makes his/her personality outstanding?
* What did he/she do for his country?
* Was he/she involved in improving the English society or the world?

17. Travel broadens the mind. Imagine you have an opportunity to go to any country you’d like to visit.

* What country would you travel to? Why?
* What activities would you enjoy in this country? Do you think your knowledge of English will help in it?
* Where would you like to stay? Who would you travel to this country with?
* What season would be preferable for your travel?

18. You are to make a project about Ukraine. The target of the project is to inform teenagers from European countries about your Motherland.

* What themes do you think the project will include - geography, culture, social life or any other?
* What colors or patterns will you use to make your project colorful and symbolic?
* Pictures of what will the project contain? What melody will make the background music to your project?
* What five sightseeing places will you present in your project? What cultural information would you provide the European teenagers with?

19. The level of medical care today is much higher than it was in the past.

* In your opinion, what is the biggest medical advancement that has been made in the last one hundred years?
* In contrast, what is the biggest medical problem currently facing the world?
* Have you or someone you know ever benefitted from a high level of medical care? Describe the case.
* Do you believe that the ability to treat people effectively is the result of the acquired skills or is it an inborn gift?

20. In his “Moral Perfection, Autobiography” Benjamin Franklin tells about 13 virtues which everyone should acquire to be happy. The 1st virtue he mentions is temperance which he interprets as “Eat not to dullness; drink not to elevation”.

* Do you agree that eating and drinking are just for living not for enjoyment?
* What are your eating habits? What eating habits does your family have?
* Do you eat junk food? Why is it so popular with the young Ukrainians?
* If you could borrow eating habits from some other country, which one would it be? Why?

**Writing Comprehension Test**

**For 11th Form Students**

**Directions:**

In this test you will select from three writing tasks. Choose the one that you feel you are most capable to write about. You will then begin writing your essay on the pages provided. When you are finished close your papers, lay down your pen and wait for us to collect your test materials.

1. A famous leader once wrote, “A nation forgetful and disrespectful of its past has no future, and deserves none”. Do you agree with the quote? Why?

* What were the chief events of our history?
* Who of the Ukrainians in your opinion served the nation immensely or made the nation?
* How do you estimate Ukraine’s position in the world at present?
* Do the young people of the 21st century deserve the future?

2. Art is the signature of civilization. How have the ‘signatures of civilization’ changed for centuries?

* What culture did the man create many centuries ago?
* What artistic trend do you find the most inspiring for you? Can you clearly see or understand the message of artists of this trend?
* What do you think of the modern 20th and 21st century art? What ideas are put into it?
* Does the modern art reflect our civilization?

3. It is commonly known that sport is something that needs physical effort and is good for your health.

* + What are the pros and cons of doing sports? Which sport do you think is the best for health?
  + What sports are the most popular nowadays? Why? Who of the world sportsmen in your opinion has succeeded in making the most exciting and unbelievable career?
  + What were the initial ideas of holding the Olympic Games? Why are they still very popular?
  + Is Ukraine ready to host such a great sporting event as Euro-2012? What can help to do it successfully? What are the chances of our footballers to win the European football championship?

1. **Зразки написання творчих робіт**
2. **Family…what does it mean for us nowadays?** (an opinion essay)

Some time ago the family was the most important thing in people’s lives. Traditionally women cleaned up, washed, cooked, brought up children, while men earned money and brought food into their homes. Has the situation changed a lot since then?

Nowadays we can see the dramatic changes in the role of a family in our society. First of all, more and more young people prefer pursuing their career to starting a family. They postpone their family life to the time they will make a career, buy a dwelling and save enough money to be financially independent.

In most European countries men and women have equal rights now. Together with

labor-saving devices and birth-control methods it gives women more freedom to choose when, if even at all, they want to start a family.

Besides, even if they start a family and decide to have children, hostesses and nannies come to replace wives and mothers. There are families where children do not see their parents for months, because they are busy with their careers and entertainments.

The drastically high level of divorces in modern society shows one more side of the problem. As the journalist Mary Kenny says, «Much of wedlock consists of two persons in mortal emotional combat for dominance and power”

However, psychologists still claim that the institution of family is vitally important for the existence of our society and far from disappearance. Inside the family people feel more secure and comfortable. They tend to be calmer, healthier and normally live longer that single persons.

All things considered, I think that the phenomenon of a family nowadays is facing really hard times; it is changing rapidly and losing some traditional features while gaining some new ones. However, I hope that the family will exist as long as the humankind itself.

**Iryna Bedryk, 11 th grade, “Polit”**

1. **People used to think that the family played an important role in society, but times have changed and now the family is much less important.** (an opinion essay)

Where have they gone, all those hot lunches and delicious dinners that used to wait for children at home? Why do children fall asleep without seeing their parents and get up when they are already gone to work? The issue of family institution is crucial and whoever brings it up, gets drastically involved in a heated debate.

Nowadays the definition of the family has dramatically changed. Firstly, women have emancipated and demands equality both at work and at home matters, although men don’t want to give up their position and status of a money-maker and family bread-winner. As a result, the collision of personalities does not take place and neither husband, nor wives want to stay at home and do the house chores any more. It is obvious that the family suffers in that situation. Nevertheless, it happens more and more and results in the extreme deterioration of the society which tends to consist of nuclear families, where only parents and children live together, or one-parent families. Therefore, parents are not able to use the experience and support of the previous generation and the applicability of this experience are often problematic.

Secondly, more and more young people purchase their economic independence and thus don’t need their parents’ support. Very often they have higher level of education, their own dwelling and opportunity to spend their free time outside the family. The power of parental authority today often falls, being replaced with the authority of the individual parents.

Thirdly, people nowadays prefer to postpone having a family, as they find such things as career, traveling or social life more attractive and rewarding.

However, the modern family plays much more important role, because it provides not only economical, but emotional and psychological background for its members. Parents fulfill tremendously important social task in upbringing their children, they teach them such moral characteristics as diligence, dignity, devotion and responsibility.

All in all, I consider that our mission is to be a part of something more valuable, more important than us - a part of a company, a part of a community, a part of a society, a part of a family. What is more, it is not enough to be just a part, it is vital to be a strong, supporting and contributing part. So let us be a strong and stout part of our families, let us serve our mission doubtlessly and be happy.

1. **Do you think it is possible to have a perfect day?** (an opinion essay)

What if, when you are grey-haired and wrinkled, someone asks you how many perfect days you had in your life? Would you be able to answer? Doubtful, as people’s emotions and feelings are like a roller coaster, they change rapidly. Yesterday you thought the day was just fine and today you are carping about things you could have said and could have done. Yet does it mean that we don’t have our perfect days at all? And if we do, how would we define a perfect day?

Nowadays the phrase " It was the best day of my life” is tossed around a lot. Although it is exaggerated in most of the cases it expresses a person’s profound satisfaction with the spent day. Therefore, it is great when people say it over and over again, as it shows that the meanings of blithe, joy and happiness are not lost in the vanity of our lives. Everyone gets a period of success or satisfaction during his lifetime or as it is said; "Every dog has its day”. The definition of a perfect day varies from person to person. Someone makes a brilliant business deal and becomes more affluent and prosperous and considers that day as a perfect, and someone, on the contrary, might spend some wonderful time with family and call that a perfect day – it is just different for everyone.

As for me, my perfect day is when I accomplish as much as possible. Moreover, I am a kind of person that has quicksilver in his veins so I need to be occupied all the time and definitely achieve success in whatever I do. I am inclined to think that if I plan my schedule to its capacity, I am going to have a perfectly productive day.

All things considered, it is absolutely possible for everyone to have a perfect day. You simply have to strike while the iron is hot and do whatever brings you joy, a part of your obligations. All in all, we live only once, so let’s live our perfect lives instead of simply perfect days.

**Vasyl Sheremet, 11th grade, “Polit”**

**4) A place I will never forget**

My name is Daniel; I am an ordinary student and go to an ordinary school. But, I’m not going to tell you about myself, I am going to tell you about my birthplace – a rather small town called Chernigov… You know, I don’t want to tell you some bare, uninteresting facts, like the area, population, climate, geographical position. I want to share my thoughts with you about this town, the place where I was born.

Let’s imagine that I’m going for a walk now and that you can read my thoughts like a book – isn’t it interesting to read other people’s thoughts?

I live near the center of Chernigov and my house is situated in a green place surrounded with trees. A small river, the Stryzhen, flows nearby. Yes, this river is polluted and needs a lot of money to be revived and mosquitoes bite me there cruelly in summer… but, I got used to it and I like to walk in the shadows of the trees growing high above, hiding the river from the sunlight. I really like this place, I’ve just got used to it during these long 15 years, though some changes need to be made here. Now I’m walking towards the southern part of the town. I can feel this gorgeous smell of fresh bread that has just been made in the bakery nearby. Then Shevchenko Street comes. Sometimes I don’t like the street because of these noisy trolley-buses, however huge chestnuts which grow along the street can hide you from the heat of the sun in summer.

Oh, I am tired of the noise of the cars and other means of transport… At last, I can see green trees of the Rampart. The moment of entering this place is special – suddenly everything stays behind and the only sounds you can hear are your steps, somebody’s laughter, quite talks, and birds singing. The Rampart is the oldest part in Chernigov, 25000 people lived here at the time of Kievan Rus and such a city considered being huge at those times, it was nearly the second after Kiev! It’s hard to imagine, isn’t it? Still, when I’m here, when I visit this place, something special happens to me and I can feel that there was a big fortress, where princes lived in their beautiful palaces…

Some buildings can be seen among the trunks of ancient trees, these buildings are beautiful, great, and ancient cathedrals. It’s an interesting fact that the cathedral of the Transfiguration of the Saviour is more than 1000 years old and was even taller than the famous St. Sophia’s cathedral in Kiev! I like to spend my free time in a small arbor which is situated near this cathedral. It is especially wonderful when nobody sits near you, when you have a nice opportunity to dream, to think of everything you want. The Rampart is actually a shadowy place, because of huge trees and in winter they are covered with sparkling snow, which makes them very picturesque.

I am walking to the western edge of the hill – suddenly, all the trees step back and I am able to see the port and our Desna-river. This beautiful river is often considered to be the younger sister of the Dnieper; it is often blue on sunny days and looks magnificent from a far distance.

Just in front of me beautiful, medium-sized cannon is standing, graceful I should say, actually, there are 12 of them, they are said to be the present of Peter I. Sometimes I like to sit on my favorite cannon and observe the town pretending I’m a great general of those times.

There is one more hill opposite the western part of the Rampart, where St. Catherine’s church stands. Unfortunately, it does not work as a church – it has been a museum since the Great October Socialist Revolution. In 1917 many churches and cathedrals were ruined. I often thank God that we still have such treasures of architecture as these…

Further I’m taking a walk along the Alley of Heroes, for me they are not heroes, but just people who fought for their ideas during the Revolution in the Russian Empire and that’s all. I like to be on this Alley when the fountains work, they are really beautiful under the sun!

I’ve written enough to make other people visit Chernigov. I can tell you more and more interesting things, but I think it’s better to see once than to hear hundreds times. Some tourists may not like Chernigov for its quiet life comparing with such hectic cities as Kiev. Nevertheless, I am sure many of them could appreciate its beauty and charmness. I’ll never forget Chernigov, the town where I was born and will always have a place for Chernigov in my heart!

**5) Which is better – a supermarket or a corner shop?** (a for-and-against essay)

Usually we buy something every day. There are many different kinds of shops in a modern city. As a rule, we go to a supermarket or a corner shop to buy food and the most necessary goods. Each of them has both advantages and disadvantages.

In big cities people try to go to a supermarket once a week, normally at weekends. Supermarkets can usually provide their customers with everything they need, from clothes and electrical items to matches and salt. They are usually large, often covering several floors and conveniently located to attract as many customers as possible. Besides, as supermarkets can buy stock cheaply in bulk they can offer more competitive prices.

On the other hand, when we return home from work we often find out that there is no bread in the bread bin or sugar in the sugar pot. In this case we hurry to our corner shop. Corner shops are generally small, stocking a very limited range of goods, such as basic food products and some household items. The owner of the corner shop, as a rule, knows his/her customers, so the service is usually fast and friendly, sometimes you can even have a nice chat or share some problems with a shop owner, which can be psychologically rewarding for the busy and stressed city dwellers.

All things considered, I think that cities need both supermarkets and corner shops, depending on what you need to buy.

**Kate Tretiakova, 11th grade, “Polit”**

**6)A letter to a pen-friend, describing your town**

Dear Peter,

It was great to hear from you! I’m sorry I haven’t written so long I’ve been really busy all those days. It is a real pleasure for me to hear that you can come to my place for the holiday! I do hope you will like my town and its people.

Kremenchuk is one of the most beautiful and picturesque towns in Ukraine. It’s situated on the banks of the river Dnipro. The town is old and, of course, its outstanding attractions are worth seeing. This is especially true for its historical part, the Krukovskij district, as we call it is situated at the very entrance to the town. There is an old shady park there and a snow-white church. They always attract a lot of tourists.

Besides, Kremenchuk is a cultural center. There are some museums and Palaces of Culture, so if you like, we can visit some concerts.

If you are fond of sports we can go to one of the gyms, fitness centers or go swimming to a modern and up-to-date swimming pool. In the evening we will be able to go to one of the night clubs to listen to music and dance or to the bowling club.

I forget to mention that the town has an extremely convenient lay out and quite an efficient system of community transport. You can easily get from one end of the town to another in half an hour.

As you see, you will have a lot to do and will never be bored in my beautiful hometown.

Write me as soon as you book tickets for I can meet you.

Take care, Dasha

**Dasha Shcherbyna, 11th grade, “Polit”**

1. **Age shouldn’t tell you if you are adult or a teenager. Is it how you act that is important?** (an opinion essay)

Graham Green once wrote: "There is always one moment in childhood when the door opens and let the future in”. it is exactly that moment when you have to greet your adult life. In my mind, getting to some age does not definitely mean you can start your adult life, because only experience, knowledge of life and getting some skills make you a mature grown-up person. I am sure that it is more important how you act than how you look like.

Firstly, to be a really adult person you should always control your thoughts, feelings and, what is more important, actions. Lady Life can prepare different unpredictable surprises especially for you which can be sometimes very unpleasant. In any case you must never lose your temper and fight until the end. To be a mature person everyone has to be responsible for everything they do. You must always remember about the moral aspect of any subject or problem. Thus the first aspect of being a grown-up is a full recognition of the great responsibility, which is an integral part of an adult life.

Secondly, to be a grown-up person you should be financially independent and have enough money to satisfy at least the most essential of your needs. However nowadays it is not a rare thing when grown-up children continue to live under one roof with their parents and, what is more, on their parents’ money. I think that financial independence is one of the bricks which build the necessary foundation of your independent adult life.

As an example I would like to tell you about my neighbor. She is only 15, although I think that she is an adult person already. She gets a monthly grant for special achievements at the musical college that gives her an opportunity to be more or less financially independent. She also has clear and realistic plans for the future, having set the priorities and working persistently on their implementation. I guess she has great chances for the brilliant future.

All things considered I should say that to call yourself an adult person you must always be responsible for your actions, have clear understanding of what you want from your life and how to achieve the goals. Believe, dream, will and put it in the hands of God.

1. **Age shouldn’t tell you if you are adult or a teenager. Is it how you act that is important?** (an opinion essay)

How many times have you been astonished by someone revealing his age? It is no longer an obstacle for the underage to buy alcohol or cigarettes just because they really look like adults, while some in their mid-thirty’s can feel a bit awkward when a shop-assistant demands their AD for those purchases. So, appearance is deceptive, as a famous proverb says. I am inclined to think that the only thing which can define your maturity is your behavior.

Since olden times people have been creating certain age frames, based on some social demands and common sense, as for the marriage age, giving birth to a child, for work and other socially important things. Those have been commonly accepted rules that community follow. Now they are reflected in the laws of the states. However, can they be applied to all the members without exception? Definitely not. Every individual becomes mature at his/her own age. For some maturity can come much later than 18 or 21, and for others earlier. So it could be evidently wrong for a society to try to forbid people to act or behave according to their inner feeling of how mature they are.

I think that being an adult means to behave and act like an adult person in any socially important situation. It means, first of all, your financial and economic independence, your ability and readiness to take responsibility for your life and the life the other people who depend on you.

If you can’t earn your own living, how can you claim your maturity?

Besides, an adult, mature person considers all the consequences of his/her behavior and try not to act spontaneously. He/she is able to plan his/her future and to work hard to make this plan come true.

However, there must be some rules and regulations as for the age frames for all the members of the society that allow or forbid them certain socially important acts and deeds. Without those laws a society takes a risk of finding itself in a real chaos.

Taking everything in consideration, I would like to say that only a person’s ability to act maturely should tell if he/she an adult or a teenager. Paraphrasing a famous saying "Beauty is as beauty does” we can make a conclusion "An adult is as an adult does”

1. **The person I admire most of all** (a description of a person)

"We grow through sharing ourselves”, - said Herbert A. Otto. I think that this statement gives us a perfect description of ideal relationship. Any community is built on different kinds of cooperation between people. Personally I do appreciate my family, relatives, my friends and schoolmates. However, there is a special person in my life I adore most of all. This is my mother.

My mother is my faithful helper and reliable friend who will not definitely betray me in any situation. No one in the world could take the place of her/ I found the very sound of her name melodious – Oksana.

She is a beautiful, gracious woman in her mid-thirties. The features I love most are her deep-blue eyes. The feeling of kindness shines in them brightly. When she smiles, sweet dimples appear on her chicks. She usually wears her long thick brown hair loose or on two plaits which make her look younger that she is.

She works as a school teacher and I think that her profession is one of the most important and responsible in the whole universe. That is why I feel proud that students respect her and even school leavers remember her as a fair, just, but at the same time understanding teacher.

My mother has got really a great character. She is a kind-hearted, outgoing, friendly, sunny and together with this, very strong-willed person. She always helps her old school friends, takes care of her parents. Besides, she is really trustful. I can share any of my secrets or problems with her and at times even gossip a bit.

Of course, any relationships, how strong and perfect they would be, cannot exist without quarrels, disagreements and misunderstanding at times. My family is not an exception. Sometimes my mother disapproves my clothes or the music I listen to. This problem of generation gap seems to be eternal and the only clue to solving it is our good will and desire to understand, respect and love each other. I am proud to say that my mother and I always manage to do it successfully.

In conclusion I would like to say that we all should respect value and protect our family and home spirit. We should always bear in mind that each of us is a small part, a brick, which must become in the end a tiny basement to something whole.

**Nastia Dubrynska, 10th grade, “Polit”**

1. **School life is a big part of the young people’s life all around the world. Do you agree with the statement?** (an opinion essay)

Can you imagine our modern society without schools, colleges, institutes and other educational establishments? I think it is impossible. Schools have become an integral part of our world and for nearly ten years’ children spend most part of their life at school. So I can definitely say that school life is certainly a big part of the young people's world. First of all, school is considered to be a temple of knowledge. Even nowadays in the age of high technologies and the Internet, students go to school not only to get information, but to learn to use it, to apply the knowledge in different situations, to work systematically not only on their own, but in groups and teams.

Secondly, a school is a place of socialization. Here children get their first skills of communication with their peers, learn to share their opinions, to express their thoughts, to make presentations – in a word; they gain skills of cooperation that are absolutely vital in modern society.

Moreover, the school gives you as much life experience as you can get nowhere, but there. Very often it becomes a real second life, where you consider your teacher to be your second mother and the classmates to be the members of your family. It especially concerns the children who have problems at home – for them the school sometimes becomes the only place where they can feel safe and sound.

However, according to the recent surveys, about 30% of Ukrainian children and teenagers don’t attend school – some of them just because they think that school is a dull, out-of-date place, others due to the problems with teachers or the mere pressure. Whatever the reason be, the main message is that each third child appears outside the state system of compulsory education. This fact can’t but make us worry about the situation in the field of modern education.

All things considered I can say that nowadays school is a universal place where modern children spend the most important part of their life. It is not just a building, where you get skills and knowledge, but also a great source of communication, socialization and gaining necessary life experience. I think that we, students, should always remember this and be grateful to our school for everything it teaches us.

1. **How can we save rare animal species from extinction** (solution to the problem)?

Have you ever seen the dodo? Maybe no one in the world has seen this bird, because the last dodo was killed in the 1680s by a human. How can we protect the other animal species from dying out? There are a number of possible solutions which could save them from extinction.

First of all, it would be a good idea to set up more national parks and reserves, where rare animals could live in safety. In such places we should ban hunting and fishing, because there are a lot of poachers, who hunt rare animals for their fur and skin illegally.

Secondly, another useful suggestion would be to start more captive breeding programs in zoos, because sometimes the last of the endangered species dies in captivity. The example is the last Tasmanian tiger, who died in the Hobart Zoo in 1936.

Finally, we, people have to cut pollution and destruction of animals` natural habitats, such as forests and rivers. Nowadays people cut down forests for building, factories and plants pollute the water in rivers and lakes. Then animals have not got any place to live in.

Do we want to survive? Let’s help animals to survive first. Otherwise, humanity can appear on the first place in the long list of the World’s Red Book…

**Ihor Mostovij, 9th grade, “Polit”**

1. **Children shouldn’t believe in magic creatures** (a for/against essay)

Do you believe in magical creatures? You can find a lot of information about them in old legends and myths of any country. However, we forgot that when we were little children we also used to believe in such magical creatures as Father Frost or Santa Claus, Snow-Maiden, fairies and withes.

When I was a child I also used to believe in Father Frost. I was looking forward a New Year Day, the happiest day of a year. The best moments of my childhood closely connected with my memories of New Year. Magical creatures are like imaginary friend; with whom we can share problems. Often the magical heroes of fairy tales teach children how to be kind, hardworking and generous. I think that in fact these creatures are their first role-models.

However, some people think it is wrong that children believe in magical creatures. Such people tell kids that they are unreal and it is useless to think about them as real creatures. They say that fairy tales and magic creatures take children from reality making them helpless, idealistic and immature. When children become adults they still continue to wait for a fairy godmother that solves all their problems.

One famous person said: «Everything you can imagine is real”. In my opinion magical creatures develop our imagination and show the qualities that people have to possess. We need to believe in something magical, good and fair.

**Alina Shumnaya, 9th grade, “Polit”**

1. **Some people say it is important to have many friends, while others would argue that it is better to have a small group of friends** (a for/against essay)

Have you ever counted how many friends surround you? For us it is very hard to imagine our life without friends at all. No matter how many friends you have the most important thing is how many of them you can trust completely.

On the one hand, it is really good to have some best friends with whom you go thought the whole life and not to be betrayed. You can feel excellent in a small group of nearest friends discussing and solving any problems together. Moreover, it is much easier to take care and to help that person who you know really well.

On the other hand, some people think that it is important to have many friends. It can be more interesting to spend time together as each of us has different interests and thoughts on the same subject. As a result, many people enjoy big groups of friends.

All in all, in my opinion it is better to have a small group of best friends rather than to have many friends who you can’t completely understand. You should remember that a real and true friendship must be sincere. It doesn’t matter how many friends you have, but does matter whether you can trust them or not.

**Iryna Bagmet, 9th grade, “Polit”**

1. **My favorite teacher (an opinion essay)**

The teacher’s profession is very difficult and responsible because the future of our country is in her or his hands.

My favorite teacher is V.V., my English teacher. Frankly speaking, I have never met such a smart, kind and well-educated person as she is.

Firstly, she tries to create lessons plans tailored, has a good sense of humor too. Secondly, though V.V. performs administrative duties, she treats the students fairly and I believe she captures the students’ attention by given them unusual tasks and facts.

Moreover, our teacher is a good example to follow. V.V. meets a lot of challenges and hardships in her work but she is very wise, patient and mature to face any problems and to make our group to be the first in the lyceum.

To my mind her accessibility to parents defines V.V. among other teachers. She is never tired of sending progress reports home or calling parents at any time, because she has high expectations of her students and believes in their happy futures.

Finally, we’d like to express our gratitude and respect to our dearest teacher and friend. And promise to become good learners and human beings.

**Evgenia Prokopenko, 9th grade, “Polit”**

1. **FLEX. What does it mean for me?**

The Future Leaders Exchange Program is the one that gives you an opportunity to live and study in the USA. First of all, we were really happy to have a chance to participate in this contest. This competition was held in Poltava school №29. There were more than 300 competitors from Poltava region. It was interesting to observe how everyone was nervous to understand what group he or she was in. We wrote a simple test. In the evening we were informed about the results by the volunteers of this program. The participants who won the first tour came to the school the next morning. The task was to write three different compositions with the psychological subtext. Later on there was an exciting period of waiting for the results as our compositions had to be checked in Washington. The reply was sent in five weeks and the winners met again in Poltava for the third tour. Six lyceum students with their parents had a meeting with the American representatives of the program. During the parents’ meeting the participants had got a lot of documents to fill in. The next stage of the contest was to find out the future leaders among the students by giving them to role play different life scenes.

Now we are waiting for the answer. The results will be known in April of the following year. I hope this year will be successful for me and all my dreams will come true!

**Olha Sideliova, 10th grade, “Polit”**

There is no doubt that independent travel abroad is a unique experience for a teenager. Flex is a program that is perceived by others as an opportunity to study abroad. This is a chance to grow as a person and to find his or her way in the society. While studying in Flex students learn to appreciate and understand another culture. They also have an opportunity for personal growth and gaining more independence. It helps you to live and work in a changing world.

As for me, I was interested in participating Flex because I’m fond of foreign languages. I am convinced that good knowledge of English will help me not only to communicate with native speakers and become a good specialist but also be beneficial to our society and the Ukrainian people. I have long been very interested in this project and have already done three rounds. Now I want to go through the last one.

I am quite sure that Flex program provides moving forward and developing.

I wish you all be successful in all rounds ... Good luck!

**Herda Suvorova, 9th grade, “Polit”**

1. **My favorite talk-show (an informal letter)**

Dear Kristina,

Thank you for your letter. It was very interesting to read about your hobby watching TV talk-shows. As for me I enjoy different talk-shows too. Thanks to journalists and TV reporters the whole world is able to enrich its outlook, becomes more educated and intelligent.

I completely agree with you and with all TV viewers that the TV program “Svitska Jittya with Katya Osadcha” is great! We can watch it on Sunday. It’s a source of pleasure and news about outstanding personalities’ life. Katya Osadcha is a master of asking open-hearted questions and she is an extraordinary announcer. Katya shows different carnivals, unusual parties, private holidays, film festivals and fashion weeks. Katya shows black sides of glamour life. She knows the life secret of rich and famous celebrities.

I dare recommend watching this program.

**Nastya Fesura, 9th grade, “Polit”**

1. **My best expressions of my last holidays**

During our autumn vacation we were lucky enough to go on a tour around Europe. Our tour included visiting three countries and three beautiful cities such as Krakow (Poland), Prague (Czech Republic), and Dresden (Germany).

Our first destination was the city of Kings, Krakow. Surprisingly, there was a thick mist in it and it made the city even more charming and mysterious. Due to its ancient history, Krakow today is one of the most beautiful cities of Eastern Europe.

We began to get acquainted with Krakow from the very heart of the old town, Market Square. There you feel a real atmosphere of the place, its unhurried and peaceful lifestyle. We had a hiking along the most prominent sights. Among them were King’s Castle on the Wawel Hill, town hall tower, St.Mary’s Church, St.Voytseh’s Church, Sukenytsi (great trading rows), and many others.

To cut the long story short, the city is built of legends, cultural wealth and rich history. To fully enjoy the beauty of Krakow and get insight into its mysterious atmosphere one should visit it on his own.

**Tatiana Shmygal, 11th grade, “Polit”**

1. **Life is Life, fight for it**

Life is given by our parents. They love each other and want to see the product of their love in their children. Unfortunately, not all parents have got children. It’s the God’s blessing to have a family with children. If you are given a life, you have to care and fight for it. Life is costly and too precious to destroy it. Your parents love and take care of you. They dream you to be happy and successful. You have to realize their dreams.

Life is a beauty, admire it. Every day is different and it is full of unusual things, deeds and feelings. You wake up in the morning and you see the sunlight through the window. It makes you be warm and your mood becomes better. You see your mother’s smiling face, you hear the charming birds’ singing and you desire to do something good and beautiful. You admire and enjoy your life. It’s great to live!

**Kate Tretiakova, 9th grade, “Polit”**

1. **Країнознавчий матеріал**

Використання країнознавчого матеріалу стимулює розумову та пізнавальну діяльність учнів. Аналіз певних лексичних одиниць, фразеологізмів, прислів’їв та приказок, синонімів та антонімів, розгадування кросвордів мотивує школярів до пошуку відповідних комбінацій слів, висловів, лексичних пар у рідній мові, з одного боку. З іншого ж боку, дослідження вищеназваних слів, речень, фразеологізмів та текстів сприяє неодмінному збагаченню словникового запасу іноземної мови та пробуджує інтерес до вивчення лінгвокраїнознавчих реалій у країнах, мова якої вивчається у школі як іноземна.

Джерелами для здобуття , критичного аналізу та отримання нових знань для нас стають : Інтернет - джерела, програми телебачення, огляд періодичної преси, фахових видань тощо. Ретельно відібраний матеріал опрацьовуємо на уроках та заняттях ШОР.

(Додаємо приклади прислів’їв та приказок, вислови відомих особистостей, завдань пошукового та творчого характеру, які передбачають вивчення антонімів, фразових дієслів).

***United States of America (30 points)***

1. What oceans wash this country?
2. The Pacific and the Atlantic Ocean.
3. The Atlantic Ocean and the Arctic Ocean.
4. The Pacific and the Indian Ocean.
5. What is the longest river in the USA?
6. The Colorado.
7. The Mississippi.
8. The Saint Lawrence.
9. The five Great Lakes are situated along the border between …
10. Canada and Minnesota , North Dakota and Montana.
11. the United States and Mexico.
12. Canada and New York, Ohio, Michigan, Wisconsin and Minnesota.
13. New York City is …
14. the capital of the USA.
15. the capital of Canada.
16. not the capital of any state.
17. What form of government has the United States Of America?
18. Federal Republic.
19. President Republic.
20. Parliamentary Monarchy.
21. A carved pumpkin is the symbol of …
22. Christmas.
23. Thanking Day.
24. Halloween.
25. How many stars does the American flag have?
26. 48.
27. 50.
28. 52.
29. Illinois has the following nickname - …
30. the Sunshine State.
31. the Great Land.
32. the Land of Lincoln.
33. Who was the first American President?
34. Benjamin Franklin.
35. Theodore Roosevelt.
36. George Washington.
37. What is the largest state in the USA?
38. Alaska.
39. Florida.
40. Texas.
41. When is Independence Day in the USA?
42. December 25th.
43. November 11th
44. July 4th.
45. In what country was the Statue of Liberty made?
46. In France.
47. In USA.
48. In Russia.
49. How long is an American President's term of office?
50. 2 years.
51. 4 years.
52. 8 years.
53. The White House is the residence of the …
54. Government.
55. American President.
56. National museum.
57. Jazz was first developed in …
58. New York City.
59. Chicago.
60. New Orleans.

**Keys:** 1a, 2b, 3c, 4c, 5a, 6c, 7b, 8c, 9c, 10a, 11c, 12a, 13b, 14b, 15c.

***Great Britain (30 points)***

1. Great Britain is …
2. an island.
3. a peninsula.
4. situated on a continent.
5. The longest river in Great Britain is
6. the Thames.
7. the Seven.
8. the Avon.
9. What kind of state is Great Britain?
10. Absolute Monarchy.
11. President Republic.
12. Parliamentary Monarchy.
13. 10 Downing Street is the address of …
14. the Prime Minister of Great Britain.
15. the Royal Family.
16. the Government of Great Britain.
17. What is often called the «Land of Songs?»
18. Scotland.
19. Wales.
20. Northern Ireland.
21. William Shakespeare was born in …
22. Oxford.
23. Stratford-on-Avon.
24. Liverpool.
25. Gulliver’s Travels was written by …
26. Jonathan Swift.
27. Arthur Conan Doyle.
28. Lewis Caroll.
29. Golf’s homeland is in …
30. Wales.
31. Scotland.
32. England.
33. Cardiff is the capital of …
34. Wales.
35. Scotland.
36. Northern Ireland.
37. Hyde Park is in …
38. Melbourne.
39. Montreal.
40. London.
41. Buckingham palace is …
42. the official London residence of her Majesty the Queen and her family.
43. the famous church.
44. the museum.
45. What town did the *Beatles* come from?
46. Edinburgh.
47. Glasgow.
48. Liverpool.
49. Why are multi-storied houses unpopular with the British?
50. The flats are small there.
51. They are inconvenient for keeping pets.
52. The British are found of gardening.
53. What is the English national game?
54. Football.
55. Cricet.
56. Rugby.
57. Which of the world popular sports has the British origin?
58. Football.
59. Basketball.
60. Chess.

**Keys:** 1a, 2b, 3c, 4a, 5b, 6b, 7a, 8b, 9a, 10c, 11a, 12c, 13c, 14b, 15a.

***Canada, Australia and New Zealand***

1. The official language(s) of Canada is/are …
2. English.
3. French.
4. English and French.
5. The symbol of Canada is …
6. a maple leaf.
7. a rose.
8. a daffodil.
9. The flag of Canada is …
10. blue and yellow.
11. red and white.
12. blue, red and white.
13. The capital of Canada is …
14. Ottawa.
15. Wellington.
16. Canberra.
17. Canada's two best known geographical features are …
18. Rocky Mountains and Niagara Falls.
19. Mississippi river and Grand Lake.
20. Milford Sound and Botany Bay.
21. Canada's largest and most dangerous animals are …
22. kangaroos.
23. bears.
24. lions.
25. Who discovered Australia?
26. Sir Francis Drake
27. Captain Cook
28. Robinson Crusoe
29. Australia is a very multicultural society because …
30. British immigrants started to settle in Australia.
31. Aborigines live very traditional lives.
32. people have come from all over the world to live in Australia.
33. What is the name of the country which has volcanoes and rivers of ice, deer and sea-elephants?
34. Wellington.
35. Milford Sound.
36. New Zealand.
37. What is the capital of New Zealand?
38. Auckland.
39. Christchurch.
40. Wellington.
41. What does New Zealand export?
42. Dairy produce, meat and wool.
43. Fish.
44. The power of hydro-electric stations.
45. Why New Zealanders are known as Kiwis?
46. Because New Zealand is an island country.
47. Because the planted pine forests of New Zealand.
48. Because the kiwi is an unusual bird found only in New Zealand.
49. Why is the kiwi an unusual bird?
50. Because no other bird lays an egg so large in proportion to its size.
51. Because this bird is the symbol of the people of two islands.
52. Because it is found only in New Zealand.
53. New Zealanders enjoy …
54. working around their homes and gardens.
55. going to the restaurants.
56. growing a very wide range of plants in big gardens.
57. What are especially popular on weekends in New Zealand?
58. Planting flowers in the garden.
59. Garden barbecues.
60. Going abroad.

**Keys:** 1c, 2a, 3b, 4a, 5a, 6b, 7b, 8c, 9c, 10c, 11a, 12c, 13a, 14c, 15b.

**Proverbs and Sayings**

1. It is never too late to learn.
2. It is better to do well than to say well.
3. A good beginning makes a good ending.
4. Never put off till tomorrow what can be done today.
5. All is well that ends well.
6. An hour in the morning is worth two in the evening.
7. Strike while the iron is hot.
8. Lost time is never found again.
9. After dinner sit a while, after supper walk a mile.
10. Early to bed and early to rise makes a man healthy, wealthy and wise.
11. Who’s more busy than he that has least to do.
12. Better late than never.
13. A bad workman quarrels with his tools.

14. Fine words dress ill deeds.

15. Well begun is half done.

16. The busiest man finds the most leisure.

17. A friend in need is a friend indeed.

18. Friends are thieves of time.

19. If a man deceives me once, shame on him, if he deceives me twice, shame on me.

20. Who chatters to you, will chatter of you.

21. Don’t do all you can, don’t spend all you have, don’t believe all you hear, and don’t tell all you know.

22. A bird in the hand is worth two in the bush.

23. All is not gold that glitters.

24. No smoke without fire.

25. Grasp all, lose all.

26. Diamond cut diamond.

27. Everything comes to him who waits.

28. The last drop makes the cup run over.

29. Speech is silver, but silence is gold.

30. Silence gives consent.

31. Out of sight, out of mind.

32. Misfortunes never come alone (single).

33. He laughs best who laughs last.

34. Never cackle till your egg is laid.

1. Great barkers are no biters.
2. A light purse is a heavy curse.
3. Be slow to promise and quick to perform.
4. Last but not least.
5. Eat at pleasure, drink with measure.
6. Faint heart never won fair lady.
7. Cut the coat according to the cloth.
8. Everything is good in its season.
9. The cobbler’s wife is the worst shod.

44. Custom is a second nature.

1. Leave well alone.
2. A little pot is soon hot.
3. There is no rose without a thorn.
4. Don’t trouble trouble till trouble troubles you.
5. It is better to die standing than to live kneeling.
6. East or West, home is best.

51. If you wish for peace, be prepared for war.

1. The stream can’t rise above its source.

**Familiar Quotations**

Language is the dress of thought. (Samuel Johnson)

Though it be honest, it is never good to bring bad news. (William Shakespeare)

We know what we are, but we know not what we may be. (William Shakespeare)

When sorrows come, they come not single spies, but spies, but in battalions. (William Shakespeare)

Time is the nurse and breeder of all good. (William Shakespeare)

The appetite grows by eating. (Francois Rabelais)

All books are divisible into two classes: the books of the hour, and books of all time. (John Ruskin)

Man is a reasoning animal. (Seneca)

He who has begun has half done. (Horace)

There are two tragedies in life. One is not to get your heart's desire. The other is to get it. (Bernard Shaw)

As for me, all I know is that I know nothing. (Socrates)

Wonders are many, and nothing is more wonderful than man. (Sophocles)

Kindness gives birth to kindness. (Sophokles)

Science is organized knowledge. (Herbert Spencer)

Reading is to the mind what exercise is to the body. (Richard Steel)

No man is useless while he has a friend. (Robert Louis Stevenson)

There's none so blind as they that won't see. (Jonathan Swift)

I regret often that I have spoken; never that I have been silent. (Publilius Syrus)

As man, we are all equal in the presence of death. (Publilius Syrus)

To do two things at once is to do neither. (Publilius Syrus)

It is a very hard undertaking to seek to please everybody. (Publilius Syrus)

The more corrupt the state, the more laws. (Cornelius Tacitus)

He makes no friend who never made a foe. (Alfred Tennyson)

Read the best books first, or you may not have a chance to read them at all. (Henry David Thoreau)

All happy families resemble one another; every unhappy family is unhappy in its own way. (Lev Tolstoy)

He who thinks himself wise, o heavens! is a great fool. (Voltaire)

Tears are the silent language of grief. (Voltaire)

Undertake not what you cannot perform but be careful to keep your promise.(George Washigton)

Experience is the name everyone gives to his mistake. (Oskar Wilde)

Regrets are the natural property of grey hairs. (Charles Dickens)

There are books of which the backs and covers are by far the best parts. (Charles Dickens)

Justice is truth in action. (Benjamin Disraeli)

It is much easier to be critical than to be correct. (Benjamin Disraeli)

Never take anything for granted. (Benjamin Disraeli)

A thing well said will be wit in all languages. (John Dryden)

Genius must be born, and never can be taught. (John Dryden)

Genius is one per cent inspiration and ninety-nine per cent perspiration. (Tomas Elva Edison)

The first wealth is health. (Ralth Waldo Emerson)

Knowledge is a city, to the building of which every human being brought a stone. (Ralth Waldo Emerson)

Of two evils choose the least. (Desiderius Erasmus)

If youth knew; if age could. (Henry Estienne)

Cleverness is not wisdom. (Euripides)

Remember, that time is money. (Benjamin Franclin)

He that can have patience can have what he will. (Benjamin Franclin)

There is nothing more tragic in life than the utter impossibility of changing what you have done. (John Galsworthy)

Nothing is impossible to a willing heart. (John Heywood)

A sound mind in a sound body. (Juvenal)

Revenge is sweeter than life itself. So think fools. (Juvenal)

Nothing ever become real till it is experienced – even a proverb is no proverb to you till your life has illustrated it. (Juvenal)

The nearer the dawn the darker the night. (Henry Longfellow)

Music is the universal language of mankind. (Henry Longfellow)

Great talkers are never great doers. (Tomas Middleton)

From the sublime to the ridiculous there is only one step. (Bonaparte Napoleon)

You will go most safety in the middle. (Publius Ovidius Naso)

Nothing can come out of nothing, nothing can go back safety to nothing. (Persius)

Excellent things are rare. (Plato).

The man who makes no mistakes does not usually make anything. (Edward John Phelps)

**Opposites**

Completethese sentences with an opposite of the adjective in bold.

There is an example at the beginning (0).

0 A cricket ball is **solid**, but a table-tennis ball is hollow.

1 Her pearls are **real**, but her eyelashes are \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

2 This bread isn't **fresh**, it's \_\_\_\_\_\_\_\_\_\_.

3 Do you prefer listening to **live** music or \_\_\_\_\_\_\_\_\_\_\_ music?

4 The chair is very **hard**. Put a \_\_\_\_\_\_\_\_\_\_\_\_ cushion on it.

5 This knife isn't **sharp**, it's completely \_\_\_\_\_\_\_\_.

6 She was wearing a **dark** blue skirt and a \_\_\_\_\_\_\_\_\_\_\_\_\_ yellow blouse.

7 Those trousers are too **tight** for me but these are too \_\_\_\_\_\_\_\_\_. Have you got another pair?

8 My steak was very **tender**, but hers was a bit \_\_\_\_\_\_\_.

9 There are some things you can do in **private** that you should never do in \_\_\_\_\_\_\_.

10 At the end of the long, **dim** tunnel, we could see a \_\_\_\_\_\_\_ light shining.

11 The **deep** lake was surrounded by a series of \_\_\_\_\_\_\_\_ pools.

12 It was only a **temporary** job until i could find something more \_\_\_\_\_\_\_.

13 I had a **heavy** lunch, so I only want a \_\_\_\_\_\_ meal for dinner.

14 The thief said he was **innocent**, but the judge decided he was \_\_\_\_.

15 The students were all **early**, but the teacher was \_\_\_\_\_\_.

16 Half the students were **present** the other half were \_\_\_\_\_\_.

17 My sister is very **hardworking**, but my brother is very \_\_\_.

18 Attendance at class is **compulsory**, but the afternoon social programme is\_\_\_\_\_\_.

19 I don't like it when the sea is rough; I prefer it when it's \_\_\_\_\_\_.

20 The room is about ten metres **long** and four metres \_\_\_\_\_\_.

21 My best friend is quite **mean**, but his sister is very \_\_\_\_\_\_.

22 There has been a **major** accident, but fortunatelly there have only been a few \_\_\_\_\_ injuries.

23 I prefer **strong** coffee to \_\_\_\_\_ coffee.

**Vocabulary**

solid — твердий, непорожнистий

hollow - порожнистий

pearl - перлина

eyeleshes - вії

live — живий (звук)

cushion - подушка

tight — тісний, вузький

steak - біфштекс

tender — м'який, ніжний

in private - наодинці

dim- темний

pool - ставок

temporary - тимчасовий

heavy — ситний, тривний

thief — злодій

innocent - невинуватий

judge - суддя

compulsory — обов'язковий

social programme — культурна программа

rough - бурхливий

mean — скупий, скнарний

major — великий, значний

accident - аварія

fortunatelly — на щастя

injury — травма

artificial — штучний

fake - підробний

stale — черствий

blunt — тупий

loose — просторий, широкий

tough — твердий, жорсткий

shallow — мілкий

permanent — постійний

quilty — винний

voluntary- добровільний

calm — спокійний

gererous — великодушний,щедрий

minor — незначний

ladder — драбина

lean — прихиляти

be ashamed — соромитися

accuse — звинувачувати

approve — схвалювати

share — ділити

for a charge — для різноманітності

confide — довіряти, повідомляти по секрету

succeed — добиватися; мати успіх

look forward — чекати з нетерпінням

object — висловлювати несхвальність

interrupt — переривати

occasionally — час від часу

rely — покладатися (на когось)

be keen — захоплюватися

fire — пожежа

annoyed - роздатковий

line — черга

cope — справитися, подолати

charge — обвинувачувати

flame - полум'я

complain - жалітися

**Answers**

1 false/artificial/fake

2 stale

3 recorded

4 soft

5 blunt

6 pale/light

7 loose

8 tough

9 public

10 bright

11 shallow

12 permanent

13 light

14 guilty

15 late

16 absent

17 lazy

18 voluntary

19 calm

20 wide (not short)

21 generous/kind

22 minor

23 weak

**PHRASAL VERBS**

**B**

back away [bˈæk əwˈeɪː] відступати

back off [bˈæk ˈɒf] відстати

be back [bi bˈæk] повернутися, повертатися

be off [bi ɒf] бути вільним, не працювати

be out [bi aʊːt] не бути на місці

be over [bi ouvə] закінчитися, завершитися

be up [bi ʌp] прокинутися, підніматися

be up to [bi ʌp tˈuː] мати намір щось зробити

blow out [blou aʊːt] розбитися вщент, гаснути

blow up [blou ʌp] вибухнути, вийти з себе

break down [brˈeɪːk dˈaʊːn] зламатися, потерпіти невдачу

break in [brˈeɪːk ɪn] втручатися в розмову

break into [brˈeɪːk ˈɪntu] ломитися, увірватися

break off [brˈeɪːk ˈɒf] перерватися

break out [brˈeɪːk ˈaʊːt] вирватися, спалахувати,

break up [brˈeɪːk ʌp] припиняти, розлучатися,

burst out [bˈɜːst ˈaʊːt] вигукнути, вибухнути

**C**

call back [kˈɔːl bˈæk] передзвонити, покликати

calm down [kˈɑːm dˈaʊːn] заспокоюватися

carry on [kˈæri ɒn] продовжувати

carry out [kˈæriˈaʊːt] виконувати

catch up [kˈætʃ ʌp] наздогнати, надолужити,

check in [tʃˈek ɪn] реєструватися

check out [tʃˈek ˈaʊːt] перевіряти, з'ясовувати

clean up [klˈiːn ʌp] чистити, прибирати

come across [kˈʌm əkrˈɒs] натрапити, випадково зустріти

come along [kˈʌm əlˈɒŋ] йти разом, супроводжувати

come back [kˈʌm bˈæk] повертатися

come by [kˈʌm baɪː] заходити, приходити

come down [kˈʌm dˈaʊːn] зменшуватися, знижуватися

come forward [kˈʌm fˈɔːwəd] виходити вперед, висуватися

come from [kˈʌm frɒm] взятися, родом з

come in [kˈʌm ɪn] входити, приходити

come off [kˈʌm ˈɒf] відділятися, покидати, злазити

come on [kˈʌm ɒn] давай, пішли, кинь, проходи

come out [kˈʌm ˈaʊːt] виходити (друк), з'являтися

come over [kˈʌm ouvə] переїжджати, приходити

come up [kˈʌm ʌp] підніматися, з'являтися

count on [kˈaʊːnt ɒn] розраховувати на щ.– н.

cut off [ kˈʌt ˈɒf] відрізати, відсікати

cut out [kˈʌt ˈaʊːt] вирізати, припиняти

**E**

end up [end ʌp] кінчити, закінчити, опинитися

**F**

fall down [fˈɔːl dˈaʊːn] падати, впасти, звалитися

fall off [fˈɔːl ˈɒf] відпадати, відвалюватися

figure out [fˈɪgə rˈaʊːt] зміркувати, з'ясувати

find out [fˈaɪnd ˈaʊːt] дізнатися

**G**

get along [gˈet əlˈɒŋ] уживатися, ладити

get around [gˈet ərˈaʊːnd] обійти, подолати, впоратися

get away [gˈet əwˈeɪː] вислизнути, йти

get back [gˈet bˈæk] повернутися

get down [gˈet dˈaʊːn] опустити

get in [gˈet ɪn] ввійти, забратися в

get off [gˈet ˈɒf] виходити, покидати, відносити

get on [gˈet ɒn] сідати на / в, продовжити

get out [gˈet ˈaʊːt] йти, їхати, виходити, виймати

get over [gˈet ouvə] впоратися, зрозуміти, дістатися

get through [gˈet θru] проникати через, впоратися

get up [gˈet ʌp] вставати, підніматися

give up [gˈɪv ʌp] здатися, відмовитися

go out [gou ˈaʊːt] виходити

go up [gou ʌp] підніматися

grow up [grou ʌp] виростати, ставати дорослим

**H**

hang around [hˈæŋ ərˈaʊːnd] тинятися, ледарювати

hang on [hˈæŋ ɒn] чекати, триматися

hang up [hˈæŋ ʌp] повісити, покласти трубку

help out [hˈelp ˈaʊːt] допомогти, виручити

hold on [hould ɒn] триматися, чекати біля тел.

hold out [hould ˈaʊːt] протягувати, витягати

hold up [hould ʌp] піднімати, відстрочити, зупинити

**K**

keep on [kˈiːp ɒn] продовжувати

keep up [kˈiːp ʌp] не відставати, підтримувати

knock down [nˈɒk dˈaʊːn] збити з ніг, зносити, руйнувати

knock off [nˈɒk ˈɒf] зменшити (ціну), швидко зробити

knock out [nˈɒk ˈaʊːt] оглушити, вразити, вибити

**L**

let in [lˈet ɪn] впускати

let out [lˈet ˈaʊːt] випускати, звільняти

lie down [lˈaɪ dˈaʊːn] лягти, прилягти

line up [lˈaɪn ʌp] вибудовувати, ставати в лінію, черга

look back [lˈʊk bˈæk] озиратися, обертатися

look down [lˈʊk dˈaʊːn] дивитися, дивитися вниз

look for [lˈʊk fɔː] шукати, підшукувати, наглядати

look forward to [lˈʊk fˈɔːwəd tˈuː] чекати з нетерпінням

look out [lˈʊk ˈaʊːt] визирати, бути обережним

look over [lˈʊk ouvə] дивитися, переглядати, оглядати

**M**

make out [mˈeɪːk ˈaʊːt] розуміти, розрізняти, справлятися

make up [mˈeɪːk ʌp] складати, вигадувати

move in [mˈuːv ɪn] в'їжджати / поселятися, входити

move on [mˈuːv ɒn] йти далі, продовжувати рух

move out [mˈuːv ˈaʊːt] з'їжджати, висуватися, виходити

**P**

pass out [pˈɑːs ˈaʊːt] непритомніти, роздавати

pick up [pˈɪk ʌp] взяти (предмет, людину, слід і т.п.)

point out [pˈɔɪːnt ˈaʊːt] вказувати, підкреслювати, помітити

pull away [pˈʊl əwˈeɪː] від'їжджати, рушати, відскочити

pull off [pˈʊl ˈɒf] знімати, впоратися, з'їхати

pull on [pˈʊl ɒn] одягати, тягнути на себе

pull out [pˈʊl ˈaʊːt] витягати, виймати, вийти зі справи

pull up [pˈʊl ʌp] під'їжджати, зупинятися, стрим-ся

put away [pˈʊt əwˈeɪː] прибирати, відкласти, ховати

put down [pˈʊt dˈaʊːn] покласти, опустити

put in [pˈʊt ɪn] вставляти

put on [pˈʊt ɒn] надягати, одягати, включати

put out [pˈʊt ˈaʊːt] витягати, виставляти, тушкувати

put up [pˈʊt ʌp] піднімати, будувати, фінансувати

**R**

run away [rˈʌn əwˈeɪː] тікати

run into [rˈʌn ˈɪntu] зустріти, зіткнутися, наскочити

run off [rˈʌn ˈɒf] тікати, тікати, збігати

run out [rˈʌn ˈaʊːt] вибігати, кінчатися, виснажуватися

run over [rˈʌn ouvə] підбігати, переїхати, задавити

**S**

set down [sˈet dˈaʊːn] поставити, покласти

set off [sˈet ˈɒf] відправлятися (в шлях)

set up [sˈet ʌp] влаштовувати, організовувати

settle down [sˈetl dˈaʊːn] поселятися, заспокоюватися

shoot out [ʃˈuːt ˈaʊːt] вискочити, вилетіти

show up [ʃou ʌp] з'являтися, приходити

shut down [ʃˈʌt dˈaʊːn] закрити, прикрити, вимкнути

shut up [ʃˈʌt ʌp] змусити замовкнути

sit back [sˈɪt bˈæk] відкинутися назад / на спинку

sit down [sˈɪt dˈaʊːn] сідати, всідатися, займати місце

sit up [sˈɪt ʌp] підвестися, сідати

spread out [sprˈed ˈaʊːt] розтягувати, розгортати

stand by [stˈænd baɪː] чекати, підтримувати

stand out [stˈænd ˈaʊːt] виділятися, бути помітним

stand up [stˈænd ʌp] вставати, випрямлятися

stick out [stˈɪk ˈaʊːt] стирчати, випирати, витягати

switch off [swˈɪtʃ ˈɒf] вимикати

switch on [swˈɪtʃ ɒn] включати, з'єднувати абонента

**T**

take away [tˈeɪːk əwˈeɪː] прибирати, забирати, відбирати

take back [tˈeɪːk bˈæk] віддати назад, взяти назад

take in [tˈeɪːk ɪn] сприймати, впустити, розібратися

take off [tˈeɪːk ˈɒf] знімати з себе, йти, їхати

take on [tˈeɪːk ɒn] брати (форму, вид), мати успіх

take out [tˈeɪːk ˈaʊːt] виймати, витягати

take over [tˈeɪːk ouvə] зміняти, приймати посаду

take up [tˈeɪːk ʌp] обговорювати, займати (місце)

throw up [θrou ʌp] викинути, рвати, скинути, підняти

turn around [tˈɜːn ərˈaʊːnd] обертатися

turn away [tˈɜːn əwˈeɪː] відвертатися

turn back [tˈɜːn bˈæk] повертатися, повертатися назад

turn down [tˈɜːn dˈaʊːn] відкидати, відхиляти, зменшувати

turn into [tˈɜːn ˈɪntu] перетворюватися

turn off [tˈɜːn ˈɒf] вимикати, згортати, повертати

turn on [tˈɜːn ɒn] включати

turn out [tˈɜːn ˈaʊːt] опинитися, вийти, вийти

turn over [tˈɜːn ouvə] перевертатися, передавати

turn up [tˈɜːn ʌp] з'являтися, траплятися

**W**

wake up [wˈeɪːk ʌp] прокидатися, будити когось

walk around [wˈɔːk ərˈaʊːnd] ходити, бродити всюди

walk away [wˈɔːk əwˈeɪː] ходити

walk back [wˈɔːk bˈæk] повертатися, йти назад / назад

walk in [wˈɔːk ɪn] входити

walk off [wˈɔːk ˈɒf] йти, позбутися

walk out [wˈɔːk ˈaʊːt] виходити, відмовитися брати участь

walk over [wˈɔːk ouvə] легко перемогти

walk up [wˈɔːk ʌp] підійти ближче

watch out [wˈɒtʃ ˈaʊːt] остерігатися, бути напоготові

wind up [wˈɪnd ʌp] опинитися, виявитися, залагодити

work out [wˈɜːk ˈaʊːt] зрозуміти, розібратися, спланувати

work up [wˈɜːk ʌp] обробити, створити, розробляти

write down [rˈaɪt dˈaʊːn] записувати, викладати письмово

**Make", "do" and "take"**

Complete these sentences using the verbs make, do or take. In many cases, you will need to change the form of the verb. In one case, more than one answer is possible. There is an example at the beginning (0).

1. They're **making** a lot of noise, but so far they haven't **made** any progress.
2. The company is \_\_\_\_\_\_\_ a large profit, but in the meantime they're \_\_\_\_\_\_\_ a lot of damage to the environment.
3. She was asked to \_\_\_\_\_\_ a quick speech, but she \_\_\_\_\_\_\_ her time.
4. After we've \_\_\_\_\_\_ our homework, we should \_\_\_\_ the washing up.
5. \_\_\_\_\_a look at all these mistakes you've\_\_\_\_\_!
6. Shall we \_\_\_\_\_ a taxi or go by train?
7. At first, he \_\_\_\_\_\_ a great effort to \_\_\_\_\_\_an interest in his lessons.
8. This is a photograph I \_\_\_\_\_\_ of some friends we \_\_\_\_\_\_ when we were on holiday.
9. She told me to \_\_\_\_\_ a seat, and then went to \_\_\_\_\_ some phone calls.
10. \_\_\_\_\_a test is a bit like \_\_\_\_\_\_crossword: you finish it eventually!
11. The policeman \_\_\_\_\_\_ my name and address, and \_\_\_\_\_a few notes.
12. We had to \_\_\_\_\_ a lot of work before we began to \_\_\_\_\_\_ any money.
13. The conference \_\_\_\_\_ place in January, and since then we've \_\_\_\_\_\_\_ a lot of business with the other companies there.
14. You should really \_\_\_\_ my advice and hire somebody to \_\_\_\_\_ your ironing, washing and the other housework.
15. After I had \_\_\_\_\_ the bed, he lay down and \_\_\_\_ his medicine.
16. It won't \_\_\_\_ any harm to\_\_\_\_\_ some enquiries.
17. Our company\_\_\_\_ a loss in its first year, but now we're\_\_\_ well.

**Answers**

1. making, doing
2. make, took
3. done, do
4. Take, made
5. take
6. made, take
7. took,made
8. take, make
9. taking or doing, doing
10. took,made
11. do, make
12. took, done
13. take,do
14. made, took
15. do, make
16. made, doing

**Завдання для розвитку аудитивних навичок**

Навчання аудіювання як одного з чотирьох видів мовленнєвої діяльності є одним з важливих завдань, що стоять перед вчителями іноземної мови. Відбираючи текст для аудіювання, слід брати до уваги його зміст (відповідність темі, виховний вплив ), мовну форму (доступність, вміст відомих та невідомих мовних засобів).

Для ефективності навчання необхідно враховувати також жанр тексту. Тексти одного жанру мають подібні характеристики як у плані функції, так із точки зору логічно-смислової структури. Тож, якщо учні будуть цілеспрямовано вправлятися в аудіюванні певного жанру, їхнє розуміння буде глибшим і точнішим.

Оволодіння аудіюванням текстів різних жанрів повинно проходити не одночасно, а послідовно, з дотриманням принципу від легших до складніших.

Як свідчить практика, тексти у жанрі гумористичного оповідання є одними з найулюбленіших для учнів завдяки своїй емоційності та привабливості сюжету.

У своїй роботі над аудіюванням, з одного боку, ми апелюємо до знань учнів з інших предметів ( історія, фізика, географія ), з іншого боку, зміст запропонованих текстів розвиває у учнів інтерес до вивчення предметів, між якими здійснюються зв'язок, відбувається поглиблене засвоєння матеріалу з предметів, в учнів формується високий рівень загальної свідомості, реалізуються завдання формування гармонійно розвиненої особистості.

Ми відібрали 20 текстів гумористичного жанру. До кожного текста розроблено тестові завдання закритого і відкритого характеру. Кожен тест складається з 12 різнопланових завдань, що передбачають множинний вибір; завдань на визначення правильності судження; завдань на відтворення змісту почутого в межах не менше, ніж 6 речень. Кожне правильно відтворене та записане речення (у закритих текстах) дає змогу учневі отримати 1 бал; так само 1 бал учень отримує за кожне завдання відкритого характеру; що в сумі складає 12 балів – найвищу оцінку при правильному виконанні. Така шкала оцінювання спрощує процедуру перевірки та оцінювання учнівських робіт вчителем. Тексти в тестах різноманітні і тематично відповідають чинним програмам з іноземних мов для загальноосвітніх закладів. Завдання з аудіювання побудовані так, щоб ними було легко та зручно користуватися на уроці, що значною мірою економить час вчителя. До текстів відкритого характеру додаються відповіді (ключі).

Аудіювання подібних текстів заохочує учнів до читання літератури англійською мовою; до самостійного перегляду відеофільмів та прослуховування аудіозаписів; розширює обсяг загальноосвітніх знань.

Тексти використовувалися для навчання аудіювання на заняттях Школи Олімпійського Резерву.

Додаємо QR код із звукозаписом усіх 20 текстів у виконанні волонтера Корпусу Миру, громадянки США, Андреа Зіммерман.



**Text 1**

**HIS FIRST MONEY**

Somebody once asked Mark Twain whether he could remember the first money he ever earned.

“I remember quite well,” the famous writer answered. “It happened at school. Schoolboys in those days had very little respect for their teachers and even less for their desks. The boys used pens and pencils and even knives to draw stars and faces, or to write their names on their desks. At last, the school principal said: “The next time anybody does such a thing, he will have to pay five dollars, or he will receive a beating in front of the whole school.”

“Soon after that, I had to go to my father and ask him to give me five dollars. I was honest enough to explain that I could agree to receive a beating instead, but he said: “No, I can’t allow you to connect our name with such things. So I’ll pay the five dollars. But you must suffer for what you have done. I’ll give you the beating here, at home.”

“So he beat me, and then gave me the five dollars to take to school. But I decided that the beating didn’t hurt so much, and another beating at school wouldn’t be worse. So I told them to give me a beating in front of the whole school, and I kept the five dollars. And that was the first money I ever earned.”

**Text 2**

**HOW THE PAINTER REMBRANDT WAS DISCOVERED?**

In a museum in Holland one can see a pair of wooden shoes with funny little figures of animals drawn on them.

Those drawings helped to discover the great painter Rembrandt.

One day at school, instead of listening to the teacher, he was drawing pigs and chickens on the wooden shoes of the pupil sitting next to him. Seeing this, the teacher got angry with him and said he would tell his mother.

In the afternoon Rembrandt was sitting on the top of a hill quite near his house, watching the traffic in the streets.

When he saw his teacher coming towards his father’s house, he was sure that the teacher had come to speak to his parents. His father called him and the young Rembrandt saw his teacher with one of the wooden shoes in his hand. All eyes were turned on him as he came near. To his great surprise, his mother spoke to him kindly, saying, “Do you really want to be a painter, my child?” The boy could not believe his ears; his heart was full of happiness.

His teacher told him that he liked his excellent drawings and wanted him to study painting with a famous artist in the town.

**Text 3**

**NO WAY OUT**

Jack Mitchell is a clerk in the General Post Office of a big city in England. His friends think he is very lucky to have a permanent job. But this does not help the poor young man over the most difficult problem of his life. Everybody knows that Jack is in love with Laura.

One day his friend Steve asks him, “Why don’t you marry Laura?”

“I can’t” says Jack. “I must wait for years and years before I can marry, perhaps forever, because I don’t make enough money to keep house for two”.

“Why don’t you go and live with her parents?” says Steve.

“That’s out of the question”, explains Jack. “They’re already living with their parents”.

**Text 4**

**EDISON’S FIRST INVENTION**

When Edison was a boy of fifteen, he worked as a telegraph operator. He had to be on duty from 7 p.m. to 7 a.m. and to give a signal every hour to prove that he was awake. The signals were made with astonishing exactness. One night an inspector arrived and saw Edison sleeping in a chair.

He was about to shake him when he caught sight of a mechanism on a table near the telegraph instrument. He waited to see what would happen. When the hand of the clock pointed to the hour, the instrument got busy and one lever threw open the key while the other sent the signal over the wire.

The inspector seized the sleeping fellow, roused him – and “fired” him. That is why the first of Edison’s numerous inventions was never patented.

**Text 5**

**NEWTON’S DINNER**

Sir Isaac Newton was often so deeply interested in difficult problems that he became quite absent-minded. One day a gentleman came to see him, but was told that Sir Isaac was busy in his study and that nobody was allowed to disturb him.

As it was dinner-time, the visitor sat down in the dining-room to wait for the scientist. The servant came in and placed on the table a boiled chicken under a cover. An hour passed, but Newton did not appear. The gentleman, feeling hungry, ate the chicken, and covering up the skeleton, asked the servant to prepare another one for his master.

Before the second chicken was ready, however, the scientist entered the room, apologizing for his delay. Then he added: “As I feel rather tired and hungry, I hope you will excuse me a little longer, while I take my dinner, and then I will be at your service.” With these words he lifted the cover, and without emotion turned round to the gentleman and said: “See what a strange set we scientists are! I quite forgot that I had dined already.”

At this moment the servant brought in the other chicken. The visitor explained how matters stood. After a hearty laugh, the hungry scientist sat down to dine.

**Text 6**

**A WISE JUDGE**

Once there lived two brothers. They worked together on their father's farm. They were very honest and got along together very well. One day their father died leaving his property to his two sons. In his last will he told them to divide the property between them.

But the brothers could not agree how. Each wanted to have the better part for himself. After some time, they even did not speak to each other. At last they went to a judge who was very wise and always knew how to settle such difficult matters.

The judge listened to them carefully and then he said: «The matter is very simple. We shall divide the property in this way. One of you will divide in it the way he thinks is the best and the other one will then have the right to choose whichever of the two parts he prefers. »

In this way the case was settled.

**Text 7**

**MUSIC – THE LIFE SAVER**

Once Mark Twain was sitting at a dinner party next to a well-known pianist. He said to him:

«It will interest you as a pianist that my life was once saved by a piano when I was a boy. We had a terrible flood in my home town. The water even reached the upper storey where I was with my father. Without hesitation my father sat on a big chest of drawers, and floating down the river he reached the bank safely. »

«Well, and you? » asked the pianist.

«I accompanied him on the piano. »

**Text 8**

**A JOURNEY WITH MARK TWAIN**

One day Mark Twain met a friend at the races in England. This friend came up to him and said: «I'm broke. I wish you would buy me a ticket back to London.»

« Well » , Mark Twain said, «I'm nearly broke myself, but I will tell you what we'll do. You can hide under my seat in the train and I'll hide you with my legs.» The friend agreed.

Mark Twain, however, went to the ticket-office and bought two tickets. When the train pulled out his friend was safely under the seat. The inspector came around for the tickets. When Mark Twain gave the inspector two tickets, he asked:

«Where is the other one?»

Looking at the inspector the humorist said in a loud voice: « That is my friend's ticket. You see, he's a little eccentric and likes to ride under the seat.»

**Text 9**

**THE MILLIONAIRE AT THE HOTEL**

This is the story about the well-known millionaire who did not like to spend even small sums of money.

One day he went to stay at a hotel in New York. He asked for the cheapest room they had. He said: « What is the price of the room?»

The manager told him.

«And which floor is it on?» he asked the manager again.

The manager told him.

«Is that the cheapest room you have? I am staying here by myself and only need a small room.»

The manager told him that that was the smallest room they had and added: «But why do you take the cheapest room like that? When your son stays here he always has the most expensive room.»

«Yes,» answered the millionaire , «but his father is a wealthy man, and mine is not.»

**Text 10**

**A RAINY DAY EPISODE**

It was raining hard, but when I went to get an umbrella, I found that out of the five umbrellas we have at home there was not one I could use. I decided to take all the five umbrellas to an umbrella-maker.

So I took them, left them at the umbrella-maker’s, saying that I would call for the umbrellas on my way home in the evening. When I went to dine in the afternoon, it was still raining very hard. I went to a nearby restaurant, sat down at a table and had been there only a few minutes when a young woman came in and sat down at the same table with me. I was the first to finish and when I got up, I absent-mindedly took her umbrella and started for the door. She called out to me and reminded me that I had taken her umbrella. I returned it to her with many apologies.

In the evening I called for my umbrellas, bought a newspaper and got on a tram. The young woman was in the tram too. She looked at me and said, “You’ve had a successful day today, haven’t you?”

**Text 11**

**WHOSE DOG WAS IT?**

A lady who was driving though the country in a car saw an old man followed by an old dog walking ahead of her. As the car drew near, the dog suddenly crossed the road. He was hit by the car and killed. The lady stopped the car at once and approached the man.

“I am awfully sorry that this has happened,” she said, “Will two pounds settle it?”

“Oh, yes,” replied the man. Pocketing the money as the car disappeared in the distance, he looked down at dead animal.

“I wonder whose dog it was?” he said.

**Text 12**

**A VALUABLE OLD MASTER**

One day, a very wealthy American came to an English artist and said : «Sir, I've secretly bought a valuable sixteenth century painting. I know that the English Government won't let me take it out of England, but I have a plan to get round that. I want you to paint a picture - it doesn’t matter what it is - on top of the old master. When I get to New York, we can easily remove your picture from the canvas without damaging the picture underneath.»

The artist agreed and painted the London gasworks on it. Then the American got the canvas to New York and sent it to the firm to remove the artist's painting. But about a week later he got a telegram from the firm. It said: «We have removed the picture of London gasworks, also the old master, and are now down to a portrait of Queen Victoria. When do you want us to stop?»

**Text 13**

**THE WOODMAN AND MERCURY**

A woodman was cutting down a tree on the bank of a deep river. By chance his axe slipped from his hand, dropped into the water and sank to the bottom.

«Oh! I have lost my axe,» he cried. «What shall I do? The river is very deep and I am afraid to dive into it. What shall I do? Who can help me?»

Mercury, whose river it was, heard the poor man's cries and appeared before him.

«What is the matter, poor woodman?» he asked. «What has happened that you are so sad and unhappy?»

Mercury listened to the man's story and then said, «I'll try to help you.» At that he dived into the river and brought up a golden axe. «Is this your axe?» he asked. «No, that is not mine, »was the answer. Mercury dived a second time and this time he brought up a silver axe. «Is this yours?» he asked. Again the answer was «no». So Mercury dived a third time and this time he brought up the very axe that the woodman had lost. «That is my axe,» cried the man joyfully and held out his hand for it. «Yes, this is my own good axe. Now I can work again.»

Mercury was so pleased with the fellow's truthfulness and honesty that he at once made him a present of the other two axes and disappeared before the fellow could even say « thank you ».

The woodman cut down his tree and then went home very pleased with his good fortune. He told his friends all about it and one of them decided to try whether he could not have the same good fortune. So, going to the same place, as if to cut down a tree, he dropped his axe into the river and pretended to be very sad and unhappy because of his loss.

Mercury appeared as before, and when he was told that the cause of the fellow's unhappiness was the loss of his axe, he dived into the river. Again he brought up a golden axe.«Is this your axe?» he asked.

«Yes, yes, it is,» said the second woodman. «You are not telling the truth,» said Mercury. «You will neither have this axe nor the one that you so foolishy dropped into the water.

**Text 14**

**AN AMERICAN IN JAPAN**

An American who went to Japan had a Japanese servant who was very polite. One morning the American wanted to get up very early and said to the servant: «Wake me at six o'clock, please. Don't forget to do it.»

At six o'clock the servant entered the American's room very quietly and, seeing that the American was sleeping, took a sheet of paper and wrote on it some words. Then he left the room as quietly as he had entered it.

The American woke up at eleven o'clock, jumped out of bed, looked at his watch and saw the sheet of paper on the table. He read these words on it: «Dear Sir, it is now six o'clock. Please get up at once.»

**Text 15**

**A SAILOR'S PET**

They say that sailors are very fond of birds, and like to keep them in cages as pets. A story is told of a sailor who, when his ship was in the West Indies, was so delighted with the splendid feathers of some parrots which he saw for sale in the market that he decided to buy one.

«I'll send it home to dear old Mother,» he said to himself. «She's very much alone out there in the country. It can say a few words and may be a sort of companion for her.»

So he bought one and gave it to another sailor, who was going home, with full instructions as to how and where he must carry the bird.

It was a month or two before the sailor got a letter from his mother. She thanked him very much for the bird. «It was really a very beautiful creature,» she wrote, «and it had such lovely feathers, but you have no idea how tough it was…»

**Text 16**

**THE SAILOR AND THE MONKEYS**

Once a sailor went ashore on the coast of South America. He had a number of blue woolen caps with him which he wanted to sell. On his way to the town at some distance from the coast, he had to pass through a forest, in which there were great numbers of monkeys.

At noon, as the sun was right overhead, the sailor decided to have a rest as it was very hot. He lay down under the shade of a large tree, took one of the caps out of his bundle, put it on his head, and soon fell asleep.

When he awoke, he found, to his surprise, that the caps were all gone!

Soon he heard a loud noise among the thick branches above him, and he looked up.

He saw the trees alive with monkeys, and on the head of each monkey was a blue woolen cap!

The monkeys had watched his actions, had stolen his caps, while he slept and had put them on, and how they did not pay any attention to his shouts.

When the sailor saw that he could not get his caps back, he pulled off the one which he had on his head, and threw it on the ground, crying out, «If you want to keep the rest, you may take this one too!»

To his great surprise the little animals did the same. Each took the cap off its head and threw it on the ground. The sailor got his caps back and went away in triumph.

**Text 17**

**A CLEVER DOG**

A circus was visiting a little town. Among the attractions there were some dogs. After they had shown a number of tricks, the trainer said that Tray, the cleverest of them all, would play the piano.

The dog sat on a chair. He put his paws on the instrument, and seemed to play wonderfully well. Suddenly one of the audience shouted, «Rats!» Immediately Tray jumped off the chair and ran in the direction from which the cry came.

To the great amusement of the audience, the piano went on playing.

**Text 18**

**THE ARTIST AND THE FISHERMAN**

One day an artist looked out of the window of his room and saw an old fisherman going by. He thought the old man would make a good subject for a picture. So he went out and told the fishermen that he wanted to paint him.

The man thought about it for a minute and asked: «What will you pay me?»

«Well, I'll pay two pounds,» answered the artist and added, as the man still hesitated: «It's an easy way to earn two pounds, you see.»

«Oh! I know that,» said the man, «but I'm wondering how I shall get the paint off afterwards.»

**Text 19**

**IN THE TRAIN**

A talkative passenger asked a lady who was in the same compartment: «Have you any family, madam?»

«Yes, sir, one son,» she answered.

«Indeed! Does he smoke?» he continued to ask.

«No, sir, he has never touched a cigarette,» she answered.

«So much the better, madam. Tobacco is poison. Does he belong to a club?» asked the passenger.

«He has never set foot in one,» she answered.

«Then I congratulate you. Does he come home late at night?» he asked again.

«Never. He always goes to bed directly after dinner,» she said.

«He is a model young man, madam. How old is he? » asked the passenger.

«Ten months today, » was the answer.

**Text 20**

**HE UNDERSTOOD**

Two Americans were traveling in Spain. One morning they entered a little restaurant for lunch. They did not know Spanish, however, and the waiter did not know English. So they tried to make him understand that they wanted some milk and sandwiches.

At first they pronounced the word “milk” many times. Then they spelled it. But the waiter still could not understand.

At last one of them took a piece of paper and began to draw a cow. He was just finishing his drawing, when the waiter looked at it and ran out of the restaurant.

“You see,” said the traveller who had drawn the cow, “what a pencil can do for a man who has difficulties in a foreign country.”

After some time, the waiter was back, but he brought no milk. He put down in front of the two men two tickets for a bull-fight!

***Text 1***

*Listen to the text. Read the statements to the text. Write “True” near the appropriate figure if the statement is true, write “False” if it is false.*

**His first money**

1. The plot of the text deals with Mark Twain’s childhood.
2. Someone asked Mark Twain if he could remember the first money he ever earned.
3. In old times schoolboys had very little respect for their teachers.
4. The boys at school drew stars and faces with the help of pens, pencils and even knives on their desks.
5. The principal of the school didn’t do anything about it.
6. The price for the “picture” on the desk was ten dollars.
7. Instead of paying money for the “picture” on the desk the person had to receive a beating in front of the whole school.
8. Mark Twain also drew a picture on the table.
9. He told his father about this incident.
10. Mark Twain’s father gave him some money to pay at school.
11. Mark Twain was beaten at home.
12. Mark Twain paid money at school.

***Text 2***

*Listen to the text. Read the statements to the text. Write “True” near the appropriate figure if the statement is true, write “False” if it is false.*

**How the painter Rembrandt was discovered**

1. A pair of wooden shoes can be seen in a museum in Holland.
2. You can see little figures of animals drown on the pair of those shoes.
3. Those drawings helped to discover the great painter Leonardo da Vinchi.
4. The future painter at school was drawing pigs and chickens on the wooden shoes of his neighbour.
5. The teacher noticed the pupil’s actions.
6. The teacher got angry with the pupil.
7. The teacher promised to tell the boy’s mother about his behaviour.
8. The teacher didn’t come to the boy’s parents.
9. The boy’s parents were very angry with him and sent him to study to the other town.
10. The boy was very happy after the conversation with his parents.
11. The teacher told the boy that his drawings were awful.
12. The teacher wanted the boy to study painting with a famous artist in the town.

***Text 3***

*A) Listen to the text. Chose the correct answer.*

**No way out**

**1. Jack Mitchell works as a …**

1. doctor
2. clerk
3. teacher
4. seller

**2.He lives in …**

1. the USA
2. Canada
3. Great Britain
4. Germany

**3. Jack was in love with …**

1. Jane
2. Laura
3. Monica
4. Patricia

**4.Jack couldn’t marry Laura because …**

1. Laura didn’t love him
2. he didn’t make enough money to keep house for two
3. Laura’s parents didn’t like him
4. his parents didn’t like Laura

**5. Jack’s friend proposed him …**

1. to find another girl
2. to forget Laura
3. to move to the other town
4. to live together with Laura’s parents

**6. Jack explained that it was not possible to live with Laura’s parents because …**

1. Laura’s parents didn’t allow them to marry
2. Laura’s parents wanted Laura to marry another man
3. Laura’s parents had too many children at their house
4. Laura’s parents were already living with their parents

*B) Give a summary of the text in not less than six sentences.*

***Text 4***

*Listen to the text. Read the statements to the text. Write “True” near the appropriate figure if the statement is true, write “False” if it is false.*

**Edison's first invention**

1. Edison worked as a telegraph operator at the age of 15.
2. Edison invented the telegraph.
3. He had to work from 8 p.m. to 8 a.m.
4. Edison's duty was to give a signal every 15 minutes.
5. Edison sent signals with astonishing exactness.
6. One night an inspector came to the place of Edison's employment.
7. The inspector arrived because no signals were coming.
8. The inspector saw that Edison was sleeping.
9. The inspector noticed the unknown mechanism on the table.4
10. The inspector woke the boy up and asked him to show how the mechanism worked.
11. Edison was «fired» for sleeping on duty.
12. The inspector advised Edison to patent his invention.

***Text 5***

*Listen to the text. Read the statements to the text. Write “True” near the appropriate figure if the statement is true, write “False” if it is false.*

**Newton’s dinner**

1. The story tells that Sir Isaac Newton was very deeply interested in difficult problems.
2. The author tells that Newton became quite absent-minded.
3. One day a woman came to see the scientist.
4. Sir Isaac Newton was busy in his study at that time.
5. The visitor was waiting for the scientist in the dining-room.
6. It was supper-time.
7. The servant brought some food for the scientist.
8. There was a boiled chicken under a cover.
9. The visitor got hungry and ate the chicken.
10. The sister asked the servant to cook another chicken for the scientist.
11. Lifting the cover and seeing the skeleton the scientist thought that he had already eaten the chicken and forgot about it.
12. The visitor didn’t explain the situation to Sir Isaac Newton.

***Text 6***

*Listen to the text. Read the statements to the text. Write “True” near the appropriate figure if the statement is true, write “False” if it is false.*

**A wise judge**

1. Once there lived three sisters.
2. They worked together on their father’s factory.
3. The episode deals with the members of one family.
4. One day the father of the family died.
5. The children stayed with their mother.
6. The relatives didn’t know how to divide the father’s property.
7. Each wanted to have the better part for himself.
8. After some time they even did not speek to each other.
9. At last they went to a judge.
10. The judge wasn’t very wise.
11. The judge didn’t help them.
12. The case was settled.

***Text 7***

*A) Listen to the text. Read the statements to the text. Write “True” near the appropriate figure if the statement is true, write “False” if it is false.*

**“Music – the life saver”**

1. Once Mark Twain was sitting at a dinner party next to a well-known violinist.
2. Mark Twain told the story from his childhood to his neighbour.
3. He told that in his home town they had had a terrible flood then.
4. The water reached the upper storey.
5. Mark Twain’s father sat on a big chest of drawers in order to save his life.
6. Mark Twain accompanied his father on the piano.

*B) Give a summary of the text in not less than six sentences.*

***Text 8***

*A) Listen to the text. Chose the correct answer.*

**A journey with Mark Twain**

**1. One day Mark Twain met his friend at the races in …**

1. the USA
2. England
3. Scotland
4. Ireland

**2. Mark Twain’s friend asked him to buy him …**

1. some food
2. a book
3. a ticket
4. coca-cola

**3. Mark Twain proposed his friend …**

1. to hide under his seat in the train
2. to hide in the toilet in the train
3. to hide on the roof of the train
4. to buy him a ticket

**4. Mark Twain, however, …**

1. bought a ticket for himself
2. bought two tickets
3. didn’t go with his friend at the same train
4. asked his friend to go to the ticket – office

**5. When the train pulled out …**

1. the strange passenger approached Mark Twain
2. the tickets have disappeared
3. the inspector came around for the tickets
4. the unknown woman sat near Mark Twain

**6. Having received two tickets the inspector asked about the other passenger, Mark Twain answered...**

1. his friend had missed the train
2. his friend had disappeared somewhere
3. his friend would come soon
4. his friend was a little eccentric and liked to ride under the seat

*B) Give a summary of the text in not less than six sentences.*

***Text 9***

*A) Listen to the text. Chose the correct answer.*

**The Millionaire at the hotel**

**1. The well-known millionaire did not like to …**

1. spend ever small sums of money
2. go anywhere
3. go give even small sums of money to someone
4. have a little rest

**2. One day he went to stay at a hotel in …**

1. a small village
2. in Chicago
3. in London
4. in New York

**3. He asked for …**

1. the most expensive room they had
2. the most convenient room they had
3. the cheapest room they had
4. the biggest room they had

**4. He explained to the manager that he was staying there …**

1. only with his wife
2. only with his son
3. only with his daughter
4. only by himself

**5. The manger was very surprised and told him that his son always asked for …**

1. the most expensive room
2. the cheapest room
3. the most comfortable room
4. the best room

**6. The millionaire explained that …**

1. his son was ill-bread
2. his son didn’t value his money
3. his son’s father was a millionaire, and his wasn’t
4. he would not give any money to his son ever

*B) Give a summary of the text in not less than six sentences.*

***Text 10***

*Listen to the text. Chose the correct answer.*

**A rain day episode**

**1. The author of the text took to the umbrella-maker …**

1. four umbrellas
2. six umbrellas
3. three umbrellas
4. five umbrellas

**2. All the umbrellas they had at home were …**

1. broken
2. dirty
3. new
4. old-fashioned

**3. The author told to the umbrella-maker that he would call for the umbrellas...**

1. in the afternoon
2. in the evening
3. the next morning
4. the next Monday

**4. The author went to dine to a …**

1. cafe
2. canteen
3. restaurant
4. bar

**5. The person who sat down at the same table with the man was …**

1. a young woman
2. a young man
3. an old woman
4. an old gentleman

**6. The author absent-mindedly took … by mistake.**

1. her bag
2. her umbrella
3. her purse
4. her coat

**7. The man …and apologized.**

1. returned the umbrella
2. he didn’t return any umbrella
3. he returned two umbrellas
4. he returned three umbrellas

**8. The man called for his umbrellas …**

A) in the afternoon

B) in the evening

C) in the next morning

D) the next afternoon

**9. The man bought …**

1. a newspaper
2. a journal
3. a magazine
4. a magazine and a newspaper

**10. In the evening the man got on a …**

1. bus
2. tram
3. trolleybus
4. train

**11.On the way home he met …**

1. his principal
2. his daughter
3. the young woman
4. his son

**12. The man heard such the words: …**

1. “Nice to meet you again”
2. “You’ be had a bad day today, haven’t you?”
3. “How are you?”
4. “You’ve had a successful day today, haven’t you?”

***Text 11***

*A) Listen to the text. Read the statements to the text. Write “True” near the appropriate figure if the statement is true, write “False” if it is false.*

**Whose dog was it?**

1. A lady was driving through the country in a car.
2. She saw a young man followed by an old dog.
3. The dog suddenly crossed the road, as the car drew near.
4. The dog was hit and killed by the car.
5. The lady didn’t notice the dog and went away.
6. The lady proposed a man 5 pounds to settle the situation.

*B) Give a summary of the text in not less than six sentences.*

***Text 12***

*Listen to the text. Read the statements to the text. Write “True” near the appropriate figure if the statement is true, write “False” if it is false.*

**A valuable old master**

1. Once an American came to an American artist.
2. The American was very wealthy.
3. He said to the master that he had bought a valuable fifteenth century painting.
4. The American wanted to take the painting out of the country.
5. He had a plan how to take the painting out of the country.
6. A wealthy man asked an artist to paint a picture on top of the old master.
7. He wanted the artist to paint his wife’s portrait.
8. The artist painted a picture of London gasworks.
9. The American got the canvas to New York.
10. Then he asked the firm to remove the artist’s painting.
11. The American got a telegram from the firm about a week later.
12. In the telegram they informed that they had found some pictures under the picture of London gasworks.

***Text 13***

*Listen to the text. Chose the correct answer.*

**The Woodman and Mercury**

**1. A wan was cutting down a tree on …**

1. the bank of a deep lake
2. the bank of a deep river
3. the seashore
4. the yard of his house

**2. A man was a …**

1. sailor
2. woodman
3. seller
4. waiter

**3. By chance his … dropped into the water.**

1. axe
2. hammer
3. pincers
4. scissors

**4. This river belonged to …**

1. Mermaid
2. Neptune
3. Mercury
4. Zeus

**5. The host of the river...**

1. appeared before the man
2. became very angry with the man
3. didn’t notice the man
4. caught the man

**6. At first the man was proposed to take …**

1. a silver axe
2. a bronze axe
3. a golden axe
4. his own axe

**7. Secondly the man was proposed to take …**

1. a golden axe
2. a silver axe
3. a bronze axe
4. his own axe

**8. The third time the man was proposed to take …**

1. a bronze axe
2. a silver axe
3. a golden axe
4. his own axe

**9. Mercury was …**

A) angry with man’s behaviour

B) pleased with fellow’s truthfulness

C) glad to find a new axe in his river

D) frightened with the noise in the river

**10. Mercury was …**

1. angry with man’s behaviour
2. pleased with fellow’s truthfulness
3. glad to find a new axe in his river
4. frightened with the noise in the river

**11. Mercury made the present to the woodman of …**

1. his own and other two axes
2. his own axe
3. the other two axes
4. the other three axes

**12. The man told the story to his …**

1. relatives
2. wife
3. neighbours
4. friends

***Text 14***

*A) Listen to the text. Read the statements to the text. Write “True” near the appropriate figure if the statement is true, write “False” if it is false.*

**An American in Japan**

1. An American had a Chinese servant.
2. Once the American asked the servant to wake him at 6 o’clock.
3. The servant was very polite.
4. At six o’clock the servant entered the American's room and woke the master.
5. The American woke up at 11 o’clock.
6. The American read on the sheet of paper that it was six o’clock then and he had to get up.

*B) Give a summary of the text in not less than six sentences.*

***Text 15***

*A) Listen to the text. Chose the correct answer.*

**A sailor’s pet**

**1.They say that sailors are very fond of...**

1. dogs
2. birds
3. monkeys
4. bears

**2.The ship of a sailor was in …**

1. the West Indies
2. Australia
3. New Zealand
4. Turkey

**3.The sailor was so delighted with … of some parrots.**

1. the colour
2. the voice
3. the splendid feathers
4. the size

**4. The sailor decided to send the parrot to …**

1. his son
2. his daughter
3. his wife
4. his mother

**5. The parrot was delivered to the sailor’s mother …**

1. by another sailor
2. by post
3. by the sailor himself
4. by the sailor’s wife

**6. The mother told in the letter that the parrot was really a very beautiful creature but …**

1. it was too fat
2. it was too talkative
3. it was too tough
4. it was to noisy

*B) Give a summary of the text in not less than six sentences.*

***Text 16***

*Listen to the text. Read the statements to the text. Write “True” near the appropriate figure if the statement is true, write “False” if it is false.*

**The sailor and the monkeys**

1. The plot of the story deals with the hunter.
2. The main hero of the text had a wish to buy some clothes.
3. He went ashore on the coast of Australia.
4. On his way to the town he had to pass through the forest.
5. The main decided to have a rest as it was very cold.
6. The main fell asleep in the house.
7. When the men awoke he found that the caps were all gone.
8. The man heard a loud noise among the thick branches.
9. He understood that the monkeys were the thieves.
10. On the head of each monkey there was a red cotton cap.
11. The man pulled off the cap which he had on his head and threw it on the ground.
12. The monkeys repeated the man’s actions.

***Text 17***

*A) Listen to the text. Read the statements to the text. Write “True” near the appropriate figure if the statement is true, write “False” if it is false.*

**A clever dog**

1. A circus was visiting a little village.
2. Among the attractions there were some wolves, monkeys, foxes.
3. The trainer said that Tray would play the piano.
4. The dog set on a chair and seemed to play wonderfully well.
5. Suddenly one of the audience shouted, “Fire!”.
6. The piano went on playing when Tray ran in the direction from which the cry came.

*B) Give a summary of the text in not less than six sentences.*

***Text 18***

*A) Listen to the text. . Chose the correct answer.*

**An artist and a fisherman**

**1. One day an artist looked out of the window of …**

1. his studio
2. his room
3. his car
4. his house

**2. He saw … going by.**

1. a little boy
2. a young lady
3. two fishermen
4. an old fisherman

**3. An artist went out and proposed the fisherman …**

1. to drink some tea with him
2. to help him to carry fish
3. to answer some questions
4. to be the model for his picture

**4. The fisherman …**

1. didn’t agree
2. agreed
3. asked about the payment for that work
4. cried a lot

**5. The artist promised to pay a man...**

1. two pounds
2. one pound
3. three pounds
4. five pounds

**6. The fisherman was interested …**

1. what he would wear
2. what he would be doing
3. where he would be sitting
4. how he would get the paint off afterwards

*B) Give a summary of the text in not less than six sentences.*

***Text 19***

*A) Listen to the text. Read the statements to the text. Write “True” near the appropriate figure if the statement is true, write “False” if it is false.*

**In the train**

1. The conversation took place between a lady and a man.
2. The man asked a woman some questions about her family.
3. The woman had two children.
4. The lady told that her son smoked and came home late at night.
5. The lady was very upset.
6. The woman's child was ten years old.

*B) Give a summary of the text in not less than six sentences.*

***Text 20***

*A) Listen to the text. Read the statements to the text. Write “True” near the appropriate figure if the statement is true, write “False” if it is false.*

**He understood**

1. Two Americans were travelling in Italy.
2. They visited a little restaurant for supper.
3. The Americans could speak Spanish fluently.
4. Two friends wanted to order some milk and sandwiches.
5. The Americans tried to draw their order.
6. The waiter understood the friends' picture and brought them it.

*B) Give a summary of the text in not less than six sentences.*

**Text 1**

**HIS FIRST MONEY**

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  |  |  |  |  |  |  |  |  | ***11.*** | ***12.*** |
| *T* | *T* | *T* | *T* | *F* | *F* | *T* | *T* | *T* | *T* | *T* | *F* |

**Text 2**

**HOW THE RAINTER REMBRANT WAS DISCOVERED**

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  |  |  |  |  |  |  |  |  | ***11.*** | ***12.*** |
| *T* | *T* | *F* | *T* | *T* | *T* | *T* | *F* | *F* | *T* | *F* | *T* |

**Text 3**

**NO WAY OUT**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  |  |  |  |  |  |
| *B* | *C* | *B* | *B* | *D* | *D* |

**Text 4**

**EDISON'S FIRST INVENTION**

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  |  |  |  |  |  |  |  |  | ***11.*** | ***12.*** |
| *T* | *F* | *F* | *F* | *T* | *T* | *F* | *T* | *T* | *F* | *T* | *F* |

**Text 5**

**NEWTON’S DINNER**

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  |  |  |  |  |  |  |  |  | ***11.*** | ***12.*** |
| *T* | *T* | *F* | *T* | *T* | *F* | *T* | *T* | *T* | *T* | *T* | *F* |

**Text 6**

**A WISE JUDGE**

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  |  |  |  |  |  |  |  |  | ***11.*** | ***12.*** |
| *F* | *F* | *T* | *T* | *F* | *T* | *T* | *T* | *T* | *F* | *F* | *T* |

**Text 7**

**MUSIC – THE LIFE SAVER**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  |  |  |  |  |  |
| *F* | *T* | *T* | *T* | *T* | *T* |

**Text 8**

**A JOURNEY WITH MARK TWAIN**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  |  |  |  |  |  |
| *B* | *C* | *A* | *B* | *C* | *D* |

**Text 9**

**THE MILLIONAIRE AT THE HOTEL**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  |  |  |  |  |  |
| *A* | *D* | *C* | *D* | *A* | *C* |

**Text 10**

**A RAINY DAY EPISODE**

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  |  |  |  |  |  |  |  |  | ***11.*** | ***12.*** |
| *D* | *A* | *B* | *C* | *A* | *B* | *A* | *B* | *A* | *B* | *C* | *D* |

**Text 11**

**WHOSE DOG WAS IT?**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  |  |  |  |  |  |
| *T* | *F* | *T* | *T* | *F* | *F* |

**Text 12**

**A VALUABLE OLD MASTER**

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  |  |  |  |  |  |  |  |  | ***11.*** | ***12.*** |
| *F* | *T* | *F* | *T* | *T* | *T* | *F* | *T* | *T* | *T* | *T* | *T* |

**Text 13**

**THE WOODMAN AND AMERCURY**

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  |  |  |  |  |  |  |  |  | ***11.*** | ***12.*** |
| *B* | *B* | *А* | *C* | *A* | *C* | *B* | *D* | *B* | *A* | *D* | *D* |

**Text 14**

**AN AMERICAN IN JAPAN**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  |  |  |  |  |  |
| *F* | *T* | *T* | *F* | *T* | *T* |

**Text 15**

**A SAILOR’S PET**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  |  |  |  |  |  |
| *B* | *A* | *C* | *D* | *A* | *C* |

**Text 16**

**THE SAILORS AND THE MONREYS**

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  |  |  |  |  |  |  |  |  | ***11.*** | ***12.*** |
| *F* | *F* | *F* | *T* | *F* | *F* | *T* | *T* | *T* | *F* | *T* | *T* |

**Text 17**

**A CLEVER DOG**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  |  |  |  |  |  |
| *F* | *F* | *T* | *T* | *F* | *T* |

**Text 18**

**AN ARTIST AND A FISHERMAN**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  |  |  |  |  |  |
| *B* | *C* | *D* | *C* | *A* | *D* |

**Text 19**

**IN THE TRAIN**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  |  |  |  |  |  |
| *T* | *T* | *F* | *F* | *F* | *F* |

**Text 20**

**HE UNDERSTOOD**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  |  |  |  |  |  |
| *F* | *F* | *F* | *T* | *T* | *F* |

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