

**Приложение № 2**

**Фонд оценочных средств**

## КРИТЕРИИ ОЦЕНКИ

Чтение с пониманием основного содержания прочитанного (ознакомительное)

**Оценка «5»** ставится учащемуся, если он понял основное содержание оригинального текста, может выделить основную мысль, определить основные факты, умеет догадываться о значении незнакомых слов из контекста, либо по словообразовательным элементам, либо по сходству с родным языком. Скорость чтения иноязычного текста может быть несколько замедленной по сравнению с той, с которой ученик читает на родном языке. Заметим, что скорость чтения на родном языке у учащихся разная.

**Оценка «4»** ставится ученику, если он понял основное содержание оригинального текста, может выделить основную мысль, определить отдельные факты. Однако у него недостаточно развита языковая догадка, и он затрудняется в понимании некоторых незнакомых слов, он вынужден чаще обращаться к словарю, а темп чтения более замедленен.

**Оценка «3»** ставится школьнику, который не совсем точно понял основное содержание прочитанного, умеет выделить в тексте только небольшое количество фактов, совсем не развита языковая догадка.

**Оценка «2»** выставляется ученику в том случае, если он не понял текст или понял содержание текста неправильно, не ориентируется в тексте при поиске определенных фактов, не умеет семантизировать (понимать значение) незнакомую лексику.

*Чтение с полным пониманием содержания (изучающее)*

**Оценка «5»** ставится ученику, когда он полностью понял несложный оригинальный текст (публицистический, научно-популярный; инструкцию или отрывок из туристического проспекта). Он использовал при этом все известные приемы, направленные на понимание прочитанного (смысловую догадку, анализ).

**Оценка «4»** выставляется учащемуся, если он полностью понял текст, но многократно обращался к словарю.

**Оценка «3»** ставится, если ученик понял текст не полностью, не владеет приемами его смысловой переработки.

**Оценка «2»** ставится в том случае, когда текст учеником не понят. Он с трудом может найти незнакомые слова в словаре.

*Чтение с нахождением интересующей или нужной информации (просмотровое)*

**Оценка «5»** ставится ученику, если он может достаточно быстро просмотреть несложный оригинальный текст (типа расписания поездов, меню, программы телепередач) или несколько небольших текстов и выбрать правильно запрашиваемую информацию.

**Оценка «4»** ставится ученику при достаточно быстром просмотре текста, но при этом он находит только примерно 2/3 заданной информации.

**Оценка «3»** выставляется, если ученик находит в данном тексте (или данных текстах) примерно 2/3 заданной информации.

**Оценка «2»** выставляется в том случае, если ученик практически не ориентируется в тексте.

## Понимание речи на слух

Основной речевой задачей при понимании звучащих текстов на слух является извлечение основной или заданной ученику информации.

**Оценка «5»** ставится ученику, который понял основные факты, сумел выделить отдельную, значимую для себя информацию (например, из прогноза погоды, объявления, программы радио и телепередач), догадался о значении части незнако-мых слов по контексту, сумел использовать информацию для решения постав-ленной задачи (например найти ту или иную радиопередачу).

**Оценка «4»** ставится ученику, который понял не все основные факты. При решении коммуникативной задачи он использовал только 2/3 информации.

**Оценка «3»** свидетельствует, что ученик понял только 50 % текста. Отдельные факты понял неправильно. Не сумел полностью решить поставленную перед ним коммуникативную задачу.

**Оценка «2»** ставится, если ученик понял менее 50 % текста и выделил из него менее половины основных фактов. Он не смог решить поставленную перед ним речевую задачу.

## Говорение

Говорение в реальной жизни выступает в двух формах общения: в виде связных высказываний типа описания или рассказа и в виде участия в беседе с партнером.

Выдвижение овладения общением в качестве практической задачи требует по-этому, чтобы учащийся выявил свою способность, как в продуцировании связных высказываний, так и в умелом участии в беседе с партнером. При оценивании связных высказываний или участия в беседе учащихся многие учителя обращают основное внимание на ошибки лексического, грамматического характера и выставляют отметки, исходя только исключительно из количества ошибок. Подобный подход вряд ли можно назвать правильным.

Во-первых, важными показателями рассказа или описания являются соответствия темы, полнота изложения, разнообразие языковых средств, а в ходе беседы — понимание партнера, правильное реагирование на реплики партнера, разнообразие своих реплик. Только при соблюдении этих условий речевой деятельности можно говорить о реальном общении. Поэтому все эти моменты должны учитываться, прежде всего, при оценке речевых произведений школьников.

Во-вторых, ошибки бывают разными. Одни из них нарушают общение, т. е. ведут к непониманию. Другие же, хотя и свидетельствуют о нарушениях нормы, но не нарушают понимания. Последние можно рассматривать как оговорки.

В связи с этим основными критериями оценки умений говорения следует считать:

-соответствие теме,

-достаточный объем высказывания,

- разнообразие языковых средств и т. п.,

а ошибки целесообразно рассматривать как дополнительный критерий.

## *Высказывание в форме рассказа, описания*

**Оценка «5»** ставится ученику, если он в целом справился с поставленными речевыми задачами. Его высказывание было связным и логически последовательным. Диапазон используемых языковых средств достаточно широк. Языковые средства были правильно употреблены, практически отсутствовали ошибки, нарушающие коммуникацию, или они были незначительны. Объем высказывания соответствовал тому, что задано программой на данном году обучения. Наблюдалась легкость речи и достаточно правильное произношение. Речь ученика была эмоционально окрашена, в ней имели место не только передача отдельных фактов (отдельной информации), но и элементы их оценки, выражения собственного мнения.

**Оценка «4»** выставляется учащемуся, если он в целом справился с поставленными речевыми задачами. Его высказывание было связанным и последовательным. Использовался довольно большой объем языковых средств, которые были употреблены правильно. Однако были сделаны отдельные ошибки, нарушающие коммуникацию. Темп речи был несколько замедлен. Отмечалось произношение, страдающее сильным влиянием родного языка. Речь была недостаточно эмоционально окрашена. Элементы оценки имели место, но в большей степени высказывание содержало информацию и отражало конкретные факты.

**Оценка «3»** ставится ученику, если он сумел в основном решить поставленную речевую задачу, но диапазон языковых средств был ограничен, объем высказывания не достигал нормы. Ученик допускал языковые ошибки. В некоторых местах нарушалась последовательность высказывания. Практически отсутствовали элементы оценки и выражения собственного мнения. Речь не была эмоционально окрашенной. Темп речи был замедленным.

**Оценка «2»** ставится ученику, если он только частично справился с решением коммуникативной задачи. Высказывание было небольшим по объему (не соответствовало требованиям программы). Наблюдалась узость вокабуляра. Отсутствовали элементы собственной оценки. Учащийся допускал большое количество ошибок, как языковых, так и фонетических. Многие ошибки нарушали общение, в результате чего возникало непонимание между речевыми партнерами.

### *Участие в беседе*

При оценивании этого вида говорения важнейшим критерием также как и при оценивании связных высказываний является речевое качество и умение справиться с речевой задачей, т. е. понять партнера и реагировать правильно на его реплики, умение поддержать беседу на определенную тему. Диапазон используемых языковых средств, в данном случае, предоставляется учащемуся.

**Оценка «5»** ставится ученику, который сумел решить речевую задачу, правильно употребив при этом языковые средства. В ходе диалога умело использовал реплики, в речи отсутствовали ошибки, нарушающие коммуникацию.

**Оценка «4»** ставится учащемуся, который решил речевую задачу, но произносимые в ходе диалога реплики были несколько сбивчивыми. В речи были паузы, связанные с поиском средств выражения нужного значения. Практически отсутствовали ошибки, нарушающие коммуникацию.

**Оценка «3»** выставляется ученику, если он решил речевую задачу не полностью. Некоторые реплики партнера вызывали у него затруднения. Наблюдалась пауза, мешающая речевому общению.

**Оценка «2»** выставляется, если учащийся не справился с решением речевой задачи. Затруднялся ответить на побуждающие к говорению реплики партнера. Коммуникация не состоялась.

### *Оценивание письменной речи учащихся*

**Оценка «5»** Коммуникативная задача решена, соблюдены основные правила оформления текста, очень незначительное количество орфографических и лексико-грамматических погрешностей. Логичное и последовательное изложение материала с делением текста на абзацы. Правильное использование различных средств передачи логической связи между отдельными частями текста. Учащийся показал знание большого запаса лексики и успешно использовал ее с учетом норм иностранного языка. Практически нет ошибок. Соблюдается правильный порядок слов. При использовании более сложных конструкций допустимо небольшое количество ошибок, которые не нарушают понимание текста. Почти нет орфографических ошибок. Соблюдается деление текста на предложения. Имеющиеся неточности не мешают пониманию текста.

**Оценка «4»** Коммуникативная задача решена, но лексико-грамматические погрешности, в том числе выходящих за базовый уровень, препятствуют пониманию. Мысли изложены в основном логично. Допустимы отдельные недостатки при делении текста на абзацы и при использовании средств передачи логической связи между отдельными частями текста или в формате письма. Учащийся использовал достаточный объем лексики, допуская отдельные неточности в употреблении слов или ограниченный запас слов, но эффективно и правильно, с учетом норм иностранного языка. В работе имеется ряд грамматических ошибок, не препятствующих пониманию текста. Допустимо несколько орфографических ошибок, которые не затрудняют понимание текста.

**Оценка «3»** Коммуникативная задача решена, но языковые погрешности, в том числе при применении языковых средств, составляющих базовый уровень, препятствуют пониманию текста. Мысли не всегда изложены логично. Деление текста на абзацы недостаточно последовательно или вообще отсутствует. Ошибки в использовании средств передачи логической связи между отдельными частями текста. Много ошибок в формате письма. Учащийся использовал ограниченный запас слов, не всегда соблюдая нормы иностранного языка. В работе либо часто встречаются грамматические ошибки элементарного уровня, либо ошибки немногочисленны, но так серьезны, что затрудняют понимание текста. Имеются многие ошибки, орфографические и пунктуационные, некоторые из них могут приводить к непониманию текста.

**Оценка «2»** Коммуникативная задача не решена. Отсутствует логика в построении высказывания. Не используются средства передачи логической связи между частями текста. Формат письма не соблюдается. Учащийся не смог правильно использовать свой лексический запас для выражения своих мыслей или не обладает необходимым запасом слов. Грамматические правила не соблюдаются. Правила орфографии и пунктуации не соблюдаются.

1. За письменные работы (контрольные работы, самостоятельные работы, словарные диктанты) оценка вычисляется исходя из процента правильных ответов:

Виды работ	Оценка «3»	Оценка «4»	Оценка «5»
Контрольные работы	От 50% до 69%	От 70% до 90%	От 91% до 100%
Самостоятельные работы, словарные диктанты	От 60% до 74%	От 75% до 94%	От 95% до 100%

2. Творческие письменные работы (письма, разные виды сочинений) оцениваются по пяти критериям:

а) Содержание (соблюдение объема работы, соответствие теме, отражены ли все указанные в задании аспекты, стилевое оформление речи соответствует типу задания, аргументация на соответствующем уровне, соблюдение норм вежливости).

ПРИ НЕУДОВЛЕТВОРИТЕЛЬНОЙ ОЦЕНКЕ ЗА СОДЕРЖАНИЕ ОСТАЛЬНЫЕ КРИТЕРИИ НЕ ОЦЕНИВАЮТСЯ, И РАБОТА ПОЛУЧАЕТ НЕУДОВЛЕТВОРИТЕЛЬНУЮ ОЦЕНКУ;

- б) Организация работы (логичность высказывания, использование средств логической связи на соответствующем уровне, соблюдение формата высказывания и деление текста на абзацы);
- в) Лексика (словарный запас соответствует поставленной задаче и требованиям данного года обучения языку);
- г) Грамматика (использование разнообразных грамматических конструкций в соответствии с поставленной задачей и требованиям данного года обучения языку);
- д) Орфография и пунктуация (отсутствие орфографических ошибок, соблюдение главных правил пунктуации: предложения начинаются с заглавной буквы, в конце предложения стоит точка, вопросительный или восклицательный знак, а также соблюдение основных правил расстановки запятых).

#### **Система оценки достижений учащихся**

Для измерения оценки знаний учащимися используются все предполагаемые стандартом возможности:

тестирование;

устный опрос (индивидуальный, фронтальный);

срезы знаний;

проектные и контрольные работы.

**Progress check**

1 a) Listen to four people speaking about their experiences of doing dangerous sports and match the speakers with the kind of sports.

- Speaker 1  
Speaker 2  
Speaker 3  
Speaker 4

- b) Listen again and match the statements with the speakers.
- A She / He has never been seriously injured.
  - B She / He used to do other kinds of sports for some time.
  - C She / He started doing the sport far away from home.
  - D She / He is doing this kind of sport to prove her / his belief about what makes a happy person.

Points  /4

Points  /4

2 a) Read the text and decide which pair of twins

- a) is going to the same university ...
- b) is going to study different subjects ...
- c) always stick together ...
- d) is going to different universities ...
- e) is surprised about their results ...
- f) is going to celebrate their results ...

**Twins strike at A-levels**

It would seem that 2005 is the year of the twin. Of all the A-level success stories – and with the pass rate going up again there are more than ever – four sets of twins.

**Lydia and Caroline (L&C)**, from Gloucester, are both going to Cambridge University to study veterinary science after getting five As each – in the same subjects: maths, biology, physics, chemistry and general studies. Lydia admitted competition did come into it. "I'm glad we got the same, otherwise one of us would have had to boast about it to the other." Caroline added: "It's very strange that we both got the same results, I can't quite believe it."

**Alexa and Sophie (A&S)**, achieved nine grade-A passes between them and have both secured places at Cambridge – although studying different subjects at different colleges. The twins were students at Colchester County School for girls, where 16 pupils achieved five passes at grade A. Alexa said, "I was reasonably confident. My As-levels were good and I only needed to get Cs so it wasn't much of a shock."

**Wendy and Grace (W&G)**, identical twins, both got four A-grades and are going to study medicine at Leeds University together. They do everything together. Wendy said, "We both got the same results in our GCSEs and A-levels so it seems to be becoming a bit of a habit." Celebrations will be at the local pub tonight, they said.

**Henry and Ken (H&K)**, both pupils at Bishop Vesey's grammar school in Sutton Coldfield, West Midlands, followed their 11 A or A-star grades at GCSE with five As at A-level – each. But, these twins aren't sticking together. Henry is to study medicine at Nottingham University and Ken will be studying engineering at Cambridge.

The Guardian, Thursday August 18, 2005

Points  /9

b) Read the text again and write down what these numbers stand for in it.

- a) 18 ...
- b) 2005 ...
- c) 4 sets ...
- d) 9 grade A passes ...

Points  /4

3 Fill in the gaps in the text with the correct forms of the words in CAPITAL LETTERS at the end of each line.

Finding his own way

Though he is only twelve years old, Peter James Connolly has already tasted the rewards of finding his own way when it comes to (1) RECORDING himself (1) ... and record company Fat Boy Records has just released his first record, *Too Young*, on (2) ... to prove it. By day, Peter goes about his lessons like any other school (3) ... in Corby, Northamptonshire. By night, he becomes PJ the DJ, spinning speed garage, drum and bass and hip hop at clubs such as *Lapsate* in Corby, *Generation X* in Manchester and an far as *Megalos* in Majorca.

"I don't get (4) ... just a bit excited", he says. "When I'm mixing at a club, I have five or ten minutes to get used to the (5) ... I try a few times to see what the club's like, see whether people are dancing and how the tunes. Then I play some *older ones*, then the (6) ... I love music. As an afterthought, he mentions that he's the youngest DJ in the land to mix vocals.

Points  /6

4 Fill in the gaps in the text with the correct forms of the verbs in brackets.



Hoodies made part of school uniform

A school has made hoodies part of its uniform. Pupils at Inverness High School now (0) HAVE (have) the option of wearing black hooded tops bearing the school logo after being consulted about what they (1) ... (want) to wear.

The hoodie (2) ... (attract) negative publicity through its association with youth crime and anti-social behaviour. But the school's deputy head said the tops (3) ... (look) smart and (4) ... (be welcomed) by parents as well as pupils. Caroline English said the school wanted a dress code that pupils would "buy into". She added: "We (5) ... (establish) a working group who spoke to the pupils and they came up with the idea of the hoodie." Ms English said pupils (6) ... (be not allowed) to keep their hoodies up in class.

Western Morning News, Friday, March 24, 2006

Points  /6

5 Work in pairs and do the role-play. Use the information from the role cards.

Card A

You are a journalist collecting information about the teenage lifestyle in Russia. You have to stop people in the street and ask them questions about their study, preferences and interests. Use your notes to ask your questions. Don't forget to attract the attention of the passers-by first.

- teens' expectations of their education? any worries?
- school likes & dislikes? what could be done about...?
- personal fashion preferences?
- school uniform?
- the way teens organise their time?
- work / leisure balance?
- interests sports and music?
- exotic hobbies?

Card B

You are stopped in the street by a journalist who is going to write an article about teenage lifestyle in Russia. He / She wants to ask you some questions about your study, preferences and interests in life. Do your best to answer the journalist's questions, give your opinions and justify them. Be sincere and polite.

6 You see the following notice in an international magazine. Write your article in about 180-200 words.

TEENS OF THE WORLD

We want you to write an article about teenage lifestyle in your country, answering these questions:

- What are your main expectations and worries?
- What are your interests and preferences?

The best article will be published in the magazine, and the writer will get a modern mp3 player as a prize.

Mark your score

For tasks 1-4, you can get 33 points.  
28-33 points - well done  
23-27 points - good  
17-22 points - you can do better  
16 points or less - revise and try again  
Tasks 5 and 6 should be evaluated by you, your classmates and your teacher.



**Progress check**

- 1 a) Listen to a family story and decide whether these statements are true (T) or false (F).
- The grandmother's sisters couldn't marry before her.
  - The grandmother kept her promise to marry the next man that came along.
  - The grandmother was happily married twice.
  - The speaker's grandfather was her grandmother's second husband.
  - The speaker's grandparents had only daughters.
  - The grandfather died of the injuries he had got in the war.

Points  / 6

- 2 a) Read the text and choose the best title for it.

- School day
- Day at home
- Typical morning
- Way to school

Points  / 4

Suddenly her (Flora's) face paled as she saw the sock she'd been looking for in the fruit bowl. She seized it.

"Oh, Mum, my name tag! You didn't sew them on my game things and Mrs Taylor said I'll get a debit if they are not on by today!"

"Flora, it's quarter past 7 already. Why didn't you remind me last night?"

"But I'll get a debit!" she wailed, pulling the whole kit out of her bag in a crumpled heap. "And you never ironed it, and she said unless each piece is named, including the socks..."

"Here," I snatched them up and ran to the kitchen drawer. The first biro nib disappeared up its plastic shaft, the second had no ink, so I seized a red felt pen and began to scrawl frenziedly.

"In pen?"

"So long as it's named, she won't mind," I muttered.

"Tell her I'll do it properly tonight."

As the red ink ran hideously into the cuff of her white socks, I avoided her eyes which were round with horror. Poor Flora, always on the lookout for something new to fret about and always finding it in me. My daughter.

- b) Listen again and fill in the gaps in the sentences. Write no more than three of them.

- My grandmother was ... of three of them.
- That was the beginning ...
- That story went ... and a man came whom ...
- They didn't have a ... as far as I have heard.
- My grandfather went to a ... and had a real fight ...
- He was injured and was lying ... for a long time.

Points  / 6



so immaculate, so conscientious, so pristine, so fearful of incurring the potential anger of her teachers: a classroom helper and practically lifetime holder of the manners badge, with shoes you could see your face in she shined them so assiduously at the kitchen table; and with a mother who tried hard to come up with her scrupulous standards, but failed miserably.

"... OK. Now go. Go, darling, the bus will be at the corner any minute."

We both glanced up as the familiar rattle heralded its approach and, through the kitchen window, saw the yellow school bus trundle around the corner.

"Go!" I yelled.

She went, snatching up her bags, flying down the passage and through the front door as I followed behind. But halfway down the garden path, she turned. Ran back. Threw her arms around me.

"Bye, Mummy."

"Bye."

I hugged her hard. Kissed the top of her dark head furiously to remind her how much I loved her. Then I turned her around by her shoulders, gave her a little push, and off she flew.

Kathleen Elliot *Wedding Day*

- b) Read the text again and for the questions 1-6 choose the best alternatives.

- The daughter was upset because
  - she was late for school.
  - her mother hadn't done what she had promised to do.
  - she didn't want to go to school.
- Mrs Taylor is
  - Flora's mother.
  - Flora's friend.
  - Flora's teacher.
- Mother used a felt pen because
  - other pens didn't work.
  - she thought it would look better.
  - she couldn't find any other pens.
- Flora was always worried
  - that her mother would be angry with her.
  - that her teachers would be angry with her.
  - that she would get bad marks at school.
- Flora went to school
  - by bus.
  - on foot.
  - by car.
- Mother felt bad because
  - she couldn't understand her daughter.
  - she wasn't as intelligent as her daughter.
  - she wasn't as tidy and organised as her daughter.

Points  / 12

- 3 Read the text and choose the best alternative to fill in the gaps.

The family is the most important social group in all societies. However, the family is changing. The (1) ... family is still the main type of family, although different types of small families are becoming more common, such as (2) ... families. In Britain about a quarter of all families with young children have only one parent, usually the mother. Over half of all UK marriages end in (3) ... so

many people marry again, creating new families. In some societies, the nuclear family is part of a larger, (4) ... family, which also includes grandparents and other (5) ...  
Traditionally, such families worked and lived together. The family educated the children and looked after the old people. In the West, the number of extended families has become smaller because people now often move to different places. Today, most people have jobs outside the family and children go to school. Friends and work colleagues are sometimes more important than family. Many people choose to be (6) ...

- |                   |               |                 |             |
|-------------------|---------------|-----------------|-------------|
| 1 A atomic        | B nuclear     | C nucleus       | D extended  |
| 2 A one-parent    | B only-parent | C single-parent | D no-parent |
| 3 A division      | B marriage    | C diverse       | D divorce   |
| 4 A extension     | B extended    | C extending     | D extensive |
| 5 A relationships | B relation    | C relatives     | D relative  |
| 6 A childless     | B childhood   | C childlike     | D childish  |

Points  /6

4 Fill in the gaps in the text with the correct forms of the verbs in brackets.

Gordon and Emily has been married (0) (marry) for fifty years. Gordon smiled when he ... (1) (the asked) how they ... (2) (meet). He began to tell me about a dance hall in Croydon where he used to go in his twenties. Emily ... (3) (break in) and ... (4) (remind) him that it wasn't in Croydon, it was in Purley. Gordon agreed that it ... (5) (be, not) in Croydon, but insisted that it ... (6) (be, not) in Purley either.



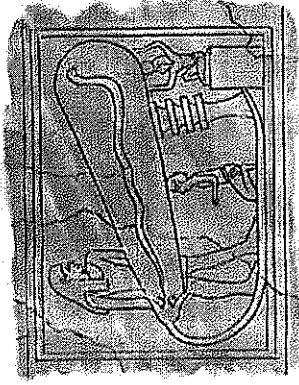
Points  /6

5 You have decided to enter a short story competition organised by your English language teacher. The story must begin with the following words:

I would like to tell you a story about my family / my friend's family / my neighbour's family.

Write your story in 180–200 words.

Progress check



1 a) Listen to a part of a radio programme and make notes on the following:

- Date of the event: ...
- Name of the event: ...
- Number of people: ...
- Number of cities: ...

Points  /4

b) Listen again to a part of a radio programme and decide whether these statements are true (T) or false (F).

- Many cars will be given away free to poor people on Car Free Day.
- The day will encourage drivers to use their cars less.
- Many cities will completely close whole roads to cars.
- The day forms part of Europe's Mobility Week.
- The theme in Europe this year is 'Clever Computing'.
- Car Free Day hopes to reduce traffic jams and greenhouse gases.

Points  /6

2 a) Read the text and decide whether these statements are true (T) or false (F).

- Some alternative science theories don't have enough proof.
- Ancient Egyptians could have known how to produce electricity.
- The strange ancient pots found in today's Iraq were electrical batteries.
- The scientists found some soot on the walls of underground rooms.
- Ancient Egyptian light sources must have produced soot.
- The reconstructions of ancient Egyptian electrical batteries and lamps don't work.

Points  /6

Ancient Egyptian Electricity

It is a popular belief in alternative science that our ancestors had a much greater technological knowledge than our schoolbook science (1) is willing to accept. Many of those theories are lacking serious foundation and are often based on some crazy ideas. But the theory that electricity was known and used in ancient times seems to rest on (2) a much more serious basis.

The key to the whole theory lies a few hundred kilometers east of Egypt, in today's Iraq. There some strange pots were found. Some contained copper cylinders, glued into the opening with asphalt. In the middle of the cylinder was an iron rod, held in place also with asphalt. The archaeologist who found the first of these pots in 1936 was sure that this was a galvanic element, a primitive battery. Reconstructions did indeed show that it was possible to create electricity with it.

Another key element for this theory is actually something that is missing. It's a detail where schoolbook science is capitulating (3). This element is soot, a dirty black powder that is produced when you burn something such as coal or wood. In none of the many thousands of underground tombs and pyramid rooms was a single trace of soot found, although many of these tombs are full of often colourful paintings. But the primitive light sources the Egyptians knew such as candles and oil lamps,

4 Fill in the gaps in the text with the correct forms of the words in CAPITAL LETTERS at the end of each line.

Without my computer I would not have the pleasure of getting to my favourite sites. I would have difficulty (1) ... with friends, and I would not be able to do my work for school. I often wonder how we all managed before computers were a common place in the home. I just don't have the time to be always running to the post box to send letters. E-mail is very (2) ... when you have a tough schedule. Most of my (3) ... time is spent at the computer as by the time I finish doing homework I am too tired and it is often too late to go out. It is a (4) ... reference aid and (5) ... tool. If all else fails, you can play cards on it, although my own (6) ... is for action games!

COMMUNICATE

IMPORTANCE  
RELAX

WONDER  
EDUCATION  
PREFER

Points  /6

5 You have had a class discussion on the impact technology has on society. Now your teacher has asked you to write an essay giving your opinion on the following topic. Write your essay in about 180-200 words.

"Imagine that you could only use ONE of the following: a computer, a mobile phone or a fridge. Which one would you use and why?"

6 Work in pairs or groups and discuss these questions. Take notes of your discussion and share the results with another group.

- 1 Which of the following international events would you join?
- 2 Which of the events would be the most efficient?
- 3 Which would be the most difficult to organise and take part in? Why?
- 4 How could you make these less difficult?
- 5 How could you benefit from each event?

**INTERNATIONAL EVENTS**

**PLANT A TREE DAY**

**CAR FREE DAY**

**NO ELECTRICITY DAY**

**BUY NOTHING DAY**

**RECYCLE EVERYTHING DAY**

**SMILE AT ALL STRANGERS DAY**

**Mark your score**

For tasks 1-4, you can get 36 points.  
30-36 points — well done  
24-29 points — good  
19-23 points — you can do better  
18 points or less — revise and try again  
Tasks 5 and 6 should be evaluated by you, your classmates and your teacher.

b) Read the text again and choose the best alternative for the meaning of the words in bold.

- 1 **Schoolbook** science here means
  - a) science subjects taught in schools
  - b) conventional scientific theories
  - c) scientific laws and rules found in school books
- 2 **To rest on** means
  - a) to be buried somewhere
  - b) to be placed somewhere
  - c) to be based on something
- 3 **Capitulating** here means
  - a) unable to find any explanation
  - b) stopping fighting in a war
  - c) disagreeing with the theory
- 4 **Found the light** means
  - a) discovered an ancient electric lamp
  - b) found an ancient electric battery
  - c) got the answer to the question

Points  /4

are always leaving, soot and are using oxygen. So how did the Egyptians get their light? In the temple in Dendera, several dozens of kilometers north of Luxor, some experts found the light (4). A Norwegian electrical engineer noticed that the object drawn on the top of the wall could work as a lamp. An Austrian colleague was able to construct a working model, and two well known authors Peter Krauss and Rainer Habeck, could even work out a real theory based on it. What we see is without question a form of bulbs, with two arms reaching into it near its thick end, and a sort of cable at the other end, from where a snake is leaping out to touch the arms on the other side. The whole device really looks like a lamp. Is this the proof? Did the Egyptians know and use electric lights? If so, where did they get the principle from? Was it from their own invention, or did they have help?

3 Read the text and choose the correct options to fill in the gaps.

A robot's brain is a computer. It switches (1) ... the parts of the robot that make it move and (2) ... certain tasks. The programmer programs the robot with information for each task. A simple task needs very complicated software and hardware. The robots of today (3) ... talk, play football, walk upstairs, dance and even conduct an orchestra! A (4) ... of robots can see and hear — using cameras and microphones with software that helps them (5) ... things. Some can even smell. Robots can't think like we do, but some robots can solve (6) ... They collect

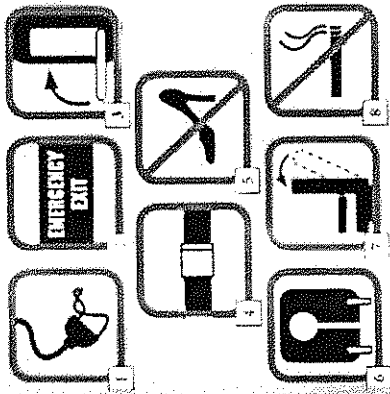
Text taken from *Dark Smart English*  
Pre-Intermediate by Rebecca Roth-Berme

- |                 |              |                |               |
|-----------------|--------------|----------------|---------------|
| 1 a) up         | b) off       | c) down        | d) on         |
| 2 a) make       | b) do        | c) have        | d) get        |
| 3 a) can        | b) may       | c) should      | d) must       |
| 4 a) much       | b) lot       | c) many        | d) majority   |
| 5 a) reconsider | b) recognise | c) reconstruct | d) repair     |
| 6 a) problems   | b) sums      | c) questions   | d) theorems   |
| 7 a) confusing  | b) computing | c) comparing   | d) conducting |
| 8 a) best       | b) fastest   | c) most        | d) worst      |
| 9 a) to         | b) under     | c) above       | d) at         |
| 10 a) a         | b) the       | c) —           | d) —          |

Points  /10

**Problem check**

1 a) Listen to the airline safety instructions and match the pictures with the items mentioned on the recording.



Items	Picture numbers	Items in the correct order
A no high-heeled shoes sign		
B seat belts sign		
C no smoking sign		
D seat in upright position		
E oxygen masks		
F emergency exit		
G table folded away		
H life jacket		

Points  / 8

b) Listen again and put the items on the list in the correct order.

Points  / 8

2 Read the text and match the headings with the paragraphs.

We are all thinking about our holidays this time of the year, so to help you prepare, here is the list of top things you must not leave without.

- 1 documents
- 2 swimwear
- 3 medication
- 4 sun lotion
- 5 guidebook
- 6 money
- 7 good book
- 8 clothes

- a) An all important requirement that you must not forget, especially if it's prescribed as it might not be easy to get hold of abroad. The last thing you want is to feel ill or worried on your holiday.
- b) This will save you a lot of time because you won't be deciding what you want to do for half the day before eventually agreeing on something. It's a great way to find out about the culture and traditions of the area that you are going to be staying in.
- c) Please don't forget these, especially if your tickets and your passports are kept together with them!!!
- d) Remember not to pack too much! It's a good idea to lay everything out on your bed that you want to pack and then be really ruthless and only take what you really need!
- e) Applicable to so many holidays as the weather does get hot sometimes and your skin can burn. Even if you're going on a ski holiday, you still need to bring it as the rays of the sun reflect off the snow making it even more dangerous.
- f) Where would we be without at least some cash! Of course, you can take your credit card with you, but it is essential to carry a small amount of cash. Telephone calls, bottles of water, sweets, etc are all small purchases that are better paid with cash.
- g) OK, so you will be on holiday, but that doesn't mean you have every moment planned. You may want to relax before going to bed. You can also read on the beach, or while travelling.
- h) Nearly always essential even if you're not going to the beach, as some hotels in the cities might have swimming pools. You'll only envy the other people enjoying the water if you don't bring yours along.

Points  / 8

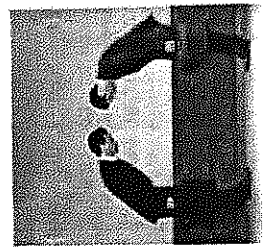
3 Read the text and choose the correct options to fill in the gaps.

Package holidays, covering a two weeks' stay in an attractive location are increasingly popular, because they offer an (1) ... price with few extras. Once you get to the airport, it is up to the (2) ... operator to see that you get safely to your (3) ... . Excursions, local (4) ... , swimming, sunbathing, skiing -- you name it -- it's all laid out for you. There is, in fact, no reason for you to bother to (5) ... anything yourselves. You (6) ... friends and (7) ... a good time, but there is very little chance that you will really get to know the local people. This is even less likely on a bus trip, when you spend most of your time travelling. Of course, there are carefully scheduled stops for you to visit (8) ... buildings and monuments, but you'll probably be allowed only a brief stay (9) ... in some famous city, with a polite reminder to be (10) ... and have breakfast early in time for the bus next morning. You may visit the beautiful, the historic, the ancient, but there is always a time constraint.

1 A exclusive	B including	C inclusive	D inclusion
2 A trip	B tour	C journey	D travel
3 A allocation	B destination	C vacation	D location
4 A entertainment	B amusement	C enjoyment	D fulfillment
5 A guarantee	B arrange	C provide	D supply
6 A do	B have	C get	D make
7 A have	B get	C make	D do
8 A history	B historical	C historian	D historic
9 A overtime	B overday	C overnight	D overdue
10 A down	B out	C up	D about

Points  / 10

4 Fill in the gaps in the text with the correct forms of the words in CAPITAL LETTERS at the end of each line.



**Bowing**

The tradition of bowing is so (1) *complex* that Asians attend special classes to learn how to do it (2) ... . It's unlikely that any (3) ... visitor would be able to appropriately carry out the formal bow, doing it to the right (4) ... and with the correct duration. However, a polite attempt to bow in (5) ... will be appreciated by your Asian (6) ... . If you want to express some special respect in the (7) ... , bow lower. Be sure to learn an appropriate verbal greeting to accompany the bow.

- COMPLEXITY
- PROPER NATION
- DEEP
- GREET
- ACQUAINT RELATION

Points  / 6

5 You see this advertisement and decide to respond to it. Write your letter of application (about 180–200 words).

The university welcomes applications to all its courses from overseas students. Please write to the International Department giving details of the course you wish to apply for and why. Your letter should include an outline of your achievements and qualifications and any other relevant information.

6 Your class has decided to take part in an International Internet Forum. Work in groups and discuss the questions to get prepared for the teleconference. Take notes of your group discussion and then hold a whole-class discussion.

**"Everyone has a culture — everyone is different!"**

- 1 What languages do you speak?
- 2 What music do you listen to?
- 3 What dances do you know?
- 4 What kinds of food do you eat at home?
- 5 In your school / class, what is considered polite and what is considered rude?
- 6 What manners have you been taught? (table manners, behaviour toward guests in your home, what to say when answering the telephone, how to say thanks for a meal.)
- 7 What do you wear on special occasions?
- 8 How often do you see your extended family? What role do they play in your life?
- 9 What holidays and ceremonies are important in your family?
- 10 Describe something very important to you.
  - it could be a value, such as respect or honesty
  - it could be a person, such as a parent, brother, sister, or friend.
  - it could be a goal, such as going to college or designing a website.
  - it could be a hobby.
- 11 Based on what you've written, how would you describe the characteristics of the culture you're a part of?

**Mark your score**

For tasks 1–4, you can get 40 points.  
32–40 points — well done  
26–31 points — good  
21–25 points — you can do better  
20 points or less — revise and try again  
Tasks 5 and 6 should be evaluated by you, your classmates and your teacher.

## 2 Progress Check

1 Fill in: *dramatic, disgusting, attitude, tricky, persuade, tempted, pressure, trust, offend, symptom.*

- I didn't mean to ..... you. I was trying to be nice!
- His entrance was so ..... that everybody just stared at him.
- A sore throat is a ..... of a cold or flu.
- The cakes looked so delicious that I was ..... to eat them all!
- I don't care what you say, nothing will ..... me to eat anything like that again.
- Peter's ..... towards his teachers often got him in trouble.
- You can ..... Mary to keep her promise.
- There were some very ..... questions in the maths test, but I think I got them right.
- There was such a ..... smell in the room that we had to open all the windows.
- You must be under a lot of ..... at the moment, having so much work to do. (Points: 10/2)

2 Fill in the gaps with the correct relative pronoun.

- I'm not sure ..... of these books to read next.
- This is the house ..... I used to live.
- Peter's the person ..... you should ask.
- Madrid, ..... is the capital of Spain, is great.
- Can anybody tell me ..... that car belongs to? (Points: 10/2)

3 Complete the sentences using the words in bold. Use two to five words.

- There was such a lot of traffic that he was late. **because** He ..... much traffic.
- We'll have to take a taxi because it's too far to walk. It's ..... to walk that we'll have to take a taxi.
- Because there was ice on the runway, the plane's departure was delayed. **due** The plane's departure was delayed ..... on the runway.
- My sister married an American and moved to California. **who** My sister, ..... , moved to California.

1 Fill in: *peak, organising, miraculously, crippled, bruised, stiff, streaming, rash, allergic, internal*

- Tom was battered and ..... but alive.
- I think I must be ..... to something because my nose is running and my eyes are watery.
- ..... the mountaineers made it safely off the mountain after the blizzard.
- Jane sat in a draught, so she has a ..... neck.
- Henry felt fantastic when he reached the ..... of the mountain.
- Fortunately, Kate had no ..... bleeding after her fall.
- The pain in his arm was .....
- Oh dear! I've got a ..... cold. Allstool
- He was ..... by the fall because both his legs were broken.
- What is that strange ..... all over your body? You should go to the doctor. (Points: 20/1002)

2 Fill in the gaps with the correct passive form of the verbs in brackets.

- The wound must ..... (clean) before you put a plaster on it.
- The Adventures of Tom Sawyer ..... (write) by Mark Twain.
- Jane ..... (see) by the doctor right now.
- Luckily, the driver of the car ..... (not/injure) in the accident.
- One day a cure ..... (find) for cancer. (Points: 10/502)

3 Complete the sentences using the words in bold. Use two to five words.

- The surgeon will do the operation tomorrow. **be** The operation ..... tomorrow.
- The dentist cleaned her teeth. **had** She ..... by the dentist.
- They have built a brand new hospital in our town. **been** A brand new hospital ..... in our town.
- There are reports that 10 people died in the crash. **have** Ten people are ..... in the crash.
- She insisted that they go to the hospital. **made** She ..... to the hospital. (Points: 20/504)

## 4 Progress Check

4 Complete the phrasal verbs with the correct particle.

- I don't want to go ..... what my operation is for.
- Tom wants to go ..... with the plastic surgery.
- If you go ..... smoking, you will damage your health.
- Why won't this toothache go .....?
- I don't want to go ..... pain like that again. (Points: 20/504)

5 Fill in the gaps with the correct preposition.

- Jane recovered ..... her illness very quickly. Headaches?
- Kim is allergic ..... nuts.
- Paul was treated ..... back pain by a chiropractor.
- Tony was involved ..... a terrible accident. (Points: 10/502)

6 Match to form exchanges.

- You've probably got an infection. **a** I hope not!
- You'll feel better in a few days. **b** Would you? Thanks!
- It could be chickenpox. **c** Don't worry, I'll be fine!
- Can I make you a hot drink? **d** You could be right.
- Sorry you're not well. **e** I hope so. (Points: 20/504) (My score: 100)

### Now I Can ...

- talk about health, accidents & emergencies, illnesses & injuries
  - talk and write about water pollution
  - offer help and accept or refuse help
  - speculate & respond to speculation
- ..... in English

# 6 Progress Check

- 1 Fill in: telescope, satellite, galaxy, human, shag, wags, air, track, contain, raised.
- 1 ..... my shoulders when I don't know the answer to a question.
  - 2 The moon is the Earth's .....
  - 3 He ..... his eyebrows in surprise.
  - 4 They were talking so fast it was difficult for me to keep ..... of the conversation.
  - 5 We live in a ..... called the Milky Way.
  - 6 I like to look at the stars through my .....
  - 7 NASA has sent messages into space with information about the ..... race.
  - 8 When my mum ..... her finger at me, I know I'm in trouble.
  - 9 He was so excited, he couldn't ..... himself.
  - 10 It is quicker to send the parcel by ..... mail rather than standard mail. (Points: 10/20)

- 2 Report the following using the verbs in the list.
- apologise • beg • warm • suggest • deny

- 1 "I didn't take the money," she said.
- 2 "I'm sorry I broke your CD player," he said to her.
- 3 "Please, please lend me the money," he said to her.
- 4 "Why don't we meet later," she said.
- 5 "Don't do that again or you'll be in trouble," his dad said. (Points: 5/4 20)

- 3 Complete the sentences using the words in bold. Use two to five words.

- 1 "Have you called your mother lately?", he asked me. had He asked me ..... my mother lately.
- 2 "Let's text each other about it later?", he said, texting. He ..... & later.
- 3 "I didn't call because I was working late last night", said Jane. Jane told me she had not called ..... late the night before.
- 4 "Can you call me to confirm tomorrow?", asked Tom. Tom asked if I ..... to confirm the next day.
- 5 "Are you going to the party tonight?", he said. asked He ..... to the party that evening. (Points: 3/4 20)

## Now I Can ...

- talk and write about space technology
- talk about newspapers and the media
- apologise and accept apologies
- ask for repetition, confirmation and clarification
- use reported speech
- write a for-and-against essay
- write a short article about native languages
- give a presentation on means of communication

..... in English

# 8 Progress Check

- 1 Fill in: feet, consults, symbols, unique, remote, conveyor, excavation, sculpted, boarding, aisle.
- 1 Hieroglyphics is an ancient writing system made of .....
  - 2 I always ask for an ..... seat on an aeroplane.
  - 3 Easter Island is ..... There is nowhere else like it in the world.
  - 4 Archaeologists took five years to complete the ..... her parents before making any big decisions.
  - 5 Most ancient temples are found in ..... locations.
  - 6 The statues were ..... from volcanic rock.
  - 7 The building of the ancient city of Machu Picchu was an incredible .....
  - 8 Luggage is collected from ..... belt No 23.
  - 9 You need a valid ..... pass to get on the plane. (Points: 10/20 20)

- 2 Fill in: all, every, so, neither, nor, both, each, none, either.

- 1 Kim saw that ..... of the hotels were suitable, so she decided to stay in another resort.
- 2 Jack and Jane ..... like to go on skiing holidays.
- 3 ..... flights have been cancelled due to bad weather.
- 4 Neither I ..... Jane likes to lie on the beach all day. We'd rather see the sights.
- 5 "I can't find a cheap flight," ..... can I. Let's change our dates."
- 6 "I really need a holiday," ..... do I. I'm tired."
- 7 The flight costs £150 ..... way.
- 8 ..... time I travel by train I feel sick, but after that I'm busy.
- 9 "I don't like long car journeys." ..... do I. They're very tiring."

- 3 Complete the phrasal verbs with the correct particle.

- 1 Tom paid his bill and checked ... of the hotel.
- 2 Have you checked ..... everything on your packing list?
- 3 I arrived at the hotel and checked .....
- 4 I want to check ..... that new restaurant in town to see if it's as good as people say.
- 5 Tom checks ..... on his son now and then to make sure he's studying hard. (Points: 10/20 10)

- 4 Fill in the gaps with the correct preposition.

- 1 I was really happy ..... the service the travel agent provided.
- 2 Paul has always dreamed ..... going to the States.
- 3 This hotel is typical ..... many in the area.
- 4 I want to stay in a hotel ..... the sea.
- 5 The trouble ..... the Costa del Sol is that it's overcrowded with tourists. (Points: 3/2 10)

- 5 Complete the sentences using the words in bold. Use two to five words.

- 1 We enjoyed our holiday so much that we are going to the same place next year. enjoy So ..... our holiday that we are going to the same place next year.
- 2 If you had booked early, you would have found a flight. booked Had ..... you would have found a flight.
- 3 It isn't very often that I go away for the weekend. do Seldom ..... for the weekend.
- 4 I didn't expect to enjoy myself so much on holiday. expect Little ..... enjoy myself so much on holiday.
- 5 If my dad agrees, I can go on the trip. can Only if ..... go on the trip. (Points: 5/4 20)

- 6 Match to form exchanges.

- |   |                                        |   |                       |
|---|----------------------------------------|---|-----------------------|
| 1 | Can I take two pieces of hand luggage? | a | I see.                |
| 2 | That's not what I meant to say.        | b | Not at all.           |
| 3 | Did you pack your bag yourself?        | c | Sure, here you are.   |
| 4 | Would you mind opening the window?     | d | Only one, I'm afraid. |
| 5 | Can I have your passport, please?      | e | I did.                |

## Now I Can ...

- talk and write about music pieces
- talk about travelling and airports
- write an article describing a place/a letter recommending a place

..... in English