



/Пхаладзе Б.А./

**ДОПОЛНИТЕЛЬНАЯ ОБЩЕОБРАЗОВАТЕЛЬНАЯ
ОБЩЕРАЗВИВАЮЩАЯ ПРОГРАММА
«АНГЛИЙСКИЙ ЯЗЫК. КУРС ПОДТЯНИТЕ! GOLD EXPERIENCE»**
Направленность: социально-гуманитарная
Уровень программы: базовый
Возраст учащихся 15-17 лет
Нормативный срок реализации: 7 лет (252 академических часа)

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ПОЯСНИТЕЛЬНАЯ ЗАПИСКА

Дополнительная общеобразовательная общеразвивающая программа «Английский язык. Курс Подтяните! Gold Experience» обеспечивает дополнительную подготовку по английскому языку. Дополнительная общеобразовательная общеразвивающая программа (далее Программа) по английскому языку составлена в соответствии с:

Федеральный закон от 29.12.2012 г. № 273-ФЗ «Об образовании в Российской Федерации»;

Приказ Министерства просвещения РФ от 9 ноября 2018 г. N 196 «Об утверждении Порядка организации и осуществления образовательной деятельности по дополнительным общеобразовательным программам»;

Методические рекомендации по проектированию дополнительных общеразвивающих программ (приложение к письму Министерства образования и науки РФ от 18.11.2015 № 09-3242);

СП 2.4.3648-20 «Санитарно-эпидемиологические требования к организациям воспитания и обучения, отдыха и оздоровления детей и молодёжи»;

Программа конкретизирует содержание предметных тем, дает примерное распределение часов по темам курса и рекомендует последовательность изучения тем и языкового материала с учетом логики учебного процесса, возрастных особенностей учащихся.

Программа реализует следующие основные функции:

- Информационно-методическую
- Организационно-планирующую
- Контролирующую

Информационно-методическая функция позволяет всем участникам учебно-воспитательного процесса получить представление о целях, содержании, общей стратегии обучения, воспитания и развития учащихся средствами английского языка.

Организационно-планирующая функция предусматривает выделение этапов обучения, определение количественных и качественных характеристик учебного материала и уровня подготовки учащихся по английскому языку на каждом этапе.

Контролирующая функция заключается в том, что Программа, определяя требования к содержанию речи, коммуникативным умениям к отбору языкового материала и к уровню обученности учащихся на каждом этапе обучения, может служить основой для сравнения полученных в ходе контроля результатов.

Целеполагающей основой Программы является формирование ключевой компетентности учащихся – их способности и готовности использовать усвоенные знания, умения и способы деятельности в реальной жизни для решения практических задач.

Основной **целью** обучения иностранному языку учащихся 15-17 лет является развитие и формирование иноязычной коммуникативной компетенции (в совокупности ее составляющих:

речевой, языковой, социокультурной, компенсаторной, учебно-познавательной компетенций) в основных видах речевой деятельности (аудировании, говорении, чтении и письме). Иноязычная коммуникативная компетенция понимается как способность учащегося осуществлять межличностное и межкультурное общение на изучаемом языке в устной и письменной форме в ограниченном круге типичных сфер и ситуаций общения.

Достижение заявленной цели осуществляется посредством решения следующих **задач**:

- формирование представлений об английском языке как средстве общения;
- формирование умения общаться на английском языке на элементарном уровне с учетом речевых возможностей и потребностей учащихся 15-17 лет в устной (аудирование и говорение) и письменной (чтение и письмо) форме;
- расширение лингвистического кругозора учащихся 15-17 лет; освоение элементарных лингвистических представлений;
- развитие речевых, интеллектуальных и познавательных способностей учащихся 15-17 лет; развитие мотивации к дальнейшему овладению английским языком;
- развитие познавательных способностей, овладение умением координированной работы с разными компонентами учебно-методического комплекса (учебником, рабочей тетрадью, аудиоприложением, онлайн приложением) и умением работать в паре, в группе;
- приобщение учащихся к новому социальному опыту с использованием английского языка; знакомство с миром зарубежных сверстников; воспитание дружелюбного отношения к представителям других стран;
- обеспечение коммуникативно-психологической адаптации учащихся 15-17 лет к новому языковому миру для преодоления в дальнейшем психологического барьера и использование английского языка как средства общения;
- воспитание и разностороннее развитие учащихся 15-17 лет средствами английского языка;
- развитие личностных качеств учащихся 15-17 лет, внимания, мышления, памяти и воображения в процессе участия в моделируемых ситуациях общения в ходе овладения языковым материалом;
- развитие эмоциональной сферы учащихся в процессе обучающих игр, учебных спектаклей с использованием английского языка;
- духовно-нравственное воспитание учащихся 15-17 лет, понимание и соблюдение ими таких нравственных устоев семьи, как любовь к близким, взаимопомощь, уважение к родителям, забота о младших.

Программа составлена в соответствии с системой уровней владения иностранным языком - **Общеввропейская шкала языковой компетенции (CEFR)**

В системе CEFR знания, умения и навыки учащихся подразделяются на три крупных категории, которые далее делятся на шесть уровней:

A Элементарное владение

A1 Уровень выживания

A2 Предпороговый уровень

B Самодостаточное владение

B1 Пороговый уровень

B2 Пороговый продвинутый уровень

C Свободное владение

C1 Уровень профессионального владения

C2 Уровень владения в совершенстве

Для каждого уровня описываются знания и умения, которые должен иметь учащийся в чтении, восприятии на слух, устной и письменной речи:

Уровень	Описание	% соотношение словарного запаса к вышестоящему уровню	% соотношение словарного запаса к уровню C2
A1	Понимаю и могу употребить в речи знакомые фразы и выражения, необходимые для выполнения конкретных задач. Могу представиться/представить других, задавать/отвечать на вопросы о месте жительства, знакомых, имуществе. Могу участвовать в несложном разговоре, если собеседник говорит медленно и отчетливо и готов оказать помощь.	50 %	12 %
A2	Понимаю отдельные предложения и часто встречающиеся выражения, связанные с основными сферами жизни (например, основные сведения о себе и членах своей семьи, покупках, устройстве на работу и т. п.). Могу выполнить задачи, связанные с простым обменом информацией на знакомые или бытовые темы. В простых выражениях могу рассказать о себе, своих родных и близких, описать основные аспекты повседневной жизни.	50 %	24 %
B1 B1+	Понимаю основные идеи четких сообщений, сделанных на литературном языке на разные темы, типично возникающие на работе, учёбе, досуге и т. д. Умею общаться в большинстве ситуаций, которые могут возникнуть во время пребывания в стране изучаемого языка. Могу составить связное сообщение на известные или особо интересующие меня темы. Могу описать впечатления, события, надежды, стремления, изложить и обосновать свое мнение и планы на будущее.	67 %	48 %
B1+ B2	Понимаю общее содержание сложных текстов на абстрактные и конкретные темы, в том числе узкоспециальные тексты. Говорю достаточно быстро и спонтанно, чтобы постоянно общаться с носителями	81 %	72 %

	языка без особых затруднений для любой из сторон. Я умею делать четкие, подробные сообщения на различные темы и изложить свой взгляд на основную проблему, показать преимущество и недостатки разных мнений.		
C1	Понимаю объемные сложные тексты на различную тематику, распознаю скрытое значение. Говорю спонтанно в быстром темпе, не испытывая затруднений с подбором слов и выражений. Гибко и эффективно использую язык для общения в научной и профессиональной деятельности. Могу создать точное, детальное, хорошо выстроенное сообщение на сложные темы, демонстрируя владение моделями организации текста, средствами связи и объединением его элементов.	89 %	89 %
C2	Понимаю практически любое устное или письменное сообщение, могу составить связный текст, опираясь на несколько устных и письменных источников. Говорю спонтанно с высоким темпом и высокой степенью точности, подчеркивая оттенки значений даже в самых сложных случаях.		100 %

Данная Программа обеспечивает подготовку учащихся по следующим уровням – A1- B2+.

Структура программы

Программа рассчитана на 7 учебных лет. Количество занятий, предусмотренное к посещению за один академический год – 36 занятий/36 академических часов (общая продолжительность обучения – 252 академических часа). Академический час равен 60 минутам. После 30 минут занятия организуется перерыв в форме игровой, двигательной активности обучающихся с языковым сопровождением.

Уменьшить или увеличить количество часов можно исключив/добавив дополнительные ресурсы, содержащиеся в Teacher's Resource Book и Presentation Plus или сократив/увеличив количество уроков формирования межпредметных навыков, уроков развития умения и навыков чтения, говорения, аудирования и письма, направленных на знакомство с форматом заданий и подготовку к международным экзаменам.

Содержание программы представлено по уровням.

- « Gold Experience A1» - 1 Уровень;
- « Gold Experience A2» - 2 Уровень;
- « Gold Experience A2+» - 3 Уровень;
- « Gold Experience B1» - 4 Уровень;
- « Gold Experience B1+» - 5 Уровень;
- « Gold Experience B2» - 6 Уровень;
- « Gold Experience B2+» - 7 Уровень;

Набор в группу по соответствующему уровню программы осуществляется на основе возраста обучающегося. Рекомендованный возраст для каждого уровня:

- « Gold Experience A1» - 15-17 лет
- « Gold Experience A2» - 15-17 лет
- « Gold Experience A2+» - 15-17 лет;
- « Gold Experience B1» - 15-17 лет
- « Gold Experience B1+» - 15-17 лет;
- « Gold Experience B2» - 15-17 лет
- « Gold Experience B2+» - 15-17 лет

Срок реализации дополнительной общеразвивающей программы по английскому языку для обучающихся 15-17 лет на каждом уровне с июня по сентябрь. По завершении обучения на каждом уровне программы выдается сертификат установленного образца.

Состав группы: 2-8 человек.

Форма занятий: групповая.

Режим занятий: 2-3 раза в неделю по 1 академическому часу.

Продолжительность	одного	занятия:	60	минут/1
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академический час.

ПЛАНИРУЕМЫЕ РЕЗУЛЬТАТЫ ОСВОЕНИЯ ПРОГРАММЫ

В результате изучения английского языка в рамках данной Программы учащиеся должны:

знать / понимать:

- основные правила чтения и орфографии английского языка;
- интонацию основных типов предложения;
- названия стран изучаемого языка;

уметь:

в области говорения:

диалогическая речь:

- участвовать в элементарном этикетном диалоге (знакомство, поздравление, благодарность, приветствие, прощание);
- утвердительно отвечать на вопрос, используя все типы простого предложения;
- возражать;
- выражать вежливую просьбу с помощью побудительных предложений;
- положительно/отрицательно реагировать на просьбу, пожелание, используя речевые клише;
- выражать свое мнение;
- целенаправленно вести диалог-расспрос;

монологическая речь

- кратко рассказывать о себе, своей семье, друге;
- описывать предмет, картинку, фотографию;
- делать краткое сообщение о своем городе, занятиях, увлечениях;
- излагать основное содержание прочитанного или прослушанного текста;

в области аудирования:

- понимать на слух речь учителя, партнера;
- понимать аудиозаписи коротких диалогов, начитанных носителями языка;
- понимать основное содержание небольших монологических высказываний;
- понимать основное содержание небольших детских комиксов/рассказов с опорой на картинки, языковую догадку;

в области чтения:

- читать вслух текст, построенный на изученном языковом материале соблюдая правила произношения и интонацию;
- читать про себя и понимать основное содержание небольших текстов;
- полностью, детально понимать содержание текстов, построенных на изученном языковом материале;
- читать про себя, полностью понимать несложные тексты, содержащие отдельные незнакомые слова (догадываться по контексту);

в области письма:

- списывать текст на английском языке, выписывать или вставлять в него слова, словосочетания и предложения в соответствии с решаемой учебной задачей;
- письменно задавать и отвечать на вопросы;
- выполнять письменные упражнения;
- написать по образцу короткое поздравление;
- написать короткое личное письмо;
- заполнять анкету.

Все **грамматические умения и навыки** доводятся до максимальной степени совершенства. Работа по формированию грамматических навыков направлена на создание коммуникативно-достаточного уровня употребления грамматического материала в устной и письменной речи. Содержание и характер теоретических и практических грамматических заданий определяется его основным назначением - подготовка учащегося, свободно владеющего грамматически правильной английской речью, умеющего логически формулировать мысли на английском языке.

В результате учащиеся должны

знать:

- грамматический строй английского языка;
- основные грамматические формы и конструкции английского языка, необходимые для выработки умений и навыков устной речи;
- литературные грамматические нормы и отклонения от грамматических норм, обусловленные ситуациями общения (неофициальный стиль);

уметь:

- анализировать грамматические явления английского и русского языков, видеть их различия;
- четко формулировать основные грамматические правила на английском языке;
- пользоваться в устной и письменной речи грамматическими формами и конструкциями английского языка;
- соблюдать грамматические правила и отклонения от них, в соответствии с принятыми нормами общения на изучаемом английском языке в различных ситуациях общения (повседневная коммуникация);

владеть:

- методами грамматического анализа;
- способами словоизменения, словообразования, словосочетания для структурного оформления речи;
- способностью использовать языковые средства для достижения коммуникативных целей с соблюдением грамматических норм.

Все **коммуникативные умения и навыки** доводятся до максимальной степени совершенства. Работа по формированию коммуникативных навыков направлена на создание коммуникативно-достаточного уровня употребления лексического материала в устной и письменной речи. Содержание и характер теоретических и практических заданий определяется его основным назначением - подготовка учащегося, свободно владеющего фонетически и лексически правильной английской речью, умеющего логически формулировать мысли на английском языке.

В результате учащиеся должны

знать:

- базовые слова, выражения и фразеологические единицы по программной тематике;
- правила лексической сочетаемости;
- правила речевого этикета;

уметь:

- читать адаптированные тексты по программной тематике; отвечать на вопросы, пересказывать прочитанное;
- вести и поддержать беседу на любую из пройденных тем, используя слова, словосочетания и фразеологические обороты по теме, а также выразить свое отношение к высказываемому с использованием соответствующих лексических единиц и клише;
- понимать английскую речь на слух в записи в пределах изученной лексики (в темпе учебной речи);

- писать диктанты под диктовку преподавателя на изученном лексическом материале;
- кратко передать содержание текста, дать характеристику персонажам и выразить свое отношение к высказываемому;
- понимать оригинальную (в том числе спонтанную) монологическую и диалогическую речь (художественную и обиходно-бытовую) при непосредственном общении и в звукозаписи;
- выразительно, четко и достаточно громко прочесть вслух отрывок оригинального текста;
- понимать на слух монологические и диалогические тексты, записанные носителями языка (1-3 минуты звучания);
- исправлять лексические и орфографические ошибки в предложенных упражнениях;
- писать различные виды писем (неофициальные, личные) по темам, изучаемым в течение года;
- понимать эмоционально окрашенную речь носителей языка в непосредственном общении или записи;
- владеть монологической речью на темы, связанные с материалом модуля.

владеть:

- способами словоизменения, словообразования, словосочетания для структурного оформления речи;
- способностью использовать языковые средства для достижения коммуникативных целей с соблюдением лексических норм.

КАЛЕНДАРНЫЙ УЧЕБНЫЙ ГРАФИК

Продолжительность учебного года для обучающихся 15-17 лет составляет 16 учебных недель с июня по сентябрь. Продолжительность учебной недели – 6 дней. Занятия проводятся два раза в неделю по расписанию понедельник-среда, вторник-четверг, пятница-суббота. Количество занятий в неделю составляет не более пяти. Занятия для обучающихся 15-17 лет начинаются не ранее 9.00 часов утра и заканчиваются не позднее 20.00 часов. Количество академических часов с июня по сентябрь - 36, согласно годовому календарному графику (Приложение № 5).

Режим учебного дня и учебной недели определяется внутренними локальными актами, в том числе приказами, распоряжениями, регламентами, дополнительной общеразвивающей программой, утвержденными Индивидуальным предпринимателем Пхаладзе Б.А., а также санитарно-эпидемиологическими требованиями к условиям и организации обучения в учреждениях дополнительного образования.

Нерабочие и праздничные дни - в соответствии с Постановлениями Правительства РФ.

Каникулы не предусмотрены.

Текущий контроль успеваемости носит безотметочный характер и предполагает качественную характеристику (оценку) сформированности у обучающихся соответствующих компетенций.

УЧЕБНЫЙ ПЛАН

№	Название раздела, темы	Количество часов	Формы аттестации
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п/п		Всего	Теория	Практика	(контроля)
1 год обучения					
1	Знакомство	1	0	1	Беседа
2	Проходите	2	1	1	Игра
3	Какая неделя!	2	1	1	Опрос
4	Магия животных	2	0	2	Викторина
5	Давайте исследовать	2	1	1	Беседа
6	Веселье с едой	2	1	1	Опрос
7	Назад в прошлое	5	2	3	Викторина
8	Промежуточная аттестация	1	0	1	Тестирование
8	Яркие моменты	2	0	2	Беседа
9	От головы до пяток	2	1	1	Тестирование
10	Школа закончилась	2	0	2	Тестирование
11	Фильмы и друзья	2	1	1	Игра
12	Повторение	10	4	6	Тестирование
13	Итоговый урок	1	0	1	Контрольная работа
	Всего	36	12	24	
2 год обучения					
1	Знакомство	2	1	1	Беседа
2	Мое время	3	1	2	Игра
3	Ты онлайн?	3	2	1	Опрос
4	Правильный ответ	3	2	1	Беседа
5	Открыты 24/7	5	2	3	Викторина
6	Промежуточная аттестация	1	0	1	Тестирование
7	Это развлечения	3	1	2	Беседа
8	Мы уже приехали?	3	0	3	Игра
9	Командный дух	3	1	2	Игра
10	Дикая жизнь	3	1	2	Викторина

11	Чувствую себя хорошо	3	1	2	Опрос
12	Место для жизни	2	1	1	Викторина
13	Повторение	1	1	0	Викторина
14	Итоговый урок	1	0	1	Контрольная работа
	Всего	36	14	22	
3 год обучения					
1	Знакомство	1	0,5	0,5	Игра
2	Нет места лучше дома	3	1,5	1,5	Викторина
3	Попробуй что-то новое	3	2	1	Опрос
4	Прочитай об этом всё	3	2	1	Игра
5	Живи и учись	5	2	3	Игра
6	Промежуточная аттестация	1	0	1	Тестирование
7	Привлекай взгляды	3	1	2	Викторина
8	Великая природа	3	2	1	Викторина
9	Пища для размышлений	3	1	2	Опрос
10	Уезжаем	3	1	2	Проектная деятельность
11	Какова твоя идея веселья?	3	1	2	Проектная деятельность
12	Давайте праздновать!	1	0	1	Опрос
13	Повторение	3	1	2	Викторина
14	Итоговый урок	1	0	1	Контрольная работа
	Всего	36	15	21	
4 год обучения					
1	Знакомство	1	0,5	0,5	Беседа
2	Идентичность	3	1	2	Игра
3	Получил сообщение	3	2	1	Викторина
4	Будущее наступило	3	2	1	Опрос
5	Принимая участие	5	2	3	Опрос

6	Промежуточная аттестация	1	0	1	Тестирование
7	В фокусе внимания	3	1	2	Игра
8	Назад на землю	3	0	3	Проектная деятельность
9	Сказки путешественника	3	2	1	Беседа
10	Перерыв	3	1	2	Викторина
11	Жизненный опыт	3	1	2	Игра
12	Летнее время	2	1	1	Викторина
13	Итоговый урок	3	0	3	Контрольная работа
	Всего	36	13,5	22,5	
5 год обучения					
1	Знакомство	1	0,5	0,5	Беседа
2	Истинный ты	3	1	2	Игра
3	Ты ни за что не поверишь!	3	2	1	Викторина
4	Мир вокруг нас	3	2	1	Опрос
5	Позволь этому случиться	5	2	3	Опрос
6	Промежуточная аттестация	1	0	1	Тестирование
7	Уроки для жизни	3	1	2	Игра
8	Суперсила	3	0	3	Проектная деятельность
9	Дома и в поездке	3	0	3	Беседа
10	Что в этом числе?	3	1	2	Викторина
11	Самовыражайся!	3	1	2	Игра
12	Уроки прошлого	2	1	1	Проектная деятельность
13	Итоговый урок	3	0	3	Контрольная работа
	Всего	36	11,5	24,5	
6 год обучения					
1	Разбуди свои чувства	4	2	2	Беседа

2	Список важных дел	4	2	2	Игра
3	Вся работа за 1 день	3	2	1	Викторина
4	Сердце города	4	2	2	Опрос
5	Промежуточная аттестация	1	0	1	Тестирование
5	Хороший спорт	3	2	1	Опрос
6	Точка зрения	3	0	3	Игра
7	Полная история	3	0	3	Проектная деятельность
8	Все вместе	3	2	1	Беседа
9	Правильно понять	3	1	2	Викторина
10	Дело вкуса	2	1	1	Игра
11	Итоговый урок	3	0	3	Контрольная работа
	Всего	36	14	22	
7 год обучения					
1	Страсти	3	1	2	Беседа
2	Восприятие	3	1	2	Игра
3	Влияние	3	2	1	Викторина
4	Ездим по разным местам	5	2	3	Опрос
5	Промежуточная аттестация	1	0	1	Тестирование
6	Гражданство	3	2	1	Опрос
7	Городские легенды	3	1	2	Игра
8	Тело и разум	3	0	3	Проектная деятельность
9	Развлеки меня	3	2	1	Беседа
10	Дикий мир	3	0	3	Викторина
11	Поговори со мной	3	1	2	Игра
12	Итоговый урок	3	0	3	Контрольная работа
	Всего	36	13	23	
	Итого	252	93	159	

СОДЕРЖАНИЕ ПРОГРАММЫ

Содержание ДООП «АНГЛИЙСКИЙ ЯЗЫК. КУРС ПОДТЯНИТЕ! GOLD EXPERIENCE» 1 год обучения.

Тема 1. Знакомство. (1 час)

Теория: притяжательные и личные местоимения, глагол быть и его формы. Лексика: Цифры, цвета, семья, алфавит, месяца, страны, национальности.

Практика: игра с карточками, интерактивные платформы Wordwall и ISLCollective, составление диалогов.

Тема 2. Проходите. (2 часа)

Теория: глагол иметь, конструкции There is/There are. Лексика: вещи в комнате, предлоги места, дом.

Практика: игра с карточками, интерактивные платформы Wordwall и ISLCollective, составление диалогов.

Тема 3. Какая неделя. (2 часа)

Теория: настоящее простое время, все формы. Лексика: каждодневные действия, свободное время.

Практика: материалы УМК, интерактивные платформы Wordwall, ISLCollective, quizlet, настольная игра «Спаси принцессу», речевая практика: составление диалогов, монологов.

Тема 4. Магия животных. (2 часа)

Теория: наречия частотности, порядок слов в вопросах. Лексика: животные, мир вокруг нас.

Практика: материалы УМК, интерактивные платформы Wordwall, ISLCollective, quizlet, настольная игра «Спаси принцессу», речевая практика: составление диалогов, монологов.

Тема 5. Давайте исследовать. (2 часа)

Теория: повелительное наклонение, модальные глаголы. Лексика: места в городе, транспорт.

Практика: материалы УМК, интерактивные платформы Wordwall, ISLCollective, quizlet, настольная игра «Спаси принцессу», речевая практика: составление диалогов, монологов.

Тема 6. Веселье с едой. (2 часа)

Теория: настоящее продолженное время, исчисляемые и неисчисляемые существительные.
Лексика: еда и напитки, погода.

Практика: игра с карточками, интерактивные платформы Wordwall и ISLCollective, составление диалогов.

Тема 7. Назад в прошлое. (5 часов)

Теория: прошедшее время, правильные глаголы. Лексика: прилагательные для описания.

Практика: материалы УМК, интерактивные платформы Wordwall, ISLCollective, quizlet, настольная игра «Спаси принцессу», речевая практика: составление диалогов, монологов.

Тема 8. Промежуточная аттестация (1 час)

Теория: простое настоящее время, простое продолженное время, простое прошедшее время

Лексика: еда, прилагательные, места в городе, животные.

Практика: материалы для промежуточного теста.

Тема 9. Яркие моменты. (2 часа)

Теория: прошедшее время, неправильные глаголы. Лексика: работа, неправильные глаголы.

Практика: игра с карточками, интерактивные платформы Wordwall и ISLCollective, составление диалогов.

Тема 10. От головы до пяток. (2 часа)

Теория: сравнительная и превосходная степени прилагательных. Лексика: части тела, одежда.

Практика: материалы УМК, интерактивные платформы Wordwall, ISLCollective, quizlet, настольная игра «Спаси принцессу», речевая практика: составление диалогов, монологов.

Тема 11. Школа закончилась. (2 часа)

Теория: будущее время, going to. Лексика: спорт, проблемы со здоровьем.

Практика: игра с карточками, интерактивные платформы Wordwall и ISLCollective, составление диалогов.

Тема 12. Фильмы и друзья. (2 часа)

Теория: настоящее простое время, прошедшее простое время. Лексика: фильмы, кино.

Практика: игра с карточками, интерактивные платформы Wordwall и ISLCollective, составление диалогов.

Тема 13. Повторение. (10 часов)

Теория: настоящее, будущее и прошедшее время, порядок слов в вопросах. Лексика: за весь год.

Практика: тестовые материалы УМК.

Тема 14. Итоговое занятие. (1 час)

Теория: безличные предложения, утвердительная, вопросительная, отрицательная формы глагола быть, грамматическая структура There is/are, грамматическая структура have got, грамматическая структура has got, структура I like.

Практика: контрольная работа.

Содержание ДООП «АНГЛИЙСКИЙ ЯЗЫК. КУРС ПОДТЯНИТЕ! GOLD EXPERIENCE» 2 год обучения.

Тема 1. Знакомство. (2 часа)

Теория: глагол иметь, настоящее простое время, исчисляемые и неисчисляемые существительные. Лексика: семья, личность, одежда.

Практика: игра с карточками, интерактивные платформы Wordwall и ISLCollective, составление диалогов.

Тема 2. Мое время. (3 часа)

Теория: настоящее простое время и наречия частотности. Лексика: свободное время, хобби.

Практика: игра с карточками, интерактивные платформы Wordwall и ISLCollective, составление диалогов.

Тема 3. Ты онлайн?. (3 часа)

Теория: настоящее простое и настоящее продолженное время. Лексика: технологии.

Практика: материалы УМК, игра «Нарисуй сороконожку», настольная игра «Званный ужин», викторина «Мое семейное древо», диалог и монолог о себе.

Тема 4. Правильный ответ. (3 часа)

Теория: прошедшее простое время, правильные и неправильные глаголы. Лексика: школьные предметы, образование, места в школе.

Практика: материалы УМК, интерактивные платформы Wordwall, ISLCollective, quizlet, настольная игра «Спаси принцессу», викторина «У меня есть», активная игра «Ручеек».

Тема 5. Открыты 24/7. (5 часов)

Теория: степени сравнения прилагательных Лексика: покупки, шопинг, цены.

Практика: материалы УМК, интерактивные платформы Wordwall, ISLCollective, quizlet, настольная игра «В мире животных», игра «Снежный ком», викторина «Какой, какая, какие».

Тема 6. Промежуточная аттестация. (1 час)

Теория: настоящие времена, простое прошедшее время. Лексика: покупки, образование, технологии.

Практика: материалы для промежуточного теста.

Тема 7. Это развлечения. (3 часа)

Теория: прошедшее продолженное время. Лексика: развлечения.

Практика: материалы УМК, интерактивные платформы Wordwall, ISLCollective, quizlet, игра «Мое утро», игра в карточки.

Тема 8. Мы уже приехали?. (3 часа)

Теория: будущее время. Лексика: путешествия и транспорт .

Практика: материалы УМК, интерактивные платформы Wordwall, ISLCollective, quizlet, игра «Моя семья», игра «Снежный ком», игра с мячом, викторина «Всегда зеленый».

Тема 9. Командный дух. (3 часа)

Теория: модальные глаголы. Лексика: спорт и спортивный инвентарь.

Практика: материалы УМК, интерактивные платформы Wordwall, ISLCollective, quizlet, игра «Дай пять», интерактивная игра «Мне нравится яблоко», активация речевой деятельности.

Тема 10. Дикая жизнь. (3 часа)

Теория: настоящее завершённое время. Лексика: природа, погода.

Практика: материалы УМК, интерактивные платформы Wordwall, ISLCollective, quizlet, проект «Комната моей мечты», игра «Повтори за мной», активация речевой деятельности, игра с мячом.

Тема 11. Чувствую себя хорошо. (3 часа)

Теория: первый тип условного предложения. Лексика: еда и здоровье.

Практика: материалы УМК, интерактивные платформы Wordwall, ISLCollective, quizlet, игра «Дай пять», интерактивная игра «Мне нравится яблоко», активация речевой деятельности.

Тема 12. Место для жизни. (2 часа)

Теория: условные предложения, настоящее завершённое время, прошедшее время. Лексика: места в городе.

Практика: материалы УМК, интерактивные платформы Wordwall, ISLCollective, quizlet, проект «Комната моей мечты», игра «Повтори за мной», активация речевой деятельности, игра с мячом.

Тема 13. Повторение. (1 час)

Теория: настоящее простое, продолженное время, простое прошедшее время, будущее время.
Лексика: за весь год

Практика: материалы УМК.

Тема 14. Итоговое занятие. (1 час)

Теория: порядок слов в вопросительных предложениях, порядок слов в ответах на различные типы вопросов, выделение ключевых слов для успешного выполнения заданий по аудированию.

Практика: контрольная работа.

Содержание ДООП «АНГЛИЙСКИЙ ЯЗЫК. КУРС ПОДТЯНИТЕ! GOLD EXPERIENCE» 3 год обучения.

Тема 1. Знакомство. (1 час)

Теория: указательные местоимения, простое настоящее и прошедшее время, местоимения.

Лексика: объекты и их принадлежность.

Практика: проект «Мои любимые вещи».

Тема 2. Нет места лучше дома. (3 часа)

Теория: артикли, определители. Лексика: места и здания в городе.

Практика: проект «Дом моей мечты».

Тема 3. Попробуй что-то новое. (3 часа)

Теория: настоящее простое и продолженное время. Лексика: коллокации.

Практика: материалы УМК, интерактивные платформы Wordwall, ISLCollective, quizlet, quiz. Игра «Снежный ком», викторина «Я умею», коммуникативная игра «Делаю», работа с карточками.

Тема 4. Прочитай об этом всё. (3 часа)

Теория: прошедшее простое и продолженное время. Лексика: прилагательные, усиленные прилагательные.

Практика: материалы УМК, монолог «Мои будни», игра «Лестница», интерактивные платформы.

Тема 5. Живи и учись. (5 часов)

Теория: будущее время, планы и предсказания. Лексика: способы обучения.

Практика: материалы УМК, интерактивные платформы, игра «Опиши картинку», игра «Снежный ком».

Тема 6. Промежуточная аттестация. (1 час)

Теория: будущее время, прошедшие времена, настоящие времена. Лексика: обучение, прилагательные, здания в городе.

Практика: материалы для промежуточного тестирования.

Тема 7. Привлекай взгляды. (3 часа)

Теория: сравнение прилагательных, Possessive. Лексика: описание внешности.

Практика: материалы УМК, интерактивные платформы, игра «Кто выше?», игра в карточки.

Тема 8. Великая природа. (3 часа)

Теория: модальные глаголы, возвратные местоимения. Лексика: животные.

Практика: материалы УМК, интерактивные платформы, викторина «Зоопарк», игра «Снежный ком», игра с мячом.

Тема 9. Пища для размышлений. (3 часа)

Теория: придаточные предложения. Лексика: разговоры о еде.

Практика: материалы УМК, интерактивные платформы, игра «Вчера», активация речевой деятельности.

Тема 10. Уезжаем. (3 часа)

Теория: настоящее завершённое время. Лексика: путешествия и транспорт.

Практика: материалы УМК, интерактивные платформы Wordwall, ISLCollective, quizlet, quiz, игра «Где он был вчера», проект «Винегрет», активация речевой деятельности, игра с мячом.

Тема 11. Какова твоя идея веселья. (3 часа)

Теория: нулевой и первый тип условного предложения. Лексика: развлечения и технологии.

Практика: материалы УМК, интерактивные платформы, игра «Вчера», активация речевой деятельности.

Тема 12. Давайте праздновать. (1 час)

Теория: условные предложения, прошедшее время. Лексика: праздники, вечеринки.

Практика: проект «Вечеринка моей мечты».

Тема 13. Повторение. (3 часа)

Теория: грамматика за весь год. Лексика: за весь год

Практика: материалы УМК.

Тема 14. Итоговое занятие. (1 часа)

Теория: порядок слов в вопросительных предложениях, порядок слов в ответах на различные типы вопросов, выделение ключевых слов для успешного выполнения заданий по аудированию.

Практика: контрольная работа.

Содержание ДООП «АНГЛИЙСКИЙ ЯЗЫК. КУРС ПОДТЯНИТЕ! GOLD EXPERIENCE» 4 год обучения.

Тема 1. Знакомство. (1 час)

Теория: артикли, прошедшее время, степени сравнения прилагательных. Лексика: наука, развлечения, путешествия.

Практика: материалы УМК.

Тема 2. Идентичность. (3 часа)

Теория: настоящее простое и настоящее продолженное время. Лексика: личные качества.

Практика: викторина «Мой день», материалы УМК, интерактивные платформы Wordwall, ISLCollective, quizlet, quiz, работа с карточками.

Тема 3. Получил сообщение. (3 часа)

Теория: прошедшее простое и прошедшее продолженное время. Лексика: язык и коммуникация.

Практика: викторина «Мой день», материалы УМК, интерактивные платформы Wordwall, ISLCollective, quizlet, quiz, работа с карточками.

Тема 4. Будущее наступило. (3 часа)

Теория: все формы выражения будущего времени. Лексика: технологии дома, фразовые глаголы.

Практика: материалы УМК, монолог «Прошлым летом», игра «Найди свой угол», проект «Диета здорового человека», интерактивные платформы.

Тема 5. Принимая участие. (5 часов)

Теория: настоящее завершённого и простое прошедшее время. Лексика: спорт.

Практика: материалы УМК, интерактивные платформы, игра «У меня больше», игра «Хочу и нужно».

Тема 6. Промежуточная аттестация. (1 час)

Теория: настоящее завершённое время, прошедшее продолженное время, степени сравнения прилагательных. Лексика: спорт, технологии, фразовые глаголы.

Практика: материалы для итоговой аттестации.

Тема 6. В фокусе внимания. (3 часа)

Теория: нулевой, первый и второй тип условных предложений. Лексика: развлечения.

Практика: материалы УМК, интерактивные платформы, викторина «Голубой шар», игра «На самолете».

Тема 7. Назад на землю. (3 часа)

Теория: пассивный залог в настоящем и прошедшем времени. Лексика: мир природы.

Практика: материалы УМК.

Тема 8. Сказки путешественника. (3 часа)

Теория: придаточные предложения, модальные глаголы. Лексика: путешествия.

Практика: материалы УМК, интерактивные платформы, викторина «Зоопарк», коммуникативная игра «На сцене».

Тема 9. Перерыв. (3 часа)

Теория: косвенная речь, косвенные вопросы. Лексика: хобби и интересы.

Практика: материалы УМК, интерактивные платформы, викторина «Мое школьное расписание», активация речевой деятельности.

Тема 10. Жизненный опыт. (3 часа)

Теория: прошедшее завершённое время, *used to*. Лексика: чувства.

Практика: материалы УМК, интерактивные платформы Wordwall, ISLCollective, quizlet, quiz, игра «Я буду артистом», активация речевой деятельности.

Тема 11. Летнее время. (2 часа)

Теория: придаточные предложения, условные предложения. Лексика: лето, каникулы.

Практика: материалы УМК.

Тема 12. Итоговое занятие. (3 часа)

Теория: порядок слов в вопросительных предложениях, порядок слов в ответах на различные типы вопросов, выделение ключевых слов для успешного выполнения заданий по аудированию.

Практика: контрольная работа.

Содержание ДООП «АНГЛИЙСКИЙ ЯЗЫК. КУРС ПОДТЯНИТЕ! GOLD EXPERIENCE» 5 год обучения.

Тема 1. Знакомство. (1 час)

Теория: предлоги. Лексика: свободное время.

Практика: материалы УМК.

Тема 2. Истинный ты. (3 часа)

Теория: настоящее простое и продолженное время, настоящее завершённое время. Лексика: следуй за мечтой, сложные существительные.

Практика: материалы УМК.

Тема 3. Ты ни за что не согласишься. (3 часа)

Теория: прошедшие времена, сравнительные конструкции. Лексика: описание вещей, наречия.

Практика: викторина «Мой день», материалы УМК, интерактивные платформы Wordwall, ISLCollective, quizlet, quiz, работа с карточками.

Тема 4. Мир вокруг нас. (3 часа)

Теория: будущие формы. Лексика: еда, транспорт, фразовые глаголы.

Практика: материалы УМК, монолог «Прошлым летом», игра «Найди свой угол», проект «Диета здорового человека», интерактивные платформы.

Тема 5. Позволь этому случиться. (5 часов)

Теория: модальные глаголы. Лексика: отношения.

Практика: материалы УМК, интерактивные платформы, игра «У меня больше», игра «Хочу и нужно».

Тема 6. Промежуточная аттестация. (1 час)

Теория: будущие формы, прошедшие времена, сравнительные конструкции. Лексика: фразовые глаголы, сложные существительные

Практика: материалы для промежуточной аттестации.

Тема 6. Уроки для жизни. (3 часа)

Теория: придаточные предложения. Лексика: навыки, деньги, неисчисляемые существительные.

Практика: материалы УМК, интерактивные платформы, викторина «Голубой шар», игра «На самолете».

Тема 7. Суперсила. (3 часа)

Теория: инфинитив и герундий, определители. Лексика: наука.

Практика: материалы УМК.

Тема 8. Дома и в поездке. (3 часа)

Теория: все типы условных предложений. Лексика: размещение и мебель.

Практика: материалы УМК, интерактивные платформы, коммуникативная игра «На сцене».

Тема 9. Что в этом числе. (3 часа)

Теория: пассивный залог и пассивные конструкции. Лексика: математика.

Практика: материалы УМК, интерактивные платформы, викторина «Мое школьное расписание», активация речевой деятельности.

Тема 10. Самовыражайся. (3 часа)

Теория: косвенная речь, косвенные вопросы. Лексика: визуальное искусство, развлечения.

Практика: материалы УМК, интерактивные платформы Wordwall, ISLCollective, quizlet, quiz, игра «Я буду артистом», активация речевой деятельности.

Тема 11. Уроки прошлого. (2 часа)

Теория: прошедшие времена. Лексика: музеи.

Практика: материалы УМК.

Тема 12. Итоговое занятие. (3 час)

Теория: порядок слов в вопросительных предложениях, порядок слов в ответах на различные типы вопросов, выделение ключевых слов для успешного выполнения заданий по аудированию.

Практика: контрольная работа.

Тема 1. Разбуди свои чувства. (4 часа)

Теория: настоящие времена, сравнительные конструкции. Лексика: фразовые глаголы, суффиксы.

Практика: материалы УМК.

Тема 2. Список важных дел. (4 часа)

Теория: прошедшие времена, артикли. Лексика: идиомы.

Практика: материалы УМК.

Тема 3. Вся работа за 1 день. (3 часа)

Теория: будущие формы, определители. Лексика: фразовые глаголы.

Практика: викторина «Мой день», материалы УМК, интерактивные платформы Wordwall, ISLCollective, quizlet, quiz, работа с карточками.

Тема 4. Сердце города. (4 часа)

Теория: условные предложения. Лексика: составные существительные.

Практика: материалы УМК, монолог «Прошлым летом», игра «Найди свой угол», проект «Диета здорового человека», интерактивные платформы.

Тема 5. Промежуточная аттестация. (1 час)

Теория: условные предложения, будущие формы, прошедшие времена. Лексика: составные существительные, фразовые глаголы.

Практика: материалы для промежуточной аттестации.

Тема 6. Хороший спорт. (3 часа)

Теория: инфинитив и герундий. Лексика: фразовые глаголы, суффиксы.

Практика: материалы УМК, интерактивные платформы, игра «У меня больше», игра «Хочу и нужно».

Тема 7. Точка зрения. (3 часа)

Теория: пассивный залог. Лексика: предлоги места, суффиксы.

Практика: материалы УМК, интерактивные платформы, викторина «Голубой шар», игра «На самолете».

Тема 8. Полная история. (3 часа)

Теория: косвенная речь и глаголы для нее. Лексика: фразовые глаголы, фразы с предлогами.

Практика: материалы УМК.

Тема 9. Все вместе. (3 часа)

Теория: модальные глаголы. Лексика: фразовые глаголы.

Практика: материалы УМК, интерактивные платформы, викторина «Зоопарк», коммуникативная игра «На сцене».

Тема 10. Правильно понять. (3 часа)

Теория: придаточные относительные предложения. Лексика: коллокации.

Практика: материалы УМК, интерактивные платформы, викторина «Мое школьное расписание», активация речевой деятельности.

Тема 11. Дело вкуса. (2 часа)

Теория: придаточные и условные предложения. Лексика: свободное время.

Практика: материалы УМК, интерактивные платформы Wordwall, ISLCollective, quizlet, quiz, игра «Я буду артистом», активация речевой деятельности.

Тема 12. Итоговое занятие. (3 часа)

Теория: порядок слов в вопросительных предложениях, порядок слов в ответах на различные типы вопросов, выделение ключевых слов для успешного выполнения заданий по аудированию.

Практика: контрольная работа.

Содержание ДООП «АНГЛИЙСКИЙ ЯЗЫК. КУРС ПОДТЯНИТЕ! GOLD EXPERIENCE» 7 год обучения.

Тема 1. Страсти. (3 часа)

Теория: настоящие времена, фразовые глаголы. Лексика: достижения, идиомы.

Практика: материалы УМК.

Тема 2. Восприятие. (3 часа)

Теория: придаточные предложения. Лексика: чувства, суффиксы.

Практика: материалы УМК.

Тема 3. Влияние. (3 часа)

Теория: пассивный залог. Лексика: медиа.

Практика: викторина «Мой день», материалы УМК, интерактивные платформы Wordwall, ISLCollective, quizlet, quiz, работа с карточками.

Тема 4. Ездим по разным местам. (5 часов)

Теория: придаточные предложения. Лексика: туризм, приставки.

Практика: материалы УМК, монолог «Прошлым летом», игра «Найди свой угол», проект «Диета здорового человека», интерактивные платформы.

Тема 5. Промежуточная аттестация. (1 час)

Теория: придаточные предложения, пассивный залог, настоящие времена. Лексика: туризм, достижения, чувства.

Практика: материалы для промежуточной аттестации.

Тема 6. Гражданство. (3 часа)

Теория: модальные глаголы в прошедшем времени. Лексика: зависимые предлоги.

Практика: материалы УМК, интерактивные платформы, игра «У меня больше», игра «Хочу и нужно».

Тема 7. Городские легенды. (3 часа)

Теория: настоящие и прошедшие повествовательные времена. Лексика: описание городской жизни, составные существительные.

Практика: материалы УМК, интерактивные платформы, викторина «Голубой шар», игра «На самолете».

Тема 8. Тело и разум. (3 часа)

Теория: согласование подлежащего и сказуемого. Лексика: здоровье и диета, фразовые глаголы.

Практика: материалы УМК.

Тема 9. Развлеки меня. (3 часов)

Теория: будущее время, условные предложения. Лексика: развлечения, отрицательные приставки.

Практика: материалы УМК, интерактивные платформы, викторина «Зоопарк», коммуникативная игра «На сцене».

Тема 10. Дикий мир. (3 часа)

Теория: инфинитив и герундий, косвенная речь. Лексика: составные существительные.

Практика: материалы УМК, интерактивные платформы, викторина «Мое школьное расписание», активация речевой деятельности.

Тема 11. Поговори со мной. (3 часа)

Теория: условные предложения. Лексика: коммуникация в разных странах.

Практика: материалы УМК, интерактивные платформы Wordwall, ISLCollective, quizlet, quiz, игра «Я буду артистом», активация речевой деятельности.

Тема 12. Итоговое занятие. (3 час)

Теория: порядок слов в вопросительных предложениях, порядок слов в ответах на различные типы вопросов, выделение ключевых слов для успешного выполнения заданий по аудированию.

Практика: контрольная работа.

УЧЕБНО-МЕТОДИЧЕСКОЕ ОБЕСПЕЧЕНИЕ

УМК Gold Experience Издательства Pearson предназначен для обучения английскому языку учащихся 8-11 классов в рамках программ дополнительного образования, направленных на расширение кругозора, развитие познавательных и межпредметных навыков на уроках английского языка. Курс рассчитан на проведение практических занятий с учащимися старшей школы (8-11 классы) в образовательных учреждениях дополнительного образования, общеобразовательных школах и школах с углубленным изучением иностранного языка.

Состав УМК

УМК Gold Experience состоит из 7 уровней (Level A1-Level B2+) и позволяет изучать английский язык на уровнях A1-B2+ по Общеввропейской шкале языковой компетенции (CEFR).

Уровень УМК Gold Experience	Уровень по Общеввропейской шкале языковой компетенции (CEFR)
A1	A1
A2	A2
A2+	A2
B1	B1
B1+	B1
B2	B2
B2+	B2

Основные компоненты УМК

Компоненты для обучающихся:

Student's Book – учебник.

Workbook – рабочая тетрадь

Компоненты для учителя:

Teacher's Book - книга для учителя.

Class Audio CDs – аудио диски.

Teacher's Resource Book with Online Audio – дополнительные задания

Test Generator – тесты к учебнику

Содержание основных компонентов УМК Gold Experience

Student's Book – учебник состоит из 1 вводного и 10 основных разделов. Интересные и живые темы подобраны соответственно возрасту, что мотивирует школьников изучать язык. Их широкий спектр развивает словарный запас, а особые типы заданий способствуют развитию логического мышления. Каждый раздел учебника содержит задания для развития междпредметных навыков (CLIL) и развития социокультурной компетентности учащихся, а также задания на развитие коммуникативных навыков. Учебник содержит уроки для повторения и закрепления изученного материала в каждом разделе и после каждого третьего раздела (Revision). Фонетические задания включены в каждый раздел учебника. В каждом разделе учебника представлены задания формата международных экзаменов. Подготовка проектной работы ведется на протяжении всего раздела и завершается презентацией готового проекта в конце каждого раздела учебника.

Workbook – рабочая тетрадь предназначена для развития всех языковых навыков соответствующего уровня УМК. Они также содержат увлекательные лексико-грамматические игры.

Teacher's Book – книга для учителя содержит подробные методические рекомендации ко всем заданиям учебника, интересные идеи к уроку, ответы к заданиям и скрипты аудиозаписей из Student's Book и Workbook.

Teacher's Resource Book with Online Audio –. дополнительные материалы для учителя, содержащие дополнительные материалы (задания) по лексике, грамматике, чтению, аудированию, говорению и письму, а также дополнительное задание на развитие междпредметных навыков на каждый раздел учебника и материалы для выполнения проектов.

УМК Gold Experience обеспечивает эффективное развитие всех речевых навыков в увлекательной форме, содержит задания в формате международных экзаменов. Познавательное видео расширяет кругозор учащихся и повышает мотивацию к изучению английского языка. Уроки, направленные на развитие междпредметных связей (CLIL) не только содержат интересный фактический материал, но и знакомят учащихся с основами проектной деятельности.

ФОРМЫ КОНТРОЛЯ. ОЦЕНОЧНЫЕ МАТЕРИАЛЫ

Оценка знаний и умений учащихся проводится с помощью текущего контроля, а также промежуточных и итоговых тестов, составленных авторами в конце каждого раздела учебно-методических комплектов издательства Pearson.

В середине курса учащиеся проходят промежуточное тестирование, которое проводится по завершении изучения 4 разделов.

В конце года проводится итоговый контроль в форме итогового тестирования. Наглядный пример учебных материалов итогового тестирования находится в Приложение 6.

Экзамен состоит из трех частей:

Listening Part – a maximum of fifteen points (максимально 15 баллов)

Language Part – a maximum of fifteen points (максимально 15 баллов)

Reading Part – a maximum of 20 points (максимально 20 баллов)

Listening – Аудирование состоит из 2 частей, 15 вопросов и занимает 20 минут.

В данной части экзамена учащийся должен:

Part 1 – выбрать один из 3 ответов

Part 2 – вписать слова из аудио

Language Part – Лексическо-грамматическая часть состоит из 2 частей, 15 вопросов и занимает 20 минут.

Part 1 – выбрать один из трех ответов

Part 2 – Вставить в текст пропущенные слова

Reading Part – Чтение состоит из 2 частей, 20 вопросов и занимает 20 минут

Part 1 – прочитать текст и выбрать имя, про кого верна информация

Part 2 – прочитать текст и выбрать один из 3 вариантов ответа

МЕТОДИЧЕСКИЕ МАТЕРИАЛЫ

Программа предусматривает проведение практических и теоретических (аудиторных и онлайн) занятий ознакомления с новым материалом, закрепления изученного, применения знаний и умений, обобщения и систематизации знаний, практических занятий с дидактической и ролевой игрой, проектных практических занятий. Используется фронтальная, групповая, индивидуальная работа, работа в парах.

Форма проведения занятий: аудиторная.

Формы организации образовательной деятельности: групповая и индивидуальная.

Для реализации программы используется практико-ориентированный подход, что обусловлено, в том числе, психофизиологическими особенностями данной возрастной группы.

Формы и методы работы с детьми:

- игры-знакомства
- игры на запоминание материала
- игры-театрализации
- художественно-прикладная деятельность
- разучивание тематических песен
- уроки-праздники

Программа следует основным тенденциям в развитии современной методики обучения иностранным языкам:

- коммуникативной направленности;
- активации речемыслительной деятельности детей в процессе овладения языком как средством общения;
- повышение мотивации учения;
- индивидуальному подходу к детям;
- техническому оснащению учебного процесса.

Групповые занятия строятся следующим образом:

1) Вводная часть:

- приветствие, орг. момент;
- фонетическая разминка.

2) Основная часть:

- лексический материал по теме занятия;
- речевой материал по теме;
- пение песен;
- игры на закрепление материала;

3) Заключительная часть:

- закрепление пройденного материала в виде игр, диалогов, речевых ситуаций;
- творческое задание прикладного характера;
- ориентировка на следующее занятие.

Частью каждого занятия также может являться практическая работа по раскрашиванию, изготовлению поделок и т. п., что способствует развитию мелкой моторики школьников, является сменой деятельности и разгрузочным моментом. Практические работы проходят в условиях погружения в английский язык.

МАТЕРИАЛЬНО-ТЕХНИЧЕСКОЕ ОБЕСПЕЧЕНИЕ

Для методического обеспечения дополнительной общеразвивающей программы по английскому языку для обучающихся с 15-17 лет имеется в наличии:

- отдельный кабинет;
- комплект столов и стульев для школьников, согласно количеству, обучающихся;
- интерактивная доска;
- маркерная доска;
- стол для педагога;
- раздаточный материал (счетный материал, цветные карандаши; дидактические игры и пособия);
- медиапроектор;

КАДРОВОЕ ОБЕСПЕЧЕНИЕ

Реализация программы обеспечивается педагогическими кадрами, имеющими высшее образование – специалитет, магистратура, направленность (профиль) которого, соответствует направленности дополнительной общеобразовательной программы, осваиваемой обучающимися, или преподаваемому учебному курсу, модулю (направление подготовки: «Образование и педагогика», «Лингвистика»; «Иностранный язык», «Перевод и переводоведение»); дополнительное профессиональное образование - профессиональная переподготовка, направленность (профиль) которой соответствует направленности дополнительной общеразвивающей программы, осваиваемой обучающимися, или преподаваемому учебному курсу, модулю.

При отсутствии педагогического образования - дополнительное профессиональное педагогическое образование; дополнительная профессиональная программа может быть освоена после трудоустройства.

Рекомендуется: обучение по дополнительным профессиональным программам по профилю педагогической деятельности не реже, чем один раз в три года.

РАБОЧАЯ ПРОГРАММА ВОСПИТАНИЯ

Для усиления воспитательного эффекта, формирования ценностей и развития личностных качеств, обучающихся в рамках образовательной программы, проводятся мероприятия профилактического, профориентационного, досугового характера, а также конкурсы естественнонаучной направленности.

Воспитательная работа осуществляется в соответствии с Планом работы ИП Пхаладзе Б.А. и Программой воспитательной работы на учебный год по следующим направлениям:

1. Формирование и развитие творческих способностей обучающихся, выявления и поддержки талантливых детей
2. Формирование общей культуры обучающихся

3. Социализация, самоопределение и профессиональная ориентация
4. Формирование культуры здорового и безопасного образа жизни
5. Формирование и развитие информационной культуры и информационной грамотности

КАЛЕНДАРНЫЙ ПЛАН ВОСПИТАТЕЛЬНОЙ РАБОТЫ

Месяц	Мероприятие	Содержание
октябрь	Игровой клуб «Chat and Play».	Коммуникативная игра. Цель – формирование навыков коммуникации на иностранном языке.
ноябрь	Просмотр кино на английском языке КиноHouse.	Досуговое мероприятие. Цель – изучение культуры изучаемого языка.
декабрь	Утренник «Christmas Party».	Досуговое мероприятие. Формирование традиционных семейных ценностей.
январь	Языковая мастерская Summer Camp Workshop.	Командная игра «Летние забавы». Цель – формирование приоритетов и навыков планирования.
февраль	Фонетический конкурс Big Bell.	Конкурс. Цель - формирование и развитие творческих способностей обучающихся, выявление и поддержка талантливых детей.
март	Олимпиада по английскому языку.	Тестирование.
апрель	Развлекательно-интеллектуальная игра PriShow.	Досуговое мероприятие. Цель - формирование и развитие творческих и интеллектуальных способностей обучающихся, развитие кругозора.
июнь	WOW English Picnic	Обед на свежем воздухе, игры и беседы направленные на формирование культуры здорового и безопасного образа жизни.

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ПРИЛОЖЕНИЕ 1
к Дополнительной общеразвивающей
программе «АНГЛИЙСКИЙ ЯЗЫК. КУРС ПОДТЯНИТЕ! GOLD EXPERIENCE»

**Календарно-тематическое планирование
с характеристикой основных видов деятельности учащихся на занятии
(36 занятий, 36 часов, 1 год обучения)**

УМК **Gold Experience A1**(авторы Kathryn Alevizos, Suzanne Gaynor), Pearson, 2017

Ур ок	Час ы	Название темы	Грамматика	Лексика	Учебни к (Studen t's book стр.)	Разговор/Письмо/Аудирование	Домашнее задание (Work book стр.)
1	1	Starter Welcome to my world	possessive adjectives <i>to be</i> - present simple possessive's	numbers, family words the alphabet, months, countries, nationalities	6-9	topic: dates and nationalities skill: listening to numbers and places topic: posts about family skill: identifying personal information topic: speaking about dates and preferences skill: reporting personal information	4-7
2	1	1 Come in	<i>there is/there are</i> (+ some/ any) (p14)	things in a room (pi2) prepositions of place (p12) the home (p15)	11-12- 15	topic: a birthday party - story skill: using photos to understand a text task: sentence completion FP Lesson 2	8-11
3	1	1 Come in	<i>there is/there are</i> (+ some/ any) <i>have got</i> (pi 6)	the home	16-19	topic: homes around the world skill: choosing the correct picture task: multiple choice pictures) topic: phone conversations skill: using appropriate levels of formality task: make a phone call topic: favourite things skill: using capital letters task: make a personal profile video: tiny house tour project: tiny house presentation	12-14

4	1	2 What a week!	present simple: positive and negative (p24)	everyday activities (p22) free time activities (p25)	21-22- 25	topic: a different school day skill: looking at the questions before you read task: multiple-choice cloze FP Lesson 4	16-19
5	1	2 What a week!	present simple: positive and negative present simple: questions and short answers (p26)	everyday activities free time activities	26-29	topic: going to school skill: writing numbers task: gap fill topic: a school timetable skill: answering questions about you task: answer questions about your day topic: favourite days skill: using punctuation task: write interview questions video: Kung Fu School project: perfect school day	20-22
6	1	3 Animal magic	adverbs of frequency (p34) Present Simple	animals (p32) the world around us (p35)	31-32- 35	topic: what are armadillos like? skill: choosing a word for a gap task: gapped text with picture cues	26-29
7	1	3 Animal magic	adverbs of frequency present simple: question words (p36)	animals the world around us	36-39	topic: an Australian nature reserve skill: reading questions before you listen task: matching topic: similarities and differences between animals skill: saying what you think and why task: picture sets topic: fairy penguins skill: using <i>and, but</i> task: write a description of an animal video: panda protection project: animal sanctuaries	30-32
8	1	4 Let's explore	imperatives; <i>must/mustn't</i> (p46)	buildings and places in town (p44) vehicles (p47)	43-44- 47	topic: a real-world adventure game skill: choosing an answer task: multiple- choice cloze	34-37
9	1	4 Let's explore	imperatives; <i>must/mustn't</i> <i>can/can't</i> (ability); object pronouns (p48)	buildings and places in town vehicles	48-51	topic: a game app skill: finding things in a picture task: gap fill topic: visiting a new place skill: finding your way around task: ask for help topic: notes, lists and messages skill: identifying information to include task: write a message video: school journey project: video diary	38-40
10	1	5 Fun with food	present continuous (all forms) (p56)	food and drink the weather (p57)	54-57	topic: Mexican Day of the Dead skill: thinking before you read task:	44-47

						comprehension questions topic: a kite festival skill: finding people in a picture task: matching topic: good and bad weather skill: talking about pictures task: find differences between two pictures	
11	1	5 Fun with food	present continuous (all forms) countable and uncountable nouns with <i>a/some/any</i> (p58)	food and drink the weather	58-61	topic: a kite festival skill: finding people in a picture task: matching topic: good and bad weather skill: talking about pictures task: find differences between two pictures topic: planning a party skill: making notes task: write a description of a party video: Frozen Museum project: Fun Food Museum	48-50
12	1	6 Back in time	past simple: <i>be</i> (p66)	adjectives to describe things things we do (verbs) (p67)	63-64-67	topic: a TV show about the past skill: finding the right type of word task: gapped text with picture cues	52-55
13	1	6 Back in time	past simple: <i>be</i> past simple: regular verbs (p68)	adjectives to describe things things we do (verbs)	68-71	topic: a night in a castle skill: identifying information you need task: multiple choice pictures topic: life in the past skill: supporting a partner task: talk about a picture topic: a pirate museum skill: choosing the right word task: write a blog post video: Frontier House project: life in the past	56-58
14	1	Повторение 1-2	Повторение 1-2	Повторение 1-2	10, 20, 30	Повторение 1-2	15, 23 24-25
15	1	Повторение 1-4	Повторение 1-3	Повторение 1-3	40-42, 52	Повторение 1-3	Повторение 1-3
16	1	Повторение 5-6	Повторение 5-6	Повторение 5-6	62, 72	Повторение 5-6	51, 59 60-61
17	1	Контрольная работа: Unit tests 1-6	Контрольная работа	Контрольная работа	Контрольная работа	Контрольная работа	Контрольная работа
18	1	7 Bright sparks	past simple: irregular verbs and questions	jobs, irregular verbs (p79)	75-76-79	topic: amazing teenagers skill: identifying words that go together task:	62-65

			(p78)			sentence completion	
19	1	7 Bright sparks	past simple: irregular verbs and questions past simple: question words (p80)	jobs, irregular verbs	80-83	topic: making a robot for a competition skill: spelling words carefully task: gap fill topic: the model plane (picture story) skill: using linking words task: tell a story from pictures topic: a personal story skill: making your writing clear task: write about a famous person video: skateboard star project: improvement action plan	66-68
20	1	8 Top to toe	comparative adjectives (p88)	parts of the body clothes (p89)	85-86-89	topic: friends and twins - physical appearance skill: reading quickly task: multiple-choice cloze	70-73
21	1	8 Top to toe	comparative adjectives superlative adjectives (p90)	parts of the body clothes	90-93	topic: people with world records skill: guessing an answer task: gap fill topic: unusual world records skill: making a guess task: make guesses about pictures topic: a visit to a pet shop skill: writing a story based on pictures task: write a short story video: meet my family project: record breakers	74-76
22	1	9 School's out	<i>be going to</i> (p98)	sport and activities health problems (p99)	95-96-99	topic: different sports to try skill: transferring information task: matching	80-83
23	1	9 School's out	<i>be going to like/love + -ing; want to + infinitive</i> (p100)	sport and activities health problems	100-103	topic: future dreams skill: checking answers task: multiple choice short texts) topic: talking about plans skill: interacting with a partner task: plan an activity weekend topic: holiday activities skill: setting out a clear message task: write a postcard video: survival fun project: survival school	84-86
24	1	10 Films and friends	Повторение	Повторение	107-108-111	topic: a film academy task: multiple-choice cloze topic: making a film task: multiple choice (dialogue) topic: different types of film task: exchange opinions	90-93

25	1	10 Films and friends	Повторение	Повторение	112-113	topic: favourite films task: write a review	94-95
26	1	Повторение 4-6	Повторение 4-6	Повторение 4-6	73-74	Повторение 4-6	Повторение 4-6
27	1	Повторение 7-8	Повторение 7-8	Повторение 7-8	82, 94	Повторение 7-8	69, 77 78-79
28	1	Повторение 7-9	Повторение 7-9	Повторение 7-9	105-106	Повторение 7-9	87
29	1	Повторение 1-9	Повторение 1-9	Повторение 1-9	104 Unit test 9	Повторение 1-9	88-89
30	1	Глобальное повторение	Глобальное повторение	Глобальное повторение	Глобальное повторение	Глобальное повторение	Глобальное повторение
31	1	Глобальное повторение	Глобальное повторение	Глобальное повторение	Глобальное повторение	Глобальное повторение	Глобальное повторение
32	1	Глобальное повторение	Глобальное повторение	Глобальное повторение	Глобальное повторение	Глобальное повторение	Глобальное повторение
33	1	Глобальное повторение	Глобальное повторение	Глобальное повторение	Глобальное повторение	Глобальное повторение	Глобальное повторение
34	1	Глобальное повторение	Глобальное повторение	Глобальное повторение	Глобальное повторение	Глобальное повторение	Глобальное повторение
35	1	Глобальное повторение	Глобальное повторение	Глобальное повторение	Глобальное повторение	Глобальное повторение	Глобальное повторение
36	1	Контрольная работа Units 1-10	Контрольная работа	Контрольная работа	Контрольная	Контрольная работа	Контрольная работа

					работа		
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ПРИЛОЖЕНИЕ 2
к Дополнительной общеразвивающей
программе «АНГЛИЙСКИЙ ЯЗЫК. КУРС ПОДТЯНИТЕ! GOLD EXPERIENCE»

**Календарно-тематическое планирование
с характеристикой основных видов деятельности, учащихся на занятии
(36 занятий, 36 часов, 2 год обучения)**

УМК Gold Experience A2 (авторы Kathryn Alevizos, Suzanne Gaynor), Pearson, 2017

Урок	Часы	Название темы	Грамматика	Лексика	Учебник (Student's book стр.)	Разговор/Письмо/Аудирование	Домашнее задание (Work book стр.)
1	1	Starter This is me!	have got; be present simple (p6)	family (p6) identity (p7)	6-7	short texts with personal information	4-5
2	1	Starter This is me!	there is/a re countable and uncountable nouns some/any (p9)	classroom language (p8) clothing (p9)	8-9	listen to someone talking about their family; classroom language; spelling talking about your family; classroom language	6-7
3	1	1 My time	present simple and adverbs of frequency (p14)	free time (p15) verbs to nouns (p15) free time collocations (p15)	11-12-15	<i>topic</i> : teens with interesting hobbies <i>skill</i> : reading a simple text and extracting factual detail <i>task</i> : matching	8-10
4	1	1 My time	present simple and adverbs of frequency much/many (pi 6)	free time verbs to nouns free time collocations	16-19	<i>topic</i> : cooking day at a local cafe <i>skill</i> : listening for specific information <i>task</i> : gap-fill <i>topic</i> : free time <i>skill</i> : talking about likes/ dislikes and what you're good at <i>task</i> : asking and answering questions about free time <i>topic</i> :	11-13

						clubs <i>skill</i> : writing invitations <i>task</i> : an email (invitation)	
5	1	1 My time	present simple and adverbs of frequency much/many	free time verbs to nouns free time collocations	20-21	<i>video</i> : magic camp <i>project</i> : tricks research	14
6	1	2 Are you online?	talking about now (p26)	technology words (p27) technology collocations (p27)	23-24-27	<i>topic</i> : learning to vlog <i>skill</i> : understanding the gist of a simple text with visual support <i>task</i> : open cloze	16-18
7	1	2 Are you online?	talking about now present simple and present continuous (p28)	technology words technology collocations	28-31	<i>topic</i> : cooking day at a local cafe <i>skill</i> : listening for specific information <i>task</i> : gap-fill <i>topic</i> : free time <i>skill</i> : talking about likes/ dislikes and what you're good at <i>task</i> : asking and answering questions about free time <i>topic</i> : clubs <i>skill</i> : writing invitations <i>task</i> : an email (invitation)	19-21
8	1	2 Are you online?	talking about now present simple and present continuous	technology words technology collocations	32-33	<i>video</i> : magic camp <i>project</i> : tricks research	22
9	1	3 The right answer	past simple regular and irregular verbs (p38)	school and education (p39) school words; places in school; school collocations (p39)	35-36-39	<i>topic</i> : music and studying <i>skill</i> : finding specific information <i>task</i> : multiple choice; open cloze	24-26
10	1	3 The right answer	past simple regular and irregular verbs	school and education school words; places in	40-43	<i>topic</i> : technology <i>skill</i> : extracting factual information from simple speech <i>task</i> : multiple choice	27-29

			past simple questions and short answers (p40)	school; school collocations		(pictures <i>topic</i> : a school technology day <i>skill</i> : describing a photo using prepositions of place <i>task</i> : describing photos topic : fairy penguins skill : using <i>and</i> , <i>but</i> task : write a description of an animal video : panda protection project : animal sanctuaries	
11	1	3 The right answer	past simple regular and irregular verbs past simple questions and short answers	school and education school words; places in school; school collocations	44-45	<i>video</i> : toddler tech <i>project</i> : interactive app	30
12	1	4 Open 24/7	comparative adjectives (p50)	shopping (p51) shopping verbs (p51) prices (p51)	47-48-51	<i>topic</i> : a new way to shop <i>skill</i> : finding specific information <i>task</i> : open cloze	32-34
13	1	4 Open 24/7	comparative adjectives superlative adjectives (p52)	Shopping shopping verbs prices	52-55	<i>topic</i> : lost in a shopping centre <i>skill</i> : listening for specific information <i>task</i> : multiple choice <i>topic</i> : services in town <i>skill</i> : asking for directions <i>task</i> : asking and answering questions <i>topic</i> : my favourite shop <i>skill</i> : planning your ideas <i>task</i> : a review	35-37
14	1	4 Open 24/7	comparative adjectives superlative adjectives	Shopping shopping verbs prices	56-57	<i>video</i> : The Teenage Market <i>project</i> : market business plan	38

15	1	Повторение 0-2	Повторение 0-2	Повторение 0-2	10, 22, 34	Повторение 0-2	15, 23
16	1	Повторение 1-4	Повторение 1-4	Повторение 1-4	46, 58	Повторение 1-4	31, 39
17	1	Контрольная работа: Unit tests 1-4	Контрольная работа	Контрольная работа	Контрольная работа	Контрольная работа	Контрольная работа
18	1	5 That's entertainment!	past continuous (p62)	entertainment (p63) entertainment nouns and verbs (p63)	59-60-63	<i>topic</i> : cinemas with a difference <i>skill</i> : understanding a simple text about a past event <i>task</i> : matching	40-42
19	1	5 That's entertainment!	past continuous past continuous and past simple (p64)	entertainment entertainment nouns and verbs	64-67	<i>topic</i> : entertainment <i>skill</i> : extracting key factual information <i>task</i> : multiple choice (pictures) <i>topic</i> : weekend entertainment activities <i>skill</i> : saying how you feel about something <i>task</i> : discussion <i>topic</i> : entertainment <i>skill</i> : writing a simple story describing the main events <i>task</i> : a story	43-45
20	1	5 That's entertainment!	past continuous past continuous and past simple	entertainment entertainment nouns and verbs	68-69	<i>video</i> : let me tell you a story <i>project</i> : story mash-up	46
21	1	6 Are we there yet?	talking about the future: be going to and will (p74)	travel and transport (p75) travel verbs (p75)	71-72-75	<i>topic</i> : How do you like to travel? <i>skill</i> : reading for specific detail <i>task</i> : multiple choice	48-50
22	1	6 Are we there yet?	talking about the future: be going to and will present continuous for future (p76)	travel and transport travel verbs	76-79	<i>topic</i> : What makes your holidays fun? <i>skill</i> : identifying information in a conversation <i>task</i> : matching <i>topic</i> : Do you prefer winter or summer holidays? <i>skill</i> : asking about the future <i>task</i> : pairwork	51-53

						<i>topic:</i> school trips <i>skill:</i> answering three content points <i>task:</i> an email	
23	1	6 Are we there yet?	talking about the future: be going to and will present continuous for future	travel and transport travel verbs	80-81	<i>video:</i> underwater adventures <i>project:</i> class holiday plan	54
24	1	7 Team spirit	ability: can/could possibility: can (p86)	sports and equipment (p87) sports collocations (p87)	83-84-87	<i>topic:</i> sport lessons <i>skill:</i> extracting factual information from simple texts <i>task:</i> multiple-choice cloze	56-58
25	1	7 Team spirit	ability: can/could possibility: can obligation: have to/ had to (p88)	sports and equipment sports collocations	88-91	<i>topic:</i> sport <i>skill:</i> extracting factual information from short, simple texts <i>task:</i> multiple choice (pictures) <i>topic:</i> sport <i>skill:</i> making and replying to requests <i>task:</i> asking and answering questions topic: a personal story skill: making your writing clear task: write about a famous person video: skateboard star project: improvement action plan	59-61
26	1	7 Team spirit	ability: can/could possibility: can obligation: have to/ had to	sports and equipment sports collocations	92-93	<i>topic:</i> sport stars <i>skill:</i> answering questions <i>task:</i> a paragraph about a new hobby	62
27	1	8 Wild world	present perfect (p98)	the natural world (p99) weather (p99)	95-96-99	<i>topic:</i> National Mountain Day <i>skill:</i> understanding a text about recent experiences <i>task:</i> matching	64-66
28	1	8 Wild world	present perfect present perfect	the natural world weather	100-103	<i>topic:</i> I've seen a bear! <i>skill:</i> listening for specific information	67-69

			with ever and never (p100)			<i>task</i> : three-option multiple choice <i>topic</i> : outdoor fun, whatever the weather <i>skill</i> : giving an opinion <i>task</i> : discussion <i>topic</i> : teens say what they want on holiday <i>skill</i> : using informal language <i>task</i> : an e-card	
29	1	8 Wild world	present perfect present perfect with ever and never	the natural world weather	104-105	<i>video</i> : mountain life <i>project</i> : rewilding fundraising	70
30	1	9 Feeling good	first conditional (p110)	food and health (p111) health collocations (p111)	107-108-111	<i>topic</i> : Tiny Kitchen <i>skill</i> : reading for detail <i>task</i> : multiple choice	72-74
31	1	9 Feeling good	first conditional advice: should (p112)	food and health health collocations	112-115	<i>topic</i> : fun food <i>skill</i> : writing down information <i>task</i> : gap-fill <i>topic</i> : everyday activities <i>skill</i> : choosing your favourite idea <i>task</i> : discussion <i>topic</i> : the perfect medicine <i>skill</i> : producing simple narratives <i>task</i> : a story	75-77
32	1	9 Feeling good	first conditional advice: should	food and health health collocations	116-117	<i>video</i> : space food <i>project</i> : space menu	78
33	1	10 The place to be!	Повторение	Повторение	119-120-123	<i>topic</i> : places <i>skill</i> : understanding key information in short messages and everyday signs and notices <i>task</i> : multiple choice (discrete); multiple-choice cloze <i>topic</i> : various <i>skill</i> : extracting key factual information from short, clear, simple announcements <i>task</i> : multiple choice (text) <i>topic</i> : home <i>skill</i> : answering questions on a	80-83

						topic and giving an extended response <i>task</i> : interview	
34	1	10 The place to be!	Повторение	Повторение	124-125	<i>topic</i> : places to go on holiday <i>skill</i> : writing an email invitation to a friend; writing a simple story describing main events <i>task</i> : an email (invitation); a story	84-85
35	1	Повторение 1-10	Повторение 1-10	Повторение 1-10	70, 82, 94, 106	Повторение 1-10	35, 55, 63, 71
36	1	Контрольная работа Units 1-10	Контрольная работа Units 1-10	Контрольная работа Units 1-10	Контрольная работа Units 1-10	Контрольная работа Units 1-10	Контрольная работа Units 1-10

к Дополнительной общеразвивающей
программе «АНГЛИЙСКИЙ ЯЗЫК. КУРС ПОДТЯНИТЕ! GOLD EXPERIENCE»

**Календарно-тематическое планирование
с характеристикой основных видов деятельности учащихся на занятии
(36 занятий, 36 часов, 3 год обучения)**

УМК **Gold Experience A2+** (авторы Kathryn Alevizos, Suzanne Gaynor), Pearson, 2017

Уро к	Час ы	Название темы	Грамматика	Лексика	Учебник (Student's book стр.)	Разговор/Письмо/Аудирование	Домашнее задание (Work book стр.)
1	1	Starter All about me	<i>this/that/these/those</i> ; <i>be</i> : present and past simple; subject and object pronouns; possessive adjectives; <i>can/can't</i> ; imperatives; question words	objects and possessions	6-7-8	topic: favourite objects task: matching topic: back to school task: matching topic: all about me task: asking and answering questions about personal information topic: favourite objects task: online post	4-5
2	1	1 There's no place like home	Повторение	Повторение	9-10-11	topic: growing up happy skill: finding specific information task: identify correct sentences	6-7
3	1	1 There's no place like home	articles (p12) <i>some,</i> <i>any, {how} much,</i> <i>{how} many, all, a</i> <i>little, a few, a lot of</i> (p14)	around town: places and buildings	12-15	topic: hanging out with friends skill: listening for specific information task: multiple choice (pictures topic: family time skill: planning what to say task: describing a photo	8-11

4	1	1 There's no place like home	articles <i>some, any, {how} much, {how} many, all, a little, a few, a lot of</i>	around town: places and buildings	16-19	topic: what makes a place great skill: note-taking and planning task: article	12
5	1	2 Try something different	Повторение	Повторение	21-22-23	topic: hobbies you can learn online skill: recognising the purpose of a message or notice task: multiple choice	14-15
6	1	2 Try something different	present simple and present continuous (p24)	collocations: practising and improving	24-27	topic: is joining a club good for you? skill: listening for detail; predicting information you are listening for task: notes completion topic: games and free time activities skill: discussing options; making suggestions; giving opinions task: collaborative task	16-19
7	1	2 Try something different	present simple and present continuous subject and object questions	collocations: practising and improving	28-31	topic: hobbies and personality skill: using adjectives task: online profile	20
8	1	3 Read all about it	Повторение	Повторение	33-34-35	topic: railway to the rescue skill: understanding text structure task: gapped text	22-23
9	1	3 Read all about it	past simple and past continuous (p36)	adjectives, strong adjectives, adjective order	36-39	topic: story slams skill: listening for specific information and detailed meaning task: multiple choice topic: something funny happened to me skill: tenses; understanding a good model; planning task: tell a story	24-27
10	1	3 Read all about it	past simple and past continuous	adjectives, strong adjectives, adjective order	40-43	topic: short stories skill: interesting the reader; planning task: story	28

11	1	4 Live and learn	Повторение	Повторение	45-46-47	topic: the School Enterprise Challenge skill: answering a question about the whole text task: multiple choice	32-33
12	1	4 Live and learn	the future: plans and intentions {going to, present continuous, present simple) (p48)	ways of learning	48-51	topic: schools: past, present and future skill: understanding general meaning task: multiple choice topic: meeting school friends skill: making arrangements task: long turn	34-37
13	1	4 Live and learn	the future: plans and intentions {going to, present continuous, present simple) the future: predictions {will, may/might)	ways of learning	52-55	topic: school exchanges skill: reading the task carefully; beginning and ending emails task: email	38
14	1	Повторение 0-2	Повторение 0-2	Повторение 0-2	20, 32	Повторение 0-2	13, 21
15	1	Повторение 1-4	Повторение 1-4	Повторение 1-4	44, 56	Повторение 1-4	29, 39
16	1	Контрольная работа: Unit tests 1-4	Контрольная работа	Контрольная работа	Контрольная работа	Контрольная работа	Контрольная работа
17	1	5 Get the look!	Повторение	Повторение	57-58-59	topic: improving your look skill: finding specific information; understanding detail task: multiple matching	40-41
18	1	5 Get the look!	comparatives and superlatives; (not) as... as: too/enough much/a lot/a bit + comparative, not	describing appearance	60-63	topic: shops that offer more than shopping skill: listening for specific information task: sentence completion topic: ways of shopping skill: making guesses task:	42-45

			<i>quite as... as</i> (p62)			describing a photo	
19	1	5 Get the look!	comparatives and superlatives; (not) <i>as... as: too/enough much/a lot/a bit + comparative, not quite as... as</i>	describing appearance	64-67	topic: app and website reviews skill: structuring and planning a review task: review	46
20	1	6 The great outdoors	Повторение	Повторение	69-70-71	topic: green spaces in the city skill: understanding the writer's feelings task: multiple choice	48-49
21	1	6 The great outdoors	modal verbs for rules; reflexive pronouns <i>it's, there is / there are</i> (p74)	animals	72-75	topic: the Great Green Wall skill: recognising distractors task: multiple choice (pictures) topic: wild camping skill: comparing options; agreeing and disagreeing task: collaborative task; follow-up questions	50-53
22	1	6 The great outdoors	modal verbs for rules; reflexive pronouns <i>it's, there is / there are</i>	animals	76-79	topic: the natural world skill: using collocations task: article	54
23	1	7 Food for thought	Повторение	Повторение	81-82-83	topic: restaurants that don't take money skill: understanding text structure task: gapped text	58-59
24	1	7 Food for thought	relative clauses with <i>who</i> and <i>which</i> adverbs of manner (p86)r	talking about food	84-87	topic: food and eating skill: listening for the main idea task: multiple choice topic: preparing food skill: dealing with unknown words task: describing a photo Обсуждение	60-63
25	1	7 Food for thought	relative clauses with <i>who</i> and <i>which</i> adverbs of manner	talking about food	88-91	topic: a food festival skill: understanding the task; using the correct language task: email	64
26	1	8 Getting away	Повторение	Повторение	93-94-95	topic: holidays, summer camps skill: matching meanings task:	66-67

						multiple matching	
27	1	8 Getting away	present perfect present perfect with <i>for</i> and <i>since</i> (p98)	travel and transport	96-99	topic: moving to a different country skill: matching meanings task: multiple choice topic: things you travel with skill: reaching agreement task: collaborative task and discussion	68-71
28	1	8 Getting away	present perfect present perfect with <i>for</i> and <i>since</i>	travel and transport	100-103	topic: a holiday story skill: structuring a story; using adverbs task: story	72
29	1	9 What's your idea of fun?	Повторение	Повторение	105-106- 107	topic: low-tech teens skill: understanding attitude, opinion and global meaning task: multiple choice	74-75
30	1	9 What's your idea of fun?	zero and first conditionals verb patterns: <i>-ing</i> and to-infinitive (p110)	entertainment and technology	108-111	topic: a comic convention skill: listening for specific information task: sentence completion topic: entertainment skill: talking for a full minute task: long turn	76-79
31	1	9 What's your idea of fun?	zero and first conditionals verb patterns: <i>-ing</i> and to-infinitive	entertainment and technology	112-115	topic: an invitation skill: understanding the task; expanding notes; planning task: email	80
32	1	10 Let's celebrate!	Повторение	Повторение	117-118- 119-123	topic: birthday parties task: multiple matching	84-85-86-87 88-89-90 91-92-93
33	1	Повторение 1-10	Повторение	Повторение	68, 80	Повторение	47, 55
34	1	Повторение 1-10	Повторение	Повторение	92, 104	Повторение	65, 73
35	1	Повторение 1-10	Повторение	Повторение	116	Повторение	81
36	1	Контрольная работа 1-10	Контрольная работа	Контрольная работа	Контрольн ая работа	Контрольная работа	Контрольн ая работа

ПРИЛОЖЕНИЕ 4
к Дополнительной общеразвивающей
программе «АНГЛИЙСКИЙ ЯЗЫК. КУРС ПОДТЯНИТЕ! GOLD EXPERIENCE»

**Календарно-тематическое планирование
с характеристикой основных видов деятельности учащихся на занятии
(36 занятий, 36 часов, 4 год обучения)**

УМК **Gold Experience B1** (авторы Kathryn Alevizos, Suzanne Gaynor), Pearson, 2017

Урок	Часы	Название темы	Грамматика	Лексика	Учебник (Student's book стр.)	Разговор/Письмо/Аудирование	Домашнее задание (Work book стр.)
1	1	Starter Happy days	articles past simple comparative and superlative structures	science entertainment the natural world travel free time	6-7-8	topic: holiday photos task: matching topic: summer holidays task: collaborative task topic: my personal best task: paragraph about an experience	4-5
2	1	1 Identity	Повторение	Повторение	9-10-11	topic: identities skill: matching information task: multiple matching	6-7
3	1	1 Identity	present simple and present continuous adverbs of frequency, time phrases (p14)	personality adjectives adjective + preposition collocations	12-15	topic: cities skill: understanding agreement and disagreement task: multiple choice topic: giving personal information skill: giving reasons and examples task: introductions- social interaction	8-11
4	1	1 Identity	present simple and present continuous adverbs of frequency, time phrases	personality adjectives adjective + preposition collocations	16-19	topic: a personal profile skill: getting started, reacting, finishing task: email	12

5	1	2 Get the message	Повторение	Повторение	21-22-23	topic: communication skill: understanding overall meaning task: multiple choice	14-15
6	1	2 Get the message	past simple and past continuous -ing form (p26)	language and communication verb + preposition collocations	24-27	topic: a summer camp skill: predicting information task: sentence completion topic: communicating skill: organising your description task: describing a photo	16-19
7	1	2 Get the message	past simple and past continuous -ing form	language and communication verb + preposition collocations	28-31	topic: mistakes skill: creating an atmosphere; using strong adjectives and adverbs task: story	20
8	1	3 The future is now	Повторение	Повторение	33-34-35	topic: the future of music skill: skim-reading a text task: gapped text	22-23
9	1	3 The future is now	the future: will, going to, present continuous, present simple modal verbs for advice and suggestions (p38)	technology in the home phrasal verbs	36-39	topic: buying something new skill: identifying differences task: multiple choice (pictures) topic: the future of technology skill: giving and asking for opinions, agreeing and disagreeing task: collaborative task and discussion	24-27
10	1	3 The future is now	the future: will, going to, present continuous, present simple modal verbs for advice and suggestions	technology in the home phrasal verbs	40-43	topic: living without technology skill: giving advice and making suggestions task: email	28

11	1	4 Taking part	Повторение	Повторение	45-46-47	topic: unusual sports skill: identifying phrases with similar meanings task: multiple matching	32-33
12	1	4 Taking part	present perfect past simple and present perfect (p50)	sport	48-51	topic: enjoying sport skill: listening for the question task: multiple choice topic: watching and doing sport skill: saying when you are not sure task: describing a photo	34-37
13	1	4 Taking part	present perfect past simple and present perfect	sport	52-55	topic: a new sport skill: linking ideas task: article	38
14	1	Повторение 0-2	Повторение 0-2	Повторение 0-2	20, 32	Повторение 0-2	13, 21
15	1	Повторение 1-4	Повторение 1-4	Повторение 1-4	44, 56	Повторение 1-4	29, 39
16	1	Контрольная работа: Unit tests 1-4	Контрольная работа	Контрольная работа	Контрольная работа	Контрольная работа	Контрольная работа
17	1	5 In the spotlight	Повторение	Повторение	57-58-59	topic: growing up in the spotlight skill: understanding what is being tested task: signs and notices; multiple choice	40-41
18	1	5 In the spotlight	zero, first and second conditionals <i>unless, in case, if I were you</i> (p62)	entertainment	60-63	topic: music skill: identifying agreement task: multiple choice topic: live music skill: dealing with unknown words task: describing a photo	42-45
19	1	5 In the spotlight	zero, first and second conditionals <i>unless, in case,</i>	entertainment	64-67	topic: an evening of entertainment skill: making positive comments, describing problems task: article	46

			<i>if I were you</i>				
20	1	6 Down to earth	Повторение	Повторение	69-70-71	topic: our blue planet skill: referencing in a text task: gapped text	48-49
21	1	6 Down to earth	the passive: present simple and past simple <i>have/get something done (p74)</i>	the natural world order of adjectives	72-75	topic: young people who change the world skill: avoiding distractors task: multiple choice topic: being environmentally friendly skill: turn-taking task: collaborative task	50-53
22	1	6 Down to earth	the passive: present simple and past simple <i>have/get something done</i>	the natural world order of adjectives	76-79	topic: a place to visit skill: thanking, inviting, accepting, refusing task: email	54
23	1	7 Travellers' tales	Повторение	Повторение	81-82-83	topic: ways of travelling skill: matching details task: multiple matching	58-59
24	1	7 Travellers' tales	defining relative clauses modals of obligation, prohibition and necessity (p86)	travel verb and noun forms	84-87	topic: travelling the world skill: identifying the type of information missing task: sentence completion topic: travel problems skill: referring back to what someone said task: discussion	60-63
25	1	7 Travellers' tales	defining relative clauses modals of obligation, prohibition and necessity	travel verb and noun forms	88-91	topic: holiday tips skill: creating interest task: article	64
26	1	8 Time out	Повторение	Повторение	93-94-95	topic: developing patience skill: finding synonyms task: multiple choice	66-67
27	1	8 Time out	reported speech indirect	hobbies and interests	96-99	topic: unusual hobbies skill: avoiding distraction task: multiple	68-71

			questions (p98)			choice (pictures) topic: talent shows skill: making and responding to suggestions task: collaborative task and discussion	
28	1	8 Time out	reported speech indirect questions	hobbies and interests	100-103	topic: celebrity hobbies skill: paragraph openers task: article	72
29	1	9 Life experiences	Повторение	Повторение	105-106-107	topic: summer bucket list skill: identifying linking task: gapped text	74-75
30	1	9 Life experiences	past perfect used to (p110)	feelings -ed and -ing adjectives	108-111	topic: experiences skill: listening for advice task: multiple choice topic: living on a desert island skill: describing likes and dislikes task: discussion	76-79
31	1	9 Life experiences	past perfect used to	feelings -ed and -ing adjectives	112-115	topic: a day out skill: ordering events task: story	80
32	1	10 Summertime!	Повторение	Повторение	117-118-119	topic: holiday jobs task: multiple choice, open cloze, multiple-choice cloze	84-85-86-87
33	1	10 Summertime!	Повторение	Повторение	120-123	topic: work experience task: notes completion, multiple choice topic: various task: all parts	88-89-90 91-92-93
34	1	Повторение 1-8	Повторение 1-6	Повторение 1-6	68, 80, 92	Повторение 1-6	47, 55, 65
35	1	Повторение 1-9	Повторение 1-9	Повторение 1-9	104, 16 + WB p. 82-83	Повторение 1-9	81, 73
36	1	Контрольная работа 1-10	Контрольная работа	Контрольная работа	Контрольная работа	Контрольная работа	Контрольная работа

ПРИЛОЖЕНИЕ 5
к Дополнительной общеразвивающей
программе «АНГЛИЙСКИЙ ЯЗЫК. КУРС ПОДТЯНИТЕ! GOLD EXPERIENCE»

**Календарно-тематическое планирование
с характеристикой основных видов деятельности учащихся на занятии
(36 занятий, 36 часов, 5 год обучения)**

УМК **Gold Experience B1+** (авторы Kathryn Alevizos, Suzanne Gaynor), Pearson, 2017

Урок	Часы	Название темы	Грамматика	Лексика	Учебник (Student's book стр.)	Разговор/Письмо/Аудирование	Домашнее задание (Work book стр.)
1	1	Starter Fun times	prepositions	Повторение	6-7-8	listen to short extracts about free-time activities interview a partner about favourite activities, plans, hopes and dreams write a paragraph about yourself	4-5
2	1	1 The true you	Повторение	Повторение	9-10-11	topic: early morning activities skill: making inferences task: multiple matching	6-7
3	1	1 The true you	present simple and continuous present perfect simple and continuous (p15)	follow your dreams adjectives ending in <i>-able</i> or <i>-ible</i>	12-15	topic: achievements skill: avoiding the obvious choice task: multiple choice	8-11
4	1	1 The true you	present simple and continuous present perfect simple and continuous	follow your dreams adjectives ending in <i>-able</i> or <i>-ible</i> compound nouns (p16)	16-20	key word transformation (p15) topic: getting to know each other skill: giving interesting answers task: interview topic: city vs. countryside skill: giving a reason,	12-13-14

						explaining a result task: opinion essay video: circus squad project: design a promotional poster	
5	1	2 You'll never believe this	Повторение	Повторение	23-24-25	topic: weird stories skill: checking options against the text task: multiple choice	16-17
6	1	2 You'll never believe this	past tenses comparative and superlative forms: adjectives and adverbs (p29)	describing things; strong adjectives, phrases	26-29	topic: avoiding telling the truth skill: managing the task, using the first and second listening task: multiple matching key word transformation (p29)	18-21
7	1	2 You'll never believe this	past tenses comparative and superlative forms: adjectives and adverbs	describing things; strong adjectives, phrases adverbs (p30)	30-34	topic: challenging activities and situations skill: describing similarities and differences task: long turn word formation (p30) video: lion in London project: research amazing animal stories	22-24
8	1	3 The world around us	Повторение	Повторение	37-38-39	topic: Jamie's Farm skill: understanding text coherence and cohesion task: gapped text	26-27
9	1	3 The world around us	future forms <i>so, such, too, enough</i> (p43)	food and transport, phrases with <i>make</i> and <i>do</i> , identical verbs and nouns	40-43	topic: hip-hop environmentalist skill: listening for gist/ detail task: sentence completion open cloze (p43)	28-31
10	1	3 The world around us	future forms <i>so, such, too, enough</i>	food and transport, phrases with <i>make</i> and <i>do</i> , identical verbs and nouns phrasal verbs (p44)	44-48	multiple-choice cloze (p44) topic: eco-friendly activities skill: getting ideas, expressing agreement and preference task: collaborative task	32-34
11	1	4 Make it happen	Повторение	Повторение	51-52-53	topic: teenage athletes in Jamaica skill: identifying key words task: multiple choice	38-39

12	1	4 Make it happen	modal verbs 1 modal verbs 2 (p57)	relationships; adjectives+ prepositions	54-57	topic: making up your mind skill: rewording questions task: multiple matching key word transformation (p57)	40-43
13	1	4 Make it happen	modal verbs 1 modal verbs 2	relationships; adjectives+ prepositions word formation: adjectives (p58)	58-62	word formation (p58) topic: doing something together skill: expressing opinions task: discussion	44-46
14	1	Повторение 0-2	Повторение 0-2	Повторение 0-2	21-22, 35-36	Повторение 0-2	15, 25
15	1	Повторение 1-4	Повторение 1-4	Повторение 1-4	49-50, 63-64	Повторение 1-4	35, 47
16	1	Контрольная работа: Unit tests 1-4	Контрольная работа	Контрольная работа	Контрольная работа	Контрольная работа	Контрольная работа
17	1	5 Lessons for life	Повторение	Повторение	65-66-67	topic: video games in class skill: using linking words as clues task: gapped text	48-49
18	1	5 Lessons for life	defining and non-defining relative clauses reduced relative clauses (p71)	learning skills, learning phrasal verbs	68-71	topic: money management skill: predicting answers task: multiple choice open cloze (p71)	50-53
19	1	5 Lessons for life	defining and non-defining relative clauses reduced relative clauses	learning skills, learning phrasal verbs money uncountable nouns (p72)	72-76	multiple-choice cloze (p72) topic: life skills skill: justifying your opinion task: collaborative task	54-56
20	1	6 Superpowers	Повторение	Повторение	79-80-81	topic: technology that will give you superpowers skill: focusing on the meaning of a section of text task: multiple matching	58-59
21	1	6 Superpowers	infinitives and -ing forms quantifiers and pronouns (p85)	science, -ical adjective endings	82-85	topic: inventions inspired by nature skill: extracting key details task: sentence completion key word transformation (p85)	60-63

22	1	6 Superpowers	infinitives and - <i>ing</i> forms quantifiers and pronouns	science, <i>-icl-al</i> adjective endings -or/-er noun endings, verbs beginning with <i>dis-/re-</i> (p86)	86-90	word formation (p86) topic: science and technology skill: giving two sides to an answer task: discussion	64-66
23	1	7 Home and away	Повторение	Повторение	93-94-95	topic: alternative living spaces skill: using reference words task: gapped text	70-71
24	1	7 Home and away	conditionals (0- 3) wishes, preferences and regrets (p99)	living accommodation and furnishings, synonyms and antonyms	96-99	topic: learning languages skill: listening for positive or negative ideas and opinions task: multiple matching key word transformation (p99)	72-75
25	1	7 Home and away	conditionals (0- 3) wishes, preferences and regrets	living accommodation and furnishings, synonyms and antonyms prepositions (p100)	100-104	multiple-choice cloze (p100) topic: talking about yourself skill: giving information about yourself task: interview	76-78
26	1	8 What's in a number?	Повторение	Повторение	107-108-109	topic: huge numbers skill: guessing unknown language task: multiple choice	80-81
27	1	8 What's in a number?	the passive <i>have/get</i> <i>something done</i> (p113)	maths, nouns with <i>-tion, -sion, -ment</i>	110-113	topic: challenges skill: focusing on key words task: multiple choice open cloze (p113)	82-85
28	1	8 What's in a number?	the passive <i>have/get</i> <i>something done</i>	maths, nouns with <i>-tion, -sion, -ment</i> countable and uncountable nouns	114-118	multiple-choice cloze (p114) topic: competition skill: paraphrasing task: long turn	86-88
29	1	9 Express yourself	Повторение	Повторение	121-122-123	topic: creative arts events skill: using synonymous phrases to find	90-91

						the correct answer task: multiple matching	
30	1	9 Express yourself	reported speech reporting questions, orders and requests (p127)	visual arts, collocations	124-127	topic: performing arts school skill: focusing on meaning task: multiple choice key word transformation (p127)	92-95
31	1	9 Express yourself	reported speech reporting questions, orders and requests	visual arts, collocations live entertainment (p128)	128-132	multiple-choice cloze (p128) topic: work experience skill: managing a discussion task: collaborative task	96-98
32	1	10 Learning from the past	Повторение	Повторение	135-136-137	topic: the woolly mammoth skill: understanding text cohesion in an article task: gapped text	102-103
33	1	10 Learning from the past	Повторение	Повторение	138-143	open cloze key word transformation multiple-choice cloze word formation	104-105 106-111
34	1	Повторение 1-6	Повторение 1-6	Повторение 1-6	77-78, 91-92	Повторение 1-6 Dictation 3	57, 67
35	1	Повторение 1-9	Повторение 1-9	Повторение 1-9	105-106, 119-120 133-134	Повторение 1-9	79, 89, 99
36	1	Контрольная работа Units 1-10	Контрольная работа	Контрольная работа	Контрольная работа	Контрольная работа	Контрольная работа

**Календарно-тематическое планирование
с характеристикой основных видов деятельности учащихся на занятии
(36 занятий, 36 часов, 6 год обучения)**

УМК **Gold Experience B2** (авторы Kathryn Alevizos, Suzanne Gaynor), Pearson, 2017

1	1	1 Wake up your senses!	Повторение	Повторение	7-8-9	topic: trying new things skill: referencing clues task: gapped text	4-5
2	1	1 Wake up your senses!	present tenses (p10)	phrasal verbs (p11)	10-11	Обсуждение	6-7
3	1	1 Wake up your senses!	present tenses comparative forms: adjectives and adverbs (p13)	phrasal verbs suffixes (p14) introduction to collocations (p14)	12-15	topic: synaesthesia skill: listening for specific information task: sentence completion, word formation topic: comparison of experiences skill: comparing photos task: long turn	8-11
4	1	1 Wake up your senses!	present tenses comparative forms: adjectives and adverbs	phrasal verbs suffixes introduction to collocations	16-17-18	topic: activities for teens skill: opinions and recommendation task: review video: chef tests project: presentation on food in world festivals	12 + Project p.18
5	1	2 On the bucket list	Повторение	Повторение	21-22-23	topic: inspiration for travel skill: finding specific information task: multiple matching	14-15
6	1	2 On the bucket list	past tenses (p24)	idiomatic phrases and expressions	24-29	topic: travel-writing skill: listening for specific	16-21

				(p25) collocations (p25)		information and opinion task: multiple choice multiple-choice cloze open cloze	
7	1	2 On the bucket list	past tenses articles	idiomatic phrases and expressions collocations linkers (p31)	30-31	topic: best and worst holiday experiences skill: describing, narrating and expressing contrast task: article video: Sidi Driss project: film location map	22 + Project p. 32
8	1	2 On the bucket list	past tenses articles	idiomatic phrases and expressions collocations linkers (p31)	32	topic: best and worst holiday experiences skill: describing, narrating and expressing contrast task: article video: Sidi Driss project: film location map	Диктант по словам
9	1	3 All in a day's work	Повторение	Повторение	35-36-37	topic: virtual school skill: understanding detail and opinion task: multiple choice	24-25
10	1	3 All in a day's work	future forms determiners with countable/ uncountable nouns (p41)	phrasal verbs	38-41	topic: job shadowing skill: understanding different speakers task: multiple matching multiple-choice cloze	26-29
11	1	3 All in a day's work	future forms determiners with countable/ uncountable nouns	phrasal verbs verbs + prepositions (p43)	42-46	multiple-choice cloze topic: part-time jobs skill: justifying an opinion task: collaborative task	30-32
12	1	4 The heart of the city	Повторение	Повторение	49-50-51	topic: real or fake cities skill: scanning a text to find information task: multiple matching	36-37
13	1	4 The heart of the city	conditionals alternative conditional	compound nouns	52-55	topic: public spaces for teens skill: recognising distractors task: multiple choice open	38-41

			forms (p55)			cloze	
14	1	4 The heart of the city	conditionals alternative conditional forms	compound nouns <i>as</i> or <i>like</i> (p57) prepositional phrases (p57)	56-60	multiple-choice cloze topic: visiting cities skill: giving an opinion task: discussion	42-44
15	1	Повторение 1-4	Повторение 1-4	Повторение 1-4	19-20, 33-34 47-48, 61-62	Повторение 1-4	13, 23, 33, 45
16	1	Контрольная работа: Unit tests 1-4	Контрольная работа	Контрольная работа	Контрольная работа	Контрольная работа	Контрольная работа
17	1	5 A good sport	Повторение	Повторение	63-64-65	topic: sports fans skill: understanding attitude and opinions task: multiple choice	46-47
18	1	5 A good sport	infinitive and verb + <i>-ing</i> verb patterns (p69)	phrasal verbs	66-69	topic: drone racing skill: understanding interviews task: multiple choice: longer text word formation	48-51
19	1	5 A good sport	infinitive and verb + <i>-ing</i> verb patterns	phrasal verbs noun suffixes (p70) prefixes (p70)	70-74	word formation topic: ways to relax skill: speculating task: long turn	52-54
20	1	6 Viewpoints	Повторение	Повторение	77-78-79	topic: filming small creatures skill: understanding text cohesion task: gapped text	56-57
21	1	6 Viewpoints	the passive <i>have/get</i> <i>something done</i> (p83)	prepositions of place time phrases	80-83	topic: map exhibition skill: listening for detail task: sentence completion key word transformations	58-61
22	1	6 Viewpoints	the passive <i>have/get</i> <i>something done</i>	prepositions of place time phrases suffixes (p85)	84-88	word formation topic: useful items skill: making a decision task: collaborative task	62-64
23	1	7 The full story	Повторение	Повторение	91-92-93	topic: storytelling skill: paraphrasing task: multiple matching	68-69
24	1	7 The full story	reported speech	phrasal verbs	94-97	topic: film and cinema skill:	70-73

			reporting verbs (p97)			recognising speaker's point of view task: multiple choice: short texts open cloze multiple-choice cloze	
25	1	7 The full story	reported speech reporting verbs	phrasal verbs prepositional phrases (p98) adjectives + prepositions (p98)	98-102	open cloze multiple-choice cloze topic: social media skill: agreeing and disagreeing task: discussion	74-76
26	1	8 In it together	Повторение	Повторение	105-106-107	topic: life as a spy skill: understanding attitudes task: multiple choice	78-79
27	1	8 In it together	modal verbs linking phrases (p111)	phrases with <i>have</i> and <i>keep</i>	108-111	topic: playing music skill: identifying opinions task: multiple matching key word transformations	80-83
28	1	8 In it together	modal verbs linking phrases	phrases with <i>have</i> and <i>keep</i> phrasal verbs (p112) collocations (p112)	112-116	key word transformations topic: inspirational speakers skill: taking turns task: collaborative task	84-86
29	1	9 Getting it right	Повторение	Повторение	119-120-121	topic: decision making skill: understanding text structure task: gapped text	88-89
30	1	9 Getting it right	relative clauses cleft sentences (p125)	Повторение	122-125	topic: when others decide for you skill: recognising distractors task: multiple choice open cloze word formation	90-93
31	1	9 Getting it right	relative clauses cleft sentences	collocations (p126) nouns to adjectives (p126)	126-130	open cloze word formation topic: shopping skill: talking about preferences task: long turn	94-96
32	1	10 A matter of taste	Повторение	Повторение	133-134-135	topic: having an open mind task: multiple choice	100-101-102-103

33	1	10 A matter of taste	Повторение	Повторение	136-141	open cloze key word transformations multiple choice cloze word formation	104-109
34	1	Повторение 1-8	Повторение 1-8	Повторение 1-8	75-76, 89-90 103-104, 117-118	Повторение 1-8	55, 65 77, 87
35	1	Повторение 1-9	Повторение 1-9	Повторение 1-9	131-132 + WB p. 110-115	Повторение 1-9	97
36	1	Контрольная работа Units 1-10	Контрольная работа	Контрольная работа	Контрольная работа	Контрольная работа	Контрольная работа

ПРИЛОЖЕНИЕ 7
к Дополнительной общеразвивающей
программе «АНГЛИЙСКИЙ ЯЗЫК. КУРС ПОДТЯНИТЕ! GOLD EXPERIENCE»

**Календарно-тематическое планирование
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УМК **Gold Experience B2+** (авторы Kathryn Alevizos, Suzanne Gaynor), Pearson, 2017

Урок	Часы	Название темы	Грамматика	Лексика	Учебник (Student's book стр.)	Разговор/Письмо/Аудирование	Домашнее задание (Work book стр.)
1	1	1 Passions	Повторение	Повторение	7-8-9	topic: passions skill: identifying attitude task: multiple choice	4-5
2	1	1 Passions	present tenses and time expressions phrasal verbs (p13)	achievements idioms	10-13	topic: adversity in sports skill: understanding context task: multiple choice: short texts key word transformation (p13)	6-9
3	1	1 Passions	present tenses and time expressions phrasal verbs	achievements idioms adverb collocations (p14)	14-18	multiple-choice cloze (p14) topic: friends and shared interests skill: using appropriate tone and register task: introductions; social interaction	10-12
4	1	2 Perceptions	Повторение	Повторение	21-22-23	topic: language and thought skill: recognising opinion task: cross-text multiple matching	14-15
5	1	2 Perceptions	cleft sentences for emphasis relative clauses	the senses adjective + noun collocations	24-27	topic: the smells of childhood skill: inferring attitude and mood task: multiple matching open	16-19

			(p27)			cloze (p27)	
6	1	2 Perceptions	cleft sentences for emphasis relative clauses	the senses adjective + noun collocations noun suffixes (p28)	28-32	word formation (p28) topic: communication skill: speculating task: long turn	20-22
7	1	3 Influence	Повторение	Повторение	35-36-37	topic: teen stereotypes skill: understanding cohesion task: gapped text	24-25
8	1	3 Influence	the passive reporting verbs and the passive (p41)	the media collocations	38-41	topic: false beliefs skill: understanding idiomatic language task: multiple-choice: longer text key word transformation (p41)	26-29
9	1	3 Influence	the passive reporting verbs and the passive	the media collocations words with similar meanings (p42)	42-46	multiple-choice cloze (p42) topic: influences on children skill: conversational strategies task: collaborative task	30-32
10	1	4 Going places	Повторение	Повторение	49-50-51	topic: online travel photos skill: recognising points of view task: multiple matching	36-37
11	1	4 Going places	participle clauses prepositions with <i>-ed</i> forms (p55)	tourism verb + noun collocations	52-55	topic: virtual reality travel skill: listening for clarification task: sentence completion key word transformation (p55)	38-41
12	1	4 Going places	participle clauses prepositions with <i>-ed</i> forms	tourism verb + noun collocations prefixes (p56)	56-60	word formation (p56) topic: journeys to school skills: putting forward a clear argument; using formal English task: discussion	42-44
13	1	Повторение 1-2	Повторение 1-2	Повторение 1-2	19-20, 33-34	Повторение 1-2	13, 23
14	1	Повторение 1-4	Повторение 1-4	Повторение 1-4	47-48, 61-62	Повторение 1-4	33, 45
15	1	Контрольная работа: Unit tests 1- 4	Контрольная работа	Контрольная работа	Контрольная работа	Контрольная работа	Контрольная работа
16	1	5 Citizenship	Повторение	Повторение	63-64-65	topic: reviews of a self-help book	46-47

						skills: locating opinions on the same topic in a text; recognising points of view task: cross-text multiple matching	
17	1	5 Citizenship	modal verbs in the past emphasising comparatives and superlatives (p69)	working with phrases	66-69	topic: good and bad gifts skill: listening for ideas expressed in different ways task: multiple matching key word transformation (p69)	48-51
18	1	5 Citizenship	modal verbs in the past emphasising comparatives and superlatives	working with phrases dependent prepositions (p70)	70-74	multiple-choice cloze (p70) topic: community work skill: using a variety of phrases task: long turn	52-54
19	1	6 Urban tales	Повторение	Повторение	77-78-79	topic: modern ruins skill: understanding connected ideas task: gapped text	56-57
20	1	6 Urban tales	past and present narrative tenses phrasal verbs (p83)	describing city life compound words	80-83	topic: street fashion skill: understanding agreement and disagreement task: multiple choice: longer text open cloze (p83)	58-61
21	1	6 Urban tales	past and present narrative tenses phrasal verbs	describing city life compound words adjective suffixes (p84)	84-888	word formation (p84) topic: important features of a city skill: coming to a conclusion in a minute task: collaborative task and discussion	62-64
22	1	7 Mind and body	Повторение	Повторение	91-92-93	topic: a girl's view on tidiness skill: understanding writer purpose task: multiple choice	68-69
23	1	7 Mind and body	subject-verb agreement quantifiers (p97)	health and diet phrasal verbs of food and drink	94-97	topic: becoming more competitive skill: predicting words you might hear task: sentence completion open cloze (p97)	70-73

24	1	7 Mind and body	subject-verb agreement quantifiers	health and diet phrasal verbs of food and drink similar words (p98)	98-102	multiple-choice cloze (p98) topic: exercise and relaxation skill: linking ideas task: long turn	74-76
25	1	8 Entertain me	Повторение	Повторение	105-106-107	topic: storytelling in games skill: dealing with unknown vocabulary task: multiple matching	78-79
26	1	8 Entertain me	the future conditional sentences (p111)	entertainment prepositional phrases	108-111	topic: attracting attention skill: following an argument task: multiple choice: short texts key word transformations (p111)	80-83
27	1	8 Entertain me	the future conditional sentences	entertainment prepositional phrases negative prefixes (p112)	112-116	word formation (p112) topic: a world without music skill: talking about potential consequences task: collaborative task and discussion	84-86
28	1	9 It's a wild world	Повторение	Повторение	119-120-121	topic: why humans are interested in wild animals skill: understanding inferred meaning task: cross-text multiple matching	88-89
29	1	9 It's a wild world	verb + <i>-ing</i> form or infinitive reported speech (p125)	compound nouns on the environment	122-125	topic: funny things pets do skill: following contrasting ideas and corrections to opinions task: multiple matching key word transformation (p125)	90-93
30	1	9 It's a wild world	verb + <i>-ing</i> form or infinitive reported speech	compound nouns on the environment adjective + noun collocations (p126)	126-130	multiple-choice cloze (p126) topic: working at night skill: using a variety of phrases task: long turn	94-96
31	1	10 Speak to me	Повторение	Повторение	133-134-135	topic: communicating in different cultures task: multiple matching	100-101-102-103
32	1	10 Speak to me	Повторение	Повторение	136-139	topic: attracting attention task: multiple choice: short extracts	104-109

						multiple-choice cloze open cloze word formation key word transformation multiple-choice cloze open cloze word formation key word transformation topic: how we communicate tasks: interview; long turn; collaborative task; discussion	
33	1	10 Speak to me	Повторение	Повторение	140-141	topics: work experience; a talent show; a summer festival task: Part 2 choices	110-111
34	1	Повторение 1-8	Повторение 1-8	Повторение 1-8	75-76, 89-90 103-104, 117- 118	Повторение 1-8	55, 65 77, 87
35	1	Повторение 1-9	Повторение 1-9	Повторение 1-9	131-132 + WB p. 112-118	Повторение 1-9	97
36	1	Контрольная работа 1-10	Контрольная работа	Контрольная работа	Контрольная работа	Контрольная работа	Контрольная работа

ПРИЛОЖЕНИЕ 8
к Дополнительной общеразвивающей
программе «АНГЛИЙСКИЙ ЯЗЫК. КУРС ПОДТЯНИТЕ! GOLD EXPERIENCE»

КАЛЕНДАРНЫЙ УЧЕБНЫЙ ГРАФИК НА 2022-2023 УЧЕБНЫЙ ГОД

Уровень дополнительной общеразвивающей программы	Месяц																
	Июнь				Июль				Август				Сентябрь				
	Количество недель в месяце																
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
	Количество академических часов по неделям																
Gold experience A1 (первый уровень)	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	3	3
Gold experience A2 (второй уровень)	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	3	3
Gold experience A2+ (третий уровень)	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	3	3
Gold experience B1 (четвертый уровень)	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	3	3
Gold experience B1+ (пятый уровень)	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	3	3
Gold experience B2 (шестой уровень)	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	3	3
Gold experience B2+ (седьмой уровень)	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	3	3

2 ак. часа два занятия в неделю (продолжительность занятия 60 мин.)

3 ак. часа три занятия в неделю (продолжительность занятия 60 мин.)

УЧЕБНО-МЕТОДИЧЕСКИЕ МАТЕРИАЛЫ ТЕСТИРОВАНИЯ

УМК Gold experience A1 промежуточное тестирование

VOCABULARY

Task 1

Label the picture with these words.

balcony	bathroom	bed	desk	garage
garden	kitchen	stairs	TV	window

- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10

10



Task 2

Choose the correct words to complete the text.

My weekend

I love the weekend! (11) **In / On** Saturday, I usually (12) **get / make** up late because there is no school. I (13) **take / have** breakfast and then I go shopping with my mum. Later, (14) **in / on** the afternoon, I (15) **have / do** swimming lessons. (16) **At / On** about 6 p.m., I usually (17) **go / meet** my friends, but I don't stay out late.

My family and I often spend the next day together. We see my grandparents and then we go (18) **house / home** for dinner. Then, I (19) **make / do** my homework and go to bed, ready for school (20) **in / on** the morning.

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Task 3

Choose the correct answer (A, B or C).

- 21 Frogs can very far.
A jump B run C swim
- 22 A is a hot and dry place where snakes live.
A mountain B river C desert
- 23 Birds often live in
A eggs B pools C nests
- 24 are black and yellow and they fly.
A Giraffes B Bees C Chickens
- 25 Dolphins and whales live in the
A lake B river C sea

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GRAMMAR

Task 1

Write short answers about the pictures.

Example: Is there a tree in picture 1? Yes, there is.

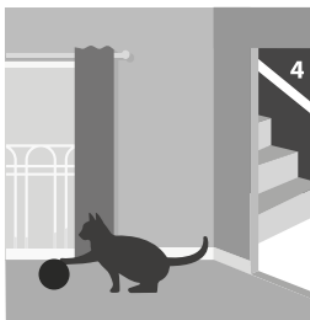
Picture 1



26 Has it got a garden?

27 Are there any windows?

Picture 2



28 Is there a TV?

29 Has the cat got a ball?

Picture 3



30 Is the kitchen next to the bathroom?

31 Are there any curtains?

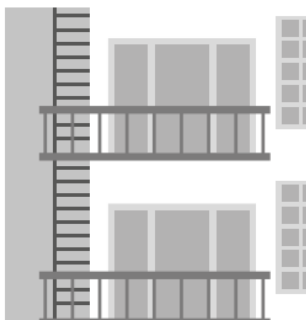
Picture 4



32 Does the house have a garden?

33 Is there a balcony?

Picture 5



34 Are there any windows?

35 Have the rooms got any curtains?

Task 2

Choose the correct words to complete the text.

I go to school from Monday to Friday. My school is very small. It only (36) **have / has** forty children, and there are only eight children in my class. We (37) **don't always learn / doesn't always learn** normal subjects. The teacher (38) **take / takes** us to the lakes and forests too. I (39) **love / loves** swimming in the lakes, but my best friend (40) **don't like / doesn't like** it. School (41) **finishes / finish** at 3 p.m. Me and my friends usually (42) **play / plays** football in the evenings. Then I (43) **has / have** dinner with my mum and dad at 6 p.m. and we all (44) **watches / watch** TV. I (45) **don't go / doesn't go** to bed late. I usually go to bed at 8 p.m.

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Task 3

Choose the correct answer (A, B or C).

46 I go to the cinema once a year. I don't go to the cinema.

A never B often C sometimes

47 is your teacher? In the classroom!

A Where B What C Who

48 is the party? Saturday night!

A Where B How C When

49 Schools have classes.

A sometimes B always C never

50 A: don't you like maths? B: The teacher is boring.

A What B How C Why

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Total:

	50
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Task 1

Put the words in the correct category.

bridge delicious different egg large olive soup square travel wash

Noun:
Adjective:
Verb:

10

Task 2

Choose the correct words to complete the text.

Weekends

The weekends are always a good time. In **(1) summer / winter** when it's hot, my family and I usually go to the park and have a **(2) picnic / festival**. My mum makes the food. We usually eat **(3) sandwiches / milkshake** and drink **(4) brown bread / apple juice**. My mum makes lots of food, because we are always **(5) beautiful / hungry**.

In the afternoon, I play football with my brother. The park is always **(6) fun / boring**. When it is **(7) raining / sunny**, we go to the **(8) cinema / bridge** and watch a film, or we go to the **(9) shopping centre / swimming pool** and buy new clothes or food. We sometimes **(10) visit / arrive** my grandparents and have dinner at their house.

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Task 3

Complete the sentences with these words.

autumn bike fancy dress hospital old-fashioned plane

Example: My grandparents' house has old-fashioned furniture.

- 11** When I am sick, I go to the
12 I travel to other countries on a
13 I go to school by
14 I don't like parties because I don't have special clothes.
15 My favourite time of year is

5

GRAMMAR

Task 1

Complete the sentences. Use *to be (is/are)* and *some/any*. Use the picture to help you.

Example: There aren't any animals.

- 16 There people.
- 17 There salad.
- 18 There cars.
- 19 There kites.
- 20 There trees.

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Task 2

Choose the correct words to complete the sentences.

- 21 I **can't** / **can** come to school today. I feel bad and I want to stay at home.
- 22 I don't usually have class with **him** / **he**.
- 23 We **must** / **mustn't** have our mobile phones in class. The teacher doesn't like it.
- 24 **Don't** / **We** don't walk on the grass!
- 25 **Can** / **Must** you swim? I want to learn?

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Task 3

Complete the conversations. Use the past simple or the present continuous form of the verbs in brackets.

1

A: Hello James! Were you at the Bruno Mars concert yesterday?

B: Yes, I (26) (be). He's such a great singer. I (27) (love) the concert!

2

A: Kate, (28) you (do) anything right now?

B: Yes, I (29) (text) my friend. What do you want?

3

A: Hi Sam. (30) you (visit) your grandparents yesterday?

B: Yes, but we (31) (arrive) late, so we (32) (stay) for a long time.

4

A: Kim! Look! I (33) (help) mum clean the living room! Do you want to help?

B: No. I (34) (watch) a film.

A: Well, you (35) just (sit) there. Why don't you help us?

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УМК Gold experience A1 итоговое тестирование

LISTENING

Task 1

Listen to the conversation. Complete the notes. You will hear the recording twice.

Example: name: Ben Carter

- 1 favourite sport:
- 2 weekend activities: goes to the or the
- 3 favourite school subject:
- 4 pets: a
- 5 best friend:

	10
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Task 2

You will hear Lily talking to her friend Sam about the summer holidays. For questions 6–10, choose the correct answer (A, B or C). You will hear the recording twice.

Example: How does Lily feel about the school holidays now?

A happy

B bored

C excited

- 6 Where did Lily go when school finished?
 - A on holiday
 - B her friend's house
 - C her grandparent's house
- 7 Where did Lily go at the end of her holiday?
 - A Germany
 - B EuroDisney
 - C Paris
- 8 How did Lily travel?
 - A by plane
 - B by car
 - C by train
- 9 What did Sam do on his holidays?
 - A went to Thailand
 - B stayed at home
 - C camped in Scotland
- 10 What are they going to do tomorrow?
 - A watch a film
 - B play in the park
 - C swim in the sea

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LANGUAGE

Task 1

Read the descriptions and write the words. You have the first letter to help you.

Example: Hot and red skin from a lot of sun.

s u n b u r n

- 11 A place in a house where you make food. k _ _ _ _ _
12 Special clothes some students wear at school. u _ _ _ _ _
13 An animal that is black and white. p _ _ _ _
14 A place you can get money. b _ _ _
15 Apples, pears and oranges are types of this. f _ _ _ _
16 The opposite of quiet. l _ _ _
17 A job with animals. f _ _ _ _
18 You wear these on your eyes in summer. s _ _ _ _ _ _ _
19 An activity you can do with music at parties. d _ _ _ _ _
20 You can see with these. We have two. e _ _ _

	10
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Task 2

Choose the correct answer (A, B or C) for each gap.

- 21 I don't like music, so I go to concerts.
A never
B often
C always
- 22 A: didn't you go shopping yesterday? B: I had no money.
A What
B How
C Why
- 23 My family and I to Brazil last year.
A go
B went
C goed
- 24 Josie go to the party. She has a headache.
A can't
B mustn't
C doesn't
- 25 Of all my family, I think my dad is the at art! He always makes good pictures!
A good
B better
C best

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VOCABULARY

Task 1

Complete the sentences with the correct words.
Use the first letter to help you.

- 1 When I'm in a quiet place I use **h**
to listen to music.
- 2 I taught my gran how to use a **m**
to point at the words on her computer screen.
- 3 Dad put up a **b** on my bedroom wall,
so I can put all my dictionaries and school books there.
- 4 In **g** today we studied famous rivers.
- 5 We're going **c** at the weekend in a very
big tent.
- 6 My friend loves **b** and brings lovely
chocolate cakes into school for us every Monday.
- 7 I went on a **s** at my friend's house last
night and we watched lots of films before bed!

	7
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Task 2

Choose the correct verb to complete the sentences.

- 8 We **wear / get** red shirts when we play football.
- 9 I usually **do / get** my homework with my friend at
her house.
- 10 How often do you **play / go** computer games?
- 11 I never **have / get** bored in science lessons.
- 12 I don't **collect / chat** comics, but my sister does,
and she's got over 200.
- 13 Can you **chat / message** Peter and tell him that we're
late for football practice?
- 14 My mum and dad **go / collect** shopping for food
on Friday evenings.
- 15 It's good to **go / chat** with friends online when you
can't see them very often.

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Task 3

Choose the correct answer (A, B or C).

- 16 How often do you this website?
A go **B** visit **C** stream
- 17 I've got an amazing new for my phone.
A website **B** email **C** app
- 18 There's a from Mum on the table.
A card **B** note **C** email
- 19 I got late yesterday.
A home **B** house **C** bedroom
- 20 The on my tablet is great for reading.
A mouse **B** webcam **C** screen
- 21 I often get useful information and books from
the
A café **B** bookshelf **C** library
- 22 The teacher wants us to make a in class
this week.
A video **B** project **C** test
- 23 To be a doctor, you've got to study
A history **B** art **C** biology
- 24 There were two new in our class this
week. They're both the same age as me.
A desks **B** pupils **C** teachers
- 25 Do you want to to the cinema this
weekend?
A get **B** make **C** go

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GRAMMAR

Task 1

Put the words in the correct order to make sentences.

26 go / often / she / shopping / does / How / ?

27 you / friend / did / visit / your / When / ?

28 do / I / the / my / evening / usually / in / homework / .

29 working / now / your / in / dad / Is / London / ?

30 have / on / don't / Maths / Fridays / We / .

	10
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Task 2

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

31 (you / enjoy) going to the cinema?

32 My sister (not / like) painting, but she (love) drawing.

33 Frank (not / learn) learn English when he (be) at primary school five years ago.

34 (you / do) your homework at the moment?

35 Where (you / go) for your last holiday?

36 I (not / watch) TV at the moment because I (read) reading a book.

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Task 3

For each question write the correct answer. Write one word for each gap.

Hi Luke,

Hey! I've got (37) new French friends! I (38) on holiday in Paris last week and I met them at a concert. They were in (39) of me. Now we chat online every day – in French! My French (40) getting better, and their English, too.

Message me and tell me all about your holiday. (41) you have a lot of fun?

Love, Sara

	5
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Total:

	50
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VOCABULARY

Task 1

Complete the sentences with the correct words.
Use the first letter to help you.

- 1 My dad and I often go **f**..... by the river at the weekend.
- 2 The **s**..... on my phone is very small so I prefer emailing from my laptop.
- 3 I wrote all the new vocabulary in my **n**..... and then learned it in the evening.
- 4 Our **j**..... to London was very long last night – almost five hours.
- 5 There was an amazing **m**..... at the party and he found some playing cards in my shoe!
- 6 The new science-**f**..... film is about the year 2080 and it's great.
- 7 Which **p**..... does the Manchester train leave from?
- 8 These jeans were a **b**..... in the new clothes shop – only £10!

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Task 2

Choose the correct verb to complete the sentences.

- 9 We're going to **go** / **catch** the 6.30 train to Newcastle.
- 10 My sister learned to **drive** / **ride** a bike when she was five years old.
- 11 I always **wear** / **put** headphones when I listen to music on the train.
- 12 How much did you **spend** / **pay** for the concert tickets?
- 13 I'm in a band and we're going to **enter** / **perform** in a talent show next Saturday.
- 14 I think we'll **travel** / **take** by bus on our next trip to London.
- 15 The bus journey took longer than usual and I didn't **get** / **go** home until 4.30.

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Task 3

Choose the correct answer (A, B or C).

- 16 Dan is waiting at the just outside his house.
A tram **B** platform **C** bus stop
- 17 My brother loves telling funny stories and wants to be a
A comedian **B** magician **C** guitarist
- 18 The to Italy was six hours and I watched two films.
A travel **B** flight **C** ride
- 19 My mum loves music from the 17th century.
A classical **B** animation **C** talent
- 20 Tom Hardy, the actor, is in the film. I really liked him.
A kind **B** true **C** awesome
- 21 I didn't the jeans in the shop and they're the wrong size.
A try on **B** wear **C** put
- 22 My English friend likes painting so I took her to see an art
A museum **B** theatre **C** exhibition
- 23 Dad didn't have money with him, so he paid by
A card **B** cash **C** pence
- 24 My cousin has a new boat and last weekend we across to the island.
A sailed **B** rode **C** swam
- 25 Did you see that interesting about animals on TV last night?
A concert **B** documentary **C** action film

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GRAMMAR

Task 1

Choose the correct option to complete the sentences.

- 26** Do you walk / Are you walking to school every morning?
27 I'm always / I always am tired on Saturday mornings.
28 I'm sorry I missed your call, but I had / was having a shower.
29 I meet / am meeting the head teacher in her office at 2.30.
30 This is the busiest / most busy shop in the shopping centre.

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Task 2

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

- 31** We usually (go) to London by train, but today we (travel) by car.
32 Mark (arrange) the tennis matches last week and I (play) Malcolm tomorrow at 10.45.
33 My phone was (expensive) than yours, but Sarah's got (expensive) phone in the class.
34 I (wait) at the bus stop when it (start) to rain.
35 My sister (go) shopping with Maria yesterday, but she (not / buy) anything.

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Task 3

For each question write the correct answer. Write one word for each gap.

Hi Rose

Hello from Paris! We arrived on Monday and we **(36)** having an amazing time. I phoned you an hour **(37)**, but perhaps you **(37)** playing tennis?

The journey here was great. We didn't have **(38)** problems. After we arrived at Charles de Gaulle airport, we took a taxi to our hotel.

Yesterday, we went to a museum – there are so **(39)** museums in Paris! For me, **(40)** best one is

the Rodin Museum! Then we **(41)** shopping. What a shock! The shops in the Champs Elysees are more expensive **(42)** all the shops in London! Tomorrow, we're going **(43)** take a boat trip along the River Seine. I hope it's sunny!

I **(44)** be home on Wednesday. I can call you then.

Peter

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Total:	50
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УМК Gold experience A2 итоговое тестирование

LISTENING

You will hear a teacher talking to a class about a trip. You will hear the recording twice.

Task 1

Choose the correct answer (A, B or C).

1 Which sport did Josh enjoy most?



A



B



C

2 What is the weather like today?



A



B



C

3 What is the girl going to make?



A



B



C

4 Which girl is the boy's cousin?



A



B



C

5 What does the boy not need today?



A



B



C

10

Task 2

Complete the information. Write one word, or a number, or a date, or a time.

Class Trip for Girls

Day of trip: Monday

Name of teacher: Mrs (6)

Going to: (7) Museum

Going by: (8)

Place to meet: School hall

Time to meet: (9)

At the end of the visit there will be a (10)

5

LANGUAGE

Task 1

Choose the correct answer (A, B or C).

Have you ever (11) to the New Forest in the south of England? No? Then you must go there! There's a beautiful village (12) Beaulieu and there you can go to the National Motor (13) It's amazing. It (14) over sixty-five years ago with only five cars and now there are (15) than 250! It's (16) to a very old and beautiful house, Palace House, where a very old English family, the Montagues, live. Visitors can go round the house and see the old rooms and furniture. You can get to Beaulieu (17) car and it's only a ten-minute bus ride from the nearest railway station. (18) the website and read about it. You'll have a great day!

- | | | |
|-----------------|------------|--------------|
| 11 A seen | B been | C visited |
| 12 A called | B name | C signed |
| 13 A exhibition | B museum | C department |
| 14 A became | B arrived | C started |
| 15 A more | B most | C many |
| 16 A beside | B in front | C next |
| 17 A on | B by | C in |
| 18 A Visit | B Go | C Click |

8

Task 2

Complete the text. Write one word in each gap.

How (19) you? I (20) seen you for a long time! I'm fine – busy as usual. (21) you get good grades in your end of term tests last month?

It's the start of a new term and I (22) studying a new language – Italian! When I went to Rome with my parents (23) year, I (24) say anything in Italian. Now I can have a simple conversation! We're going (25) visit Italy again in July and I hope I can say even more.

Write soon!

7

READING

Read the text and answer the questions.

Great holidays!

Three readers write about their holidays.

Jade

I love going on holiday, and my favourite place is Barbados. It's an island in the Caribbean. My parents took me and my brother there last year. The food was brilliant, and the beaches were clean with not many people! It was a bit too hot for me, but it was better than rain! I remember my lovely holiday there when I have a cup of tea every day, because I have it in a mug with Barbados on it!

Ellie

A few years ago I went with my school to a town called Lyme Regis for three days. It's got a beach where you can find very old rocks. I bought a very old and pretty one in a shop. There's also a museum there, which we went to. We only had one sunny day and we ate fish and chips by the sea! It was fun. Just before we came home I fell down some steps and broke my arm. I'd like to go again, but if I do, I'll be careful! I still email a boy called Ben, who was at the same hotel. He was there on a school trip too.

Judy

I first went to France with my school when I was eleven and it was amazing. It was cool to speak to the people in French! Last year I went again with my friend and her mum and dad and we stayed in a little hotel by the sea. It was sunny and warm all the time, which I loved. One evening we went to a sea food restaurant and I felt very sick afterwards! I hope I can go back next year, maybe with my family, but I won't eat fish!

Task 1

Choose the correct answer (A, B or C).

Which person:

	Jade	Ellie	Judy
26 regularly uses something she got on holiday?	A	B	C
27 had an accident while she was on holiday?	A	B	C
28 enjoyed the weather on her holiday?	A	B	C
29 went on holiday with her family?	A	B	C
30 had a problem with some food?	A	B	C

10

Beth Newbold, winner of the junior chef competition, writes about learning to cook.

I was quite young, about five when I made my first cake, I think. And it wasn't my mum or dad who taught me. My parents didn't cook much. Mum didn't enjoy it, perhaps because she had a busy life. And dad – well – his meals were terrible! So, we usually ate things which were easy to cook, like burgers or pasta and boiled vegetables!

I only ate well when we went to my gran's. She was a great cook and I loved the smell of her kitchen. She made fresh cakes and bread and biscuits. Her soups were amazing too. She showed me how to bake cakes. I was short at that time and I remember – I had to stand on a chair to work on her table!

Making my first cake was really exciting. I mixed it with my gran's 'magic' spoon! It tasted very good to me because I cooked it (with a little help from gran). It was probably horrible, but gran said it was excellent! Then I regularly helped with the meals at gran's. I watched her carefully and she gave me a lot of her secrets about cooking – she never used recipe books!

Then gran found an advertisement for the TV competition in a magazine at her hairdresser's and she sent them my name! She didn't even tell my mum. When I heard, I was really angry. I get nervous in competitions because I don't like losing! But gran told me I was a great cook and she was proud of me. So, I did the competition. I couldn't believe it when I won a course of cooking lessons with a top chef!

Task 2

Choose the correct answer (A, B or C).

- 31** What does Beth say about her parents?
A They were good cooks.
B They cooked a lot.
C They made simple meals.
- 32** What was true about Beth's grandmother?
A She bought her a lot of cakes.
B She taught her to cook.
C She always served soup.
- 33** Beth's grandmother gave her
A an old recipe book.
B a favourite spoon.
C some special advice.
- 34** How did Beth's grandmother learn about the competition?
A She saw it on TV.
B She read about it.
C She heard about from her hairdresser.
- 35** Beth agreed to enter the competition because
A her gran encouraged her.
B she was sure she could win.
C she wanted to win the prize.

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Total:

	50
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GRAMMAR

Task 1

Choose the correct answer (A, B or C).

- 1 I love this book. I think story is really exciting.
A the
B a
C -
- 2 My dad gave me advice.
A a few
B a lot
C a little
- 3 There aren't clothes that I like in this shop.
A much
B some
C any
- 4 I have good news. I passed all of my exams!
A any
B some
C many
- 5 Nick is very busy these days and we ever see him.
A rarely
B hardly
C occasionally
- 6 **A:** Where ?
B: To school. See you later.
A were you going
B do you go
C are you going
- 7 I found some money under my bed when I for my football boots.
A was looking
B looked
C am looking
- 8 It was a fantastic party – had a great time.
A anyone
B everyone
C someone

	8
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Task 2

Complete the sentences with one word.

- 9 Holly has unusual hobby – she collects spoons.
- 10 How time will it take to drive to London?
11 A: you seeing your friends tonight?
B: No, I'm tired.
- 12 **A:** What she do?
B: She's a doctor.
- 13 **A:** did they go for their holiday?
B: They went to Greece.
- 14 Alex and Mike working hard when I saw them.
15 A: you send Alice an email?
B: No, I forgot.
- 16 **A:** Is there anything in the box?
B: No, there's It's empty.

	8
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Task 3

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

- 17 (you / read) while Mia was studying?
- 18 He (rarely / buy) a newspaper – he prefers to read the news online.
- 19 Anna (not know) the answer so she asked me.
- 20 It (not rain) now – let's go to the park.
- 21 **A:** I saw a UFO last night.
B: I (not believe) you.
- 22 (your friends / live) in this street or is their house near the school?
- 23 While I (walk) to the shops I saw my teacher.
- 24 (try) to fix your computer? Let me look – maybe I can help.
- 25 I found the information that I needed online and I (send) it to my friend.

	9
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VOCABULARY

Task 1

Choose the correct words to complete the sentences.

- 26 We waited at the **crossing** / **path** for the cars to stop.
- 27 The town where I live is **by** / **in** the sea.
- 28 I'd like / I like to go shopping for trainers tomorrow.
- 29 There are many **ordinary** / **valuable** paintings in this museum – it's famous for them.
- 30 We found a **pavement** / **seat** in the park and stopped there to have our lunch.
- 31 Mobile phones are so **special** / **useful** – you can call anyone from anywhere.
- 32 When I got my exam results, I was **delighted** / **exhausted** – all As!
- 33 Put on a coat before you go out – it's **freezing** / **starving** today.

	8
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Task 2

Match 34–40 with A–G to complete the conversations.

- 34 Tell me about your painting lessons.
Are you improving?
- 35 I'd like to start playing squash. Where can I do that?
- 36 I enjoyed the film. What about you?
- 37 Do you have plans for the summer holidays?
- 38 Elena is the best student in the class.
- 39 I'm terrible at rock climbing. How can I improve?
- 40 What's that in the sky? Is it a plane?

- A Actually, I thought it was very dull.
- B I agree – she's very clever.
- C Yes, I'm making a lot of progress.
- D Maybe, but it's tiny and I can't see it well.
- E Not yet, but I'd like to stay in a cottage on the coast.
- F Try the new sports centre.
- G Practise and you'll get it right.

	7
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Task 3

Choose the correct answer (A, B or C).

Hi. My name's Carlo. I'm from Milan – it's a city (41) the north of Italy. I'm fourteen (42) I go to my local high school. When I'm not studying, I (43) a lot of time with my friends. We sometimes go to a skate (44) in our neighbourhood. My friends (45) part in skateboarding competitions there. I can skate too, (46) I'm not very good at it yet. I need to practise more to (47) better. I actually prefer basketball (48) I really enjoy team sports and I'm a good player, too. I live in a nice (49) block, on the fourth floor. My best friend lives in the same building on the third floor, (50) we see each other every day.

- | | | |
|-----------------|-------------|------------|
| 41 A in | B from | C to |
| 42 A because | B but | C and |
| 43 A give | B make | C spend |
| 44 A place | B park | C stop |
| 45 A take | B have | C do |
| 46 A so | B but | C and |
| 47 A go | B make | C get |
| 48 A but | B so | C because |
| 49 A department | B apartment | C pavement |
| 50 A because | B so | C but |

	10
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Total:		50
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GRAMMAR

Task 1

Choose the correct answer (A, B or C).

What (1) the world be like in the future? You (2) be a scientist to predict some things. For example, it will probably be much (3) That's because we (4) climate change right now. Are we being (5) about it? There are many things that we can do to help. However, we (6) do them now because we don't have (7) much time as we think. (8) thing we can do is to wait and hope that something terrible (9) happen!

- | | | |
|---------------------|------------------|--------------------|
| 1 A will | B does | C can |
| 2 A mustn't | B can't | C don't have to |
| 3 A hot | B hotter | C hottest |
| 4 A will experience | B experienced | C are experiencing |
| 5 A enough serious | B serious enough | C quite serious |
| 6 A must | B can | C need |
| 7 A quite | B too | C as |
| 8 A A bad | B The worst | C The worse |
| 9 A didn't | B won't | C doesn't have to |

9

Task 2

Complete the second sentence so that it means the same as the first sentence, using the word in brackets.

- 10 Do you have any plans for the weekend?
What do at the weekend? (going)
- 11 Tanya is more polite than Nick.
Nick Tanya. (as)
- 12 It isn't necessary for us to leave now.
We now. (have)
- 13 Thanks, but I don't need any help to do this.
Thanks, but I can do this (by)
- 14 I don't have much free time today.
I only have free time today. (a)
- 15 Anna is too young to drive a car.
Anna to drive a car. (old)
- 16 I think he's staying at home tonight, but I'm not sure.
He at home tonight. (may)
- 17 Luisa and Jim are tall, but Tom is taller.
Tom is of all. (the)

8

Task 3

Complete the text with one word in each gap.

Are you a fashion victim?

Fashion victims are people who think that being trendy is (18) important than looking nice. They always have (19) wear the newest designs. They don't understand that the (20) fashionable styles aren't always attractive. To look good it's a (21) better to wear clothes that suit you and fit you well. But fashion victims wear silly hats or clothes that are one or two sizes (22) big for them. The next time you want to buy clothes, the (23) thing to do is to ask someone that you trust for an honest opinion – it could be a friend or, yes, even your parents! Your mum and dad may not be quite as boring (24) you think! So, what are you (25) to do the next time you go shopping for clothes – buy something trendy or something that looks great?

8

VOCABULARY

Task 1

Choose the correct answer (A, B or C).

- 26** His favourite subject at school is because he wants to be an actor.
A dance
B music
C drama
- 27** He wants to create an app and a lot of money.
A make
B take
C do
- 28** When you wear bright colours, you really
A dress up
B stand out
C check out
- 29** Don't be afraid to a go and try something new and exciting.
A give
B get
C have
- 30 A:** Why don't we go to the countryside?
B: OK, that good.
A sounds
B feels
C looks
- 31** Koalas have cute faces and grey
A skin
B fur
C feathers
- 32** Some birds can the sea to catch fish.
A dive into
B climb up
C jump from
- 33** My parents are tall, but I'm of height.
A tiny
B ordinary
C average

	8
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Task 2

Complete the sentences with the correct form of these verbs.

cross	fancy	get	give	hand	note	open	start	tell
-------	-------	-----	------	------	------	------	-------	------

- 34** Are you going to a business?
- 35** I think rock climbing might be fun. Why don't we it a try?
- 36** She's working hard because she wants to good grades.
- 37** My aunt wants to a shoe shop in the town centre.
- 38** I down everything she said because I didn't want to forget it.
- 39** We must be quiet in class or our teacher will us off.
- 40** This answer is wrong. Please it out and write it correctly.
- 41** Do you playing tennis later today?
- 42** At the start of the lesson, we always in our homework.

	9
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Task 3

Complete the words in the sentences.

- 43** Did you know that bats can't see? They're **b** _____.
- 44** Alice is a **f** _____ girl – she always stops to have a chat when she sees me.
- 45** Sharks and crocodiles are scary because they have very **s** _____ teeth.
- 46** My hair is short and straight, but my sister's is long and **c** _____.
- 47** His teeth aren't straight, so he has to wear **b** _____.
- 48** Oh no! I can't find my **w** _____ and all of my money is in it.
- 49** My favourite subject is **g** _____ because I'm interested in mountains and rivers.
- 50** Although a **p** _____ can swim very well, it isn't a fish – it's actually a bird.

	8
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Total:		50
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LISTENING

Task 1

Listen to people talking in six situations. For each question, choose the correct answer (A, B or C).

1 What made the girls mum most unhappy?



A



B



C

2 What is the girl going to do the next day?



A



B



C

3 What will the boy do on his birthday just before he goes home?



A



B



C

4 Which activity does the club manager think people will be most excited about?



A



B



C

5 What are the girl and her sister finding difficult to do at the moment?



A



B

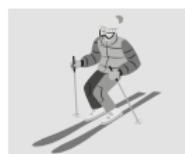


C

6 Which activity does the boy like best?



A



B



C

Task 2

Are the sentences true (T) or false (F)?

7 The boy would like to go skiing again.

8 The girl and the boy have different teachers for judo.

6

2

Task 3

You are going to listen to a talk about a young tennis player. Complete the notes. Write one word in each gap.

Stefanos Tsitsipas

His birthday is on the **(9)** of August.

In Greece, the most popular sports are football and **(10)**, so it's unusual that he plays tennis.

His parents also play tennis. His mother was an excellent junior player and Stefanos' father is his **(11)**

Since he started to win in important **(12)**, people have noticed him.

One of his hobbies is **(13)** and he also has a YouTube channel where he uploads the videos he makes.

On his channel, you can watch Stefanos when he's **(14)** hard to get ready for tournaments.

	6
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Task 4

Is the sentence true (T) or false (F)?

15 Stefanos started playing tennis when he was three years old.

	1
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LANGUAGE

Task 1

Complete the text. Write one word in each gap.

Travel Blog: Places to see

Have you **(16)** thought about visiting Egypt? If you go there, you must visit the Great Sphinx at Giza – a statue with the body of a lion and the head of a human. You'll be amazed by its size – it's huge! It's large **(17)** to see from far away. When **(18)** they build it? It was thousands of years ago. The man **(19)** was the king at the time was Khafre and it may be his face on the lion. There are other statues of sphinxes in the world, but none are as famous **(20)** this one. The statue is close to the pyramids, so you can visit both on the same day. If you want to explore it **(21)** yourself, it's quite easy to do. There are a **(22)** good apps you can download with lots of useful information. But if you **(23)** rather go with a guide or a tour group, there are many that you can choose from.

8

Task 2

Read the text and decide which answer (A, B or C) best fits each gap.

Skateboarding

Surfers from California **(24)** wanted an activity to do on the days when the waves weren't big **(25)** for surfing probably started skateboarding in the 1940s or 1950s. They had an idea to 'surf' on the streets, so they **(26)** it a try and put small wheels on small boards. Skateboarding was born! It has been an important part of street culture **(27)** about twenty-five years, since the late 1990s. These days, in a **(28)** of towns and cities around the world, there are skate parks and sports **(29)** where teens can have fun and practise their skills. And, from 2020, skateboarders can even compete to be the best **(30)** the sport in the Olympic Games and win medals.

- | | | |
|--------------------|------------------|----------------------|
| 24 A who | B which | C have |
| 25 A some | B already | C enough |
| 26 A had | B gave | C did |
| 27 A for | B in | C of |
| 28 A much | B lots | C lot |
| 29 A blocks | B centres | C accessories |
| 30 A at | B of | C to |

7

Summer holiday activities

A Skydiving

If you're afraid of being up high, don't do this! Many people think it's too scary, but others love it. So, if you aren't afraid to jump out of a plane, give it a go. It isn't cheap though – each jump costs a lot of money, so it's best to do it as something special that you'll never forget.

B Explore a forest

This is an excellent activity for anyone who is interested in the environment. It doesn't cost anything and all you need is a notebook and pen, a camera and good walking shoes. Organise a day trip with your friends and be amazed by the beautiful plants and animals that live there. Don't forget to take plenty of water and some food, too.

C Volunteering

Become a volunteer at an animal shelter. Shelters always need people to help them take care of the animals. The animals don't have homes because they're lost or their owners can't look after them. Many of them feel lonely, scared or sad. You'll feel great about doing something important, and the animals will show you how much they love you.

D Beach volleyball

If you love team sports and being by the sea, you should try playing beach volleyball. It's the perfect summer sport and if you have played volleyball before, you already know the rules. Get your friends together, make two teams, and start playing. It's a fast game that will make you feel hot. At the end of the match, jump into the sea!

E Play games

If you can't go to the beach in the summer, don't worry. There are lots of other fun activities to keep you happy. Try doing quizzes and puzzles or playing board games. You can have a competition with your friends to find the best player and give small prizes to the winners. It's a lot of fun! It's even better when you make tasty snacks for everyone to enjoy.

F Blogging

Is there something you're very interested in, like a sport, fashion, TV or books? Why not share your interest with others? You can start a blog to write about your favourite hobby or free time activity. Blogs are a great way to practise and improve your writing. You'll also have fun reading the comments other people leave on your blog.

G Surfing

Surfing may look easy, but it's quite difficult to stay on the board! If you enjoy challenging activities, this could be perfect for you. A teacher will show you how to stand up on the surfboard and how to stay on it in the water. There are lots of clubs that teach teenagers and they're not too expensive.

READING

Task 1

Five teenagers are looking for an activity to do in the summer. Read the article and decide which activity would be the most suitable for each teenager. Match the descriptions of the summer activities (A–G) with the people (31–35). There are two descriptions of activities which you do not need to use.

- 31 Tim likes to spend his free time with his friends. He prefers not to be indoors and is interested in trying an activity that isn't difficult to learn and can keep him fit. He enjoys competitions and likes winning.
- 32 Jason is a fan of adventure sports. He has tried zip lining and he loved it. His parents want to give him an exciting experience for his birthday and he's looking for an activity that he'll never forget.
- 33 Kelly has broken her leg and can't do any sports or go swimming for a while. She wants to do something at home that is interesting and will keep her busy. She enjoys reading and writing and doesn't mind being alone.
- 34 David enjoys being outdoors and learning about nature. He's a good photographer and likes to put his pictures online. He would prefer to do something with friends that doesn't cost too much.
- 35 Cait is adventurous and she isn't afraid to try new activities. In winter, she goes skiing and she's very good at it. She would like to do a similar sport in the summer and she doesn't mind paying for lessons.

	5
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Task 2

Read the article again and answer the questions in your own words.

- 36 How do many animals in shelters feel?

.....

.....

	2
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- 37 What indoor activities can you do with your friends?

.....

.....

	2
--	---

Task 3

Read the article. Choose from the sentences (A–H) the one which fits each gap (38–42). There are three extra sentences which you do not need to use.

- A Thousands of others read about its amazing skills in the newspapers.
- B Is this a reason for us to worry about what could happen?
- C But did you know that people have been excited by the idea of robots for hundreds of years?
- D Next to it was another machine that was much smaller.
- E None of them believed the Turk was a machine which could think.
- F The Turk played chess against anyone who thought they could beat it, but they usually lost.
- G Although it was quite difficult, they sometimes won the games.
- H The desk under the chess board was big enough to hide a man.

	5
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Task 4

Read the article again and answer the questions in your own words.

43 Where did the Turk sit?

.....

44 What was happening in factories when the Turk went to the USA?

.....

45 Why was the Turk good at chess?

.....

	6
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Total:		50
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The story of 'the Turk'

Robots can do many jobs that people do, especially boring jobs in factories. In the future, they will certainly be able to do more. **(38)** Nearly 250 years ago, in the 1770s, an inventor called Wolfgang von Kempelen presented his newest invention. It was a robot chess player that looked like and could move like a real person. People called it 'the Turk' because it wore long clothes and a cap on its head, as people did in Turkey.

The machine sat behind a big wooden desk that was closed on all sides like a box. On top of it there was a chessboard. **(39)** This included Napoleon Bonaparte and Benjamin Franklin – the scientist who was famous for his experiments with electricity.

When the Turk arrived in the USA in 1826, many people went to see it. **(40)** They wondered how it was possible for a machine to play chess. They were also interested in the Turk because machines were starting to do work in factories.

However, there were people who thought it was a trick. **(41)** They were right and they finally discovered the secret. **(42)** Sitting inside, he had a way to control the arms of the Turk and move the pieces on the board. How did the Turk win so often? Its owner paid chess champions to work the machine!

GRAMMAR

Task 1

Complete the conversation with the correct form of the verbs in brackets.

A: Hi Oliver. How are you?

B: I'm fine thanks. I'm just (1) (do) my homework. I (2) (think) it's really hard. And you?

A: I'm (3) (go) to singing class. I normally (4) (have) it on a Tuesday night.

B: But did you (5) (do) your homework? It's for tomorrow morning!

A: I (6) (do) it in class, while the teacher wasn't (7) (look).

B: You shouldn't (8) (spend) your time in class doing homework!

A: I know, but I don't (9) (have) any spare time. I'm (10) (practise) for a big singing competition and want to spend my time on that.

	10
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Task 2

Choose the correct words to complete the sentences.

11 We **are going to visit** / **visit** our grandparents at the weekend.

12 I think in the future we **living** / **will live** on other planets.

13 The plane **arrives** / **going to arrive** at 6.30.

14 I hope Uruguay **are winning** / **will win** the next World Cup!

15 You can't get to the station? I **will take** / **am taking** you in my car.

16 This film is so boring, I'm **not going to finish** / **don't finish** it.

17 I can't meet you later. I **see** / **'m seeing** Anna tonight.

18 The film **starts** / **starting** at 7.15. We need to leave now!

19 I'm tired, so I think I **do** / **will do** my work later.

20 I **am being** / **am going to be** late tomorrow. I have a doctors appointment.

	10
--	----

Task 3

Complete the conversation with these words.

about never ought should usually

A: I am so tired. I (21) have enough sleep.

B: What time do you go to sleep?

A: About 11 p.m.

B: Well, you (22) go to sleep earlier.

A: I (23) go to bed at 9 p.m., but then I start reading when I'm in bed and I can't stop.

B: How (24) doing your reading before bed?

A: Yes, I (25) to try something like that. Maybe I could read in the living room until 9.30 and then go to bed.

	5
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VOCABULARY

Task 1

Complete the sentences with these words.

awful bossy dishwasher electricity follow grow install lazy successful

- 26 That film was There was no story and it was really boring.
- 27 You can me and I'll show you where the bus stop is.
- 28 Ben is so He just watches the TV all day and he never does his homework.
- 29 I want to be a doctor when I up.
- 30 Can you put the on? All the plates and glasses are dirty.
- 31 Please down the television. It's much too loud!
- 32 My girlfriend is so She always tells me what I should eat and when I should go to bed.
- 33 I think there is a problem with the The lights and the TV don't work.
- 34 I want to an antivirus on my computer. Can you help?
- 35 Eva is really She started a business when she was 19 and now she's rich!

10

Task 2

Choose the correct answer (A, B or C).

- 36 I am really bad maths. I find numbers difficult.
A at B with C in
- 37 You need to plug the television before you can watch it.
A up B on C in
- 38 My brother is still afraid of the dark.
A of B in C about
- 39 I am keen all outdoor activities. I really love camping and hiking.
A about B at C on
- 40 I am fed up my little sister. She's so rude!
A of B with C at
- 41 I love hanging out my friends at the weekends.
A of B on C with
- 42 My alarm goes at 6 a.m. every morning.
A off B about C at
- 43 I'm very interested learning other languages.
A in B of C about
- 44 I am so bored this website. It's just people taking selfies.
A at B about C with
- 45 Can you help me set my computer?
A over B up C at

10

Task 3

Choose the correct words to complete the sentences.

- 46 I am going to **tell** / **explain** the teacher that I don't understand.
- 47 Can you **explain** / **understand** to me how the computer works?
- 48 I love to **hear** / **listen** to rap music.
- 49 My teacher **told** / **said** me to sit down.
- 50 Can you **hear** / **pronounce** the film clearly?

5

Total: 50

GRAMMAR

Task 1

Choose the correct words to complete the sentences.

- 1 If you played basketball every day, you **be** / **would be** really good at it.
- 2 If the school had a pool, we **will swim** / **would swim** a lot.
- 3 If my team **loses** / **lost** this match, we will finish last in the division.
- 4 If you watch the Olympics, you **can see** / **would see** the fastest people in the world.
- 5 If you hit the ball outside the line, you **lose** / **would lose** a point.

	5
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Task 2

Rewrite the sentences in the passive.

- 6 You can locate most whales in colder waters.

.....

- 7 You can find over eighty percent of plants and animals in forests.

.....

- 8 They filmed the TV programme in the Arctic Ocean.

.....

- 9 They saw the elephant in the jungle in India.

.....

- 10 People use a lot of water in houses.

.....

	10
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Task 3

Complete the conversation with the correct form of the verbs in brackets.

A: Hi Tom! (11) you (watch) the tennis final yesterday?

B: No, I (12) (not see) a tennis match for years.

A: It was amazing. I think it's on TV again tonight. If you (13) (not watch) it, you (14) (miss) a great match.

B: If I (15) (have) a TV, (16) (watch) it later, but our TV is broken and it's in the repair shop.

A: Oh no! How long (17) it (be) at the repair shop?

B: It (18) (break) on Friday evening and we (19) (take) it to the shop on Saturday. We (20) (spent) lots of time reading since then!

	10
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VOCABULARY

Task 1

Choose the correct answer (A, B or C).

- 21 The played all the music beautifully.
A audience **B** orchestra **C** choir
- 22 Juan put all his clothes in the before he went swimming.
A court **B** track **C** locker
- 23 Our school won first in the singing competition.
A score **B** prize **C** hit
- 24 There was a lot of in the air and we couldn't see.
A fog **B** weather **C** sky
- 25 I love looking at the in the sky at night.
A earth **B** waves **C** stars
- 26 Our teacher makes us run around the three times before we play any sport.
A track **B** race **C** practice
- 27 We sat in the back so it was difficult to see the performance.
A stage **B** exit **C** row
- 28 The final was 3-0.
A match **B** score **C** beat
- 29 The was so strong that some buildings were damaged.
A sunlight **B** ground **C** storm
- 30 I ran the 100 metres in eleven seconds and it was a new school
A record **B** goal **C** result

	10
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Task 2

Complete the sentences with the correct form of these words.

beat clap collect compete explore interview
lose perform practise recycle review

- 31 The journalist the players after the match.
- 32 The audience loved the show and when the show finished.
- 33 When I am older, I want to all the unusual places in the world.
- 34 Oh no! My team is playing very badly. I think we're going to
- 35 I always in the sports competitions in my school. I love sports!
- 36 I try to singing every day because I want to be a singer when I am older.
- 37 Our school always has a play in the summer and they want me to the main part!
- 38 We try to things like glass and plastic because it's good for the environment.
- 39 basketball stickers is my favourite hobby.
- 40 My team Real Madrid in the finals! We're the champions!

	10
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Task 3

Match the words (A-E) with the situations (41-45).

- A** thriller
B horrible
C huge
D high
E romance

- 41 The planets are big, but the sun is so much bigger. It's over 100 times bigger than the Earth.
- 42 The film was really exciting. It was about a crime and I didn't know who did it until the end.
- 43 We went to the top of the mountain and we could see a long distance.
- 44 It was a great film about two people who fell in love.
- 45 I hated the food. It tasted bad and looked all brown and old.

	5
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Total:		50
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УМК Gold experience B1 итоговое тестирование

LISTENING

Task 1

You are going to listen to a woman called Ella talking about a project to help the environment. Complete the sentences. Write one or two words or a number or a date or a time.

Collecting rubbish in the park

Ella takes part in the rubbish collection every

(1)

The most common type of rubbish they find is

(2)

Ella is surprised to find quite a few

(3)

left in parks.

Volunteers need to take (4)
with them.

After collecting rubbish, Ella's team always go for
a (5)

For more details, visit www.

(6)com

	6
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Task 2

You are going to listen to an interview with Gregory, a teenager who has already been to forty countries. For questions 7–12, choose the answer (A, B or C) which fits best according to what you hear.

- 7 Gregory's family started travelling after
- A their school closed down.
 - B the parents got jobs abroad.
 - C one of them won a competition.
- 8 How did Gregory feel when he was in Japan?
- A more excited than he'd ever been
 - B disappointed by what he did there
 - C embarrassed by his poor Japanese
- 9 Gregory studied during his year abroad by
- A taking his course books from school with him.
 - B learning more online about where he'd visited.
 - C having lessons with his mum and dad.
- 10 What does Gregory say is the biggest benefit of travelling?
- A learning to do fewer dangerous things.
 - B being able to do more things for himself.
 - C having many more friends around the world.
- 11 Gregory especially likes visiting countries where
- A the sightseeing is very good.
 - B the language is easy to learn.
 - C the people are very welcoming.
- 12 Gregory recommends that teenage travellers should
- A move to new places regularly.
 - B stop worrying about visiting new places.
 - C make sure they take plenty of entertainment.

	6
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Task 3

Listen to the interview again. Are the sentences true (T) or false (F)?

- 13 Gregory says that he didn't really enjoy school that much when he was younger.
- 14 Gregory enjoyed having his parents as teachers while they were all travelling.
- 15 Gregory says that he doesn't really like sightseeing that much.

	3
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LANGUAGE

Task 1

Complete the text. Write one word in each gap.

A week without technology

I recently spent a whole week without my phone or laptop! I (16) just got back home and guess what! It was actually OK! I went on a summer camp (17) all technology was banned – I (18) only allowed to take in books and traditional games.

When I was younger, I always used (19) go to my grandparents' house during the summer holidays. But because they now live in an apartment, I've gone away for a week with my parents instead. Anyway, this year my mum said I (20) go to a summer camp if I wanted. She didn't tell me about the technology then, though. Anyway, we spent every day outside doing different activities like kayaking and rock climbing. I made some great friends and I (21) meeting up with one of them next weekend.

So (22) I enjoy the experience overall? Well, yes, but even so, if I go to another summer camp, I (23) probably choose one that I can at least take my phone to!

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Task 2

Read the blog post and decide which answer (A, B, C or D) best fits each gap.

My bedroom

In today's post, I want to tell you about my bedroom. We moved to a new house a couple of weeks ago. I was really excited (24) it because I got my own bedroom and didn't have to share with my brother any more. I love my brother but it felt (25) to have my own space at last. Now I can (26) the volume up on my computer without anyone complaining! It also makes it easier for me to (27) playing my guitar. I don't have to share a TV any more either so can watch my favourite (28) opera every day instead of what my brother wants to watch. I've covered the walls with photos I took on a recent (29) to Egypt. I love visiting other countries and taking pictures. I always felt a bit (30) when I changed things in our bedroom before, like where the furniture was. I was worried my brother wouldn't like it, but I don't have to feel bad about that any more!

- | | | | |
|--------------|---------------|------------|-------------|
| 24 A for | B about | C with | D on |
| 25 A huge | B wonderful | C furious | D hilarious |
| 26 A turn | B switch | C plug | D shut |
| 27 A perform | B entertain | C train | D practise |
| 28 A comedy | B drama | C soap | D music |
| 29 A trip | B travel | C sightsee | D delay |
| 30 A jealous | B embarrassed | C guilty | D confident |

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READING

Task 1

Read the article. Choose from the sentences (A–H) the one which fits each gap (31–35). There are three extra sentences which you do not need to use.

- A This electronic equipment uses lots of electricity.
- B I found this hardest to do with my phone.
- C And I also only have one short shower a day.
- D Because it's so cheap, everyone uses it.
- E Everyone can get involved in projects like these.
- F Now I just have one, which I wash and reuse every day.
- G So I've decided to try my best to be part of the solution now.
- H For example, I'm really into cycling and repair my own bike when I can.

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Task 2

Read the article again and answer the questions in your own words.

- 36 Make a list of the ways in which Peter is helping the environment.

.....

.....

	4
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- 37 What does Peter suggest you do instead of buying bottled water?

.....

.....

	1
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Going greener

My name's Peter, and I'm studying all about the damage that people are doing to our planet at the moment. I've realised that I'm actually a part of the problem because I don't take this issue seriously enough. **(31)** Maybe you can start doing some of the following things too.

The first thing I try to do is to use less water. I never realised that it takes lots of energy to make the water clean enough for my home. So the less water I use, the less energy I use too (and the less it costs!). I now turn off the tap, except when I need it on, when I'm brushing my teeth. **(32)**

I used to buy lots of bottled water. The problem is, it always comes in plastic bottles which are only used once, take lots of energy to produce and create lots of rubbish. **(33)** If you boil water from the tap and then keep it in the fridge, it's just as good as bottled water from the shop anyway.

I don't buy as much stuff these days. It all takes energy to make and to deliver to my house or for me to go out and buy, so instead I try to use what I've already got much more and for longer. **(34)** A great new model came out that I really wanted to get, but I stopped myself from buying it.

I also borrow things rather than buying them. **(35)** My friends have got tools I can use to do this, and I've got some that they occasionally need. So we share them rather than each buying new ones, which saves money and is fun too because we can do it together.

So come on everyone, it's time to go greener!

Task 3

Read the article and choose the answer (A, B, C or D) which you think fits best according to the text.

38 Oliver first became interested in collecting *The Hunger Games* books after

- A** he visited another country.
- B** his parents took him to an exhibition.
- C** his cousins gave him one of the novels.
- D** he watched a film in another language.

39 Why does Oliver especially like the Japanese versions of the books?

- A** Their covers are very unusual.
- B** They are very rare and valuable.
- C** He finds the writing very attractive.
- D** The artwork in them is so beautiful.

40 What do Oliver's parents think about his collection?

- A** It has become too large.
- B** It takes up a lot of his time.
- C** It makes his bedroom look nice.
- D** It's more expensive than they'd like.

41 Oliver says the easiest way to find new books is

- A** by using social media.
- B** through a local book shop.
- C** through an online book store.
- D** by contacting different publishers.

42 What would Oliver's best friend say about him?

- A** He's always online looking for new books. I can see why, because they look great, especially the Arabic ones, which he likes most too.
- B** I don't know why his parents buy so many books for him. Maybe he can sell them one day to pay the money back.
- C** I prefer the books he collects to the films. He has so many *The Hunger Games* posters too so his bedroom looks great.
- D** I can't believe how many books he has in his bedroom. I've never known anyone to be so passionate about collecting things.

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Total:		50
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My unusual hobby

16-year-old Oliver Patricks collects books in different languages

I have a slightly unusual hobby! I'm sure most of you have heard of the *The Hunger Games* books and films. Well, I collect the novels in different languages. You might think it all started when I was on holiday abroad and saw the books there or watched one of the films in a foreign language. Actually, it was when I saw some special displays in a museum with my mum and dad. There were these really old books in Arabic and other languages. They were beautiful so I thought why not collect something similar, but with my favourite character in them! I've since had them sent by cousins in Spain and uncles in Brazil and I love them all.

My favourites are the Japanese ones. It's nice seeing the stories written in a language that's so different to my own. The outsides of the books are actually reasonably similar to the English versions but the pictures inside are definitely different. They're so attractive they should be in a gallery, not just in books! I have no idea if they're worth anything but I don't want to sell them anyway.

My mum and dad have helped me to add to my collection. They buy things for me on the internet as I don't have a bank card, but I pay using pocket money or with money I get for doing jobs around the house. It's not like some hobbies where you have to practise a lot, so I always have time for homework. My parents were worried about where I'd put them all, but I think they agree with me now that my room looks nicer with shelves full of books than the posters of rock stars you find in most teenagers' rooms.

To start with, I tried ordering foreign-language copies through the bookshop in town. They could only get things from ten countries, though, so I turned to online shops instead. They have problems of their own, as payments between countries are sometimes difficult, but there are groups of other collectors on Facebook which was a great way to search for what I wanted. Emailing publishers is also possible, but there are too many around the world to make it worth it.

I love my unusual hobby!

УМК Gold experience B1+ промежуточное тестирование

VOCABULARY

Task 1

Complete the sentences with a suitable word. The first letter of each word is given.

- 1 Briony spent a long time on her project, but it was **w** _____ it because she got excellent marks.
- 2 At the conference I was given a **s** _____ with my name on it. I had to wear it on my jacket.
- 3 I made a joke, but my friend just laughed **n** _____ and looked away. I don't think he liked it.
- 4 We didn't know where Andy was until Harry **s** _____ him in the café.
- 5 Cars are the main form of **t** _____ in my town. There aren't many buses or trains.
- 6 We need to get the **m** _____ across that people need to do more to protect the environment.
- 7 I always buy **o** _____ fruit and vegetables because they don't contain pesticides.
- 8 Erica doesn't have a head for **h** _____ so she didn't come up the Eiffel Tower with us.

	8
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Task 2

Complete the sentences with these words and phrases. There are three extra words which you do not need.

awful consumers cut down enjoyable hang out
impact production season survey turn up

- 9 The builders were going to two trees, but we managed to stop them.
- 10 It's best to buy your vegetables when they are in That's when they taste best.
- 11 Students had to answer ten questions in our about their diets.
- 12 I like to with my friends at the weekend.
- 13 The advantage of internet shopping is that can buy things cheaply and easily.
- 14 The government hopes its road safety campaign will have a(n) on young people.
- 15 Our day out in the country was very I had a lovely time.

	7
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GRAMMAR

Task 1

Choose the correct words to complete the sentences.

- 16 Fiona **helps** / **'s helping** her father out with the shopping at the moment.
- 17 How long **have you learnt** / **have you been learning** the trumpet?
- 18 Jonathon was running around the park when he **hurt** / **was hurting** his ankle.
- 19 She **used to** / **use to** speak French, but she's forgotten it all now.
- 20 The TV news **just started** / **had just started** when someone knocked at the door.
- 21 Nico **spends** / **'s going to spend** next weekend at his friend's house.
- 22 This time next week, we **'re getting** / **'ll be getting** on the aeroplane.
- 23 By the time they **find** / **'ll find** out about our plan, it'll be too late to do anything.

	8
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Task 2

Complete the sentences with these words. There are three extra words which you do not need.

as due enough likely most more
slightly so such too

- 24 My dad says television comedies aren't as funny they were in the past.
- 25 Some of the beautiful beaches in the world can be found in Greece.
- 26 There's a lot of traffic on the roads so they're to be delayed.
- 27 There was a lot of wind that we could hardly stand up.
- 28 My new bedroom is smaller than the one in my old house.
- 29 I don't think there's room on the bus. Shall we wait for the next one?
- 30 The music was loud that I couldn't hear my friends talking.

	7
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USE OF ENGLISH

Task 1

Complete the second sentence so that it has a similar meaning to the first sentence using the word given. Do not change the word given. Use between two and five words.

31 Neil first played football when he was five and he still plays now.

BEEN

Neil he was five.

32 The music at the party was too quiet for us to hear it properly.

ENOUGH

The music at the party for us to hear it properly.

33 The price of chocolate probably won't go down in the future.

LIKELY

The price of chocolate go down in the future.

34 I had expected the half marathon to be more difficult.

AS

The half marathon I had expected.

35 I enjoyed that day out so much that I'd definitely go to that beach again.

SUCH

It day out that I'd definitely go to that beach again.

36 I couldn't understand the end of the film.

SENSE

The end of the film to me.

12

Task 2

Read the article and decide which answer (A, B, C or D) best fits each gap.

Make your community beautiful

Do you ever think that your town could be more beautiful than it is? Do you want to (37) your bit for your community? Why not organise an event to clean it (38)? Firstly, decide how your community could be improved. Maybe you don't think there are (39) trees and plants. Or perhaps there is too (40) rubbish in the town centre. Ask local people what they think and choose a project (41) they will want to get involved in. Once you've chosen the event, you need to find (42) who don't mind giving up their time. You can talk to neighbours, friends and family. Try to get as many people as possible because they might not all (43) up. After that you need to make a plan for the event. Think about what you need and what jobs everyone will be doing. You also need to make (44) people know when the event is going to take place.

- | | | | |
|-----------------|-------------|-------------|-------------|
| 37 A do | B give | C help | D make |
| 38 A away | B off | C out | D up |
| 39 A enough | B so | C such | D too |
| 40 A big | B many | C much | D little |
| 41 A whose | B which | C who | D why |
| 42 A volunteers | B consumers | C employees | D charities |
| 43 A hang | B give | C turn | D put |
| 44 A sense | B sure | C do with | D time |

8

Total: 50

VOCABULARY

Task 1

Complete the sentences with a suitable word. The first letter of each word is given.

- 1 I'm **h** _____ at cooking. My dishes never taste very nice.
- 2 The shop assistant gave me a **r** _____ for the game so I can change it if you don't like it.
- 3 We've got a new **l** _____ at school where we can do science experiments.
- 4 The problem is easy to solve. You just need to use your common **s** _____.
- 5 Krish has been looking a bit down lately. Let's think of something to **c** _____ him up.
- 6 My tennis **c** _____ has helped me improve a lot.
- 7 The rescue team were very **h** _____. They were very brave to save those children.
- 8 Some scientists **p** _____ that there'll be flying taxis in twenty years' time.

	8
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Task 2

Complete the sentences with a preposition.

- 9 This maths problem is really hard. Can you help me work it _____?
- 10 Martin and I had an argument, but we talked it _____ and we're friends again now.
- 11 Your son should be very proud _____ himself. He's worked hard this term.
- 12 Sometimes it's hard to cope _____ the noise in my house so I have to work in the library.
- 13 Noah is very enthusiastic _____ his new rock band. He's been practising the drums every day.
- 14 Ricky has fallen out _____ Josh again. I can't believe they have so many arguments.
- 15 I have to learn this poem _____ heart in time for the end of year show.

	7
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GRAMMAR

Task 1

Choose the correct words to complete the sentences.

- 16 You **should have / had better** spoken to the manager if you were unhappy with the food.
- 17 It was a lovely day so I suggested **going / to go** for a walk by the river.
- 18 Mrs Hopkins is the new teacher **whose / who's** teaching first year French.
- 19 My mum made me **tidy / to tidy** up my bedroom before I could go out.
- 20 You **ought / must** not to spend so much time watching those awful TV series.
- 21 We visited several historic sites, **that / which** were all fascinating.
- 22 Why don't you ask Umberto to help you. He knows how **write / to write** computer programs.
- 23 Will you **can / be able to** find my house if I send you a map?

	8
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Task 2

Complete the sentences with these words. There are three extra words which you do not need.

can't couldn't either had to mustn't neither none
what where who

- 24 There were three or four nice tops on sale, but _____ of them fitted me.
- 25 The hotel receptionist was very helpful. He showed us _____ to leave our bags.
- 26 There are a few people in my class _____ have never been abroad.
- 27 Our teacher said we _____ give him our essays by next Monday.
- 28 I don't really like _____ of those photos. Shall we take another one?
- 29 Can you sit down please? I _____ see the screen.
- 30 Josh will know _____ to do with your computer. He's studying electronics.

	7
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USE OF ENGLISH

Task 1

Read the text and complete the gaps with one word only.

Sleeping for a healthy body and mind

Sleep is essential for a healthy body and mind. If you don't get (31) of it, it can have serious consequences. It can make you ill and unhappy and you might not be (32) to cope with your daily routine.

Many adults joke about teenagers sleeping (33) much. The truth is that many (34) them get less than eight hours' sleep a night. The result is that they are tired at school and they fall (35) in their work. Not only that, but it can also affect relationships at home. Teenagers (36) are suffering from a lack of sleep are more likely to have arguments with their families. They will find themselves falling (37) with their parents over the smallest things.

The main problem is that many adults don't know (38) to solve the problem. However, the solution may be simpler than we think. Teenagers' sleep patterns are different from adult ones and they don't (39) to go to bed so early. On the other hand, we should (40) them sleep later in the morning if they want to.

10

Task 2

Use the word given in capitals at the end of some lines to form a word that fits in the gap in the same line.

The need to be creative

Nowadays, many teenagers complain about the number of exams they have to take and there are very few students who would (41) with that point of view. Parents and teachers tend to believe that developing (42) is essential for future success in work. Students are expected to become experts at Maths, languages and Science, as well as having good general (43) However, recent studies have shown that it may be time to (44) this belief.

AGREE

INTELLIGENT

KNOW, THINK

It is now thought that developing (45) may be just as important as academic success. Being allowed to develop your (46) side can have many benefits, especially for teenagers. For example, activities like dance or drama can help young people develop their social skills because they learn to work in teams and become more (47) to the people around them. It can also help develop awareness of space as well as helping you keep fit, in the case of dance. Other activities like painting or playing a (48) instrument can help people express themselves better so it can help develop communication skills.

CREATE

ART

SENSE

MUSIC

Apart from the obvious (49) that creative activities can bring, it also seems that they can even have benefits later in life. Many (50) now want more than just good qualifications. They want workers who are confident and with good social skills.

PLEASE

EMPLOY

10

Total: 50

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LISTENING

Task 1

You will hear a student, Francesca, talking to her class about a trip to Granada in Spain. For questions 1–10, complete the sentences with a word or short phrase.

- 1 Francesca says that many of the cave houses were constructed in the
- 2 From the cave house, Francesca could see the behind the Alhambra palace.
- 3 Francesca says that the lowest temperatures in Granada can be in winter.
- 4 The of Granada had the Alhambra palace rebuilt in the thirteenth century.
- 5 The palace had a canal which provided water for the located in the summer palace and the bath houses.
- 6 Francesca thinks the kings and queens would have liked the in the gardens.
- 7 She recommends buying tickets for the Alhambra online because there can be a
- 8 You would expect to find many of the things from the street market in
- 9 Francesca found it amusing to taste the different called *tapas*, served in the restaurants.
- 10 She says Granada has been influenced by various from Europe, Africa and Persia.

	10
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Task 2

You will hear five young people talking about things they are good at. For questions 11–15, choose from the list (A–H) what each speaker says about the thing they are good at.

- A I'd like to have the chance to represent my country.
- B I appreciate the encouragement my parents gave me.
- C I used to get annoyed doing this, but I don't anymore.
- D I realise that this can be difficult for other teenagers.
- E I'm amazed that I've had this much success.
- F I don't enjoy doing this as much as I used to.
- G I'm disappointed that my parents didn't support me.
- H I'm not convinced that I want to do this in the future.

- Speaker 1 **11**
- Speaker 2 **12**
- Speaker 3 **13**
- Speaker 4 **14**
- Speaker 5 **15**

	5
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USE OF ENGLISH

Task 1

Read the text and complete the gaps with one word only.

Money

Nowadays, many people use their smartphones to pay for their shopping. You can buy anything you want just by touching your phone against a device in a shop. This (16) changed the way we buy things because we don't need to carry money anymore. (17), we haven't always been able to make our purchases as easily as that.

Thousands of years ago, there was no money, so people (18) exchange things they owned for the things they wanted. The things they exchanged were usually either animals (19) crops. Later, they started to use things like stones, (20) could be carried more easily.

Coins, and later paper money, appeared around 3,000 years ago and haven't changed very much since then. Most countries have their own form of money, or currency, such as the pound or rupee. Some currencies, such as the euro, (21) even used by many countries as the main currency.

In recent years, though, people have argued that traditional money isn't practical enough for our modern needs. They say we need something (22) secure, which can be used anywhere in the world. By using technology, such as smartphones or tablets, we can securely access all our money at any time. This has led to the appearance of new digital currencies, such as Bitcoin. It's unlikely that notes and coins (23) exist at all in the future.

8

Task 2

Use the word given in capitals at the end of some lines to form a word that fits in the gap in the same line.

The Sumatran Rhinoceros

The Sumatran Rhinoceros is one of the (24) members of the rhinoceros family and measures two to three metres in length. Nowadays, they are only found in the rainforests and cloud forests of Sumatra and Borneo. (25), they are now critically endangered, although they once lived across different parts of Asia. **RARE**

This rhino tends to live alone, moving around the hilly forests looking for plants and small trees to eat. It is most (26) early in the morning and in the evening. The rest of the time, it prefers to lie around in mud baths and puddles. In contrast to what some people say, they are (27) creatures and there is little evidence of them fighting each other. **ACT**
PEACE

It is thought that fewer than 100 Sumatran Rhinos still survive in their (28) habitat. Their numbers have decreased (29) in the last few decades due to hunting. Despite that, (30) have been able to carry out various studies. They hope this information will help them to increase Sumatran Rhino numbers in the future. **NATURE**
QUICK
RESEARCH

7

READING

Task 1

Read the article and choose the answer (A, B, C or D) which you think fits best according to the text.

- 31** What does the writer say about smartphones in paragraph 2?
- A** The invention of the telephone was more important.
 - B** They only have a limited number of features.
 - C** They have had an important effect on our lives.
 - D** They aren't suitable for long distance phone calls.
- 32** According to the writer, how have smartphones affected our relationships?
- A** They have helped us become more communicative.
 - B** They have made it more difficult to communicate well.
 - C** They have allowed us to spend more time with our families.
 - D** They have stopped us making new friends.
- 33** What disadvantage of smartphones does the writer discuss in paragraph 3?
- A** We are not as efficient at work as we used to be.
 - B** We find it harder to forget about our jobs at the end of the day.
 - C** We spend more time chatting to friends than working.
 - D** We no longer like to discuss our personal relationships.
- 34** The writer talks about an earthquake in the fifth paragraph to show that
- A** it can take a long time for us to get the latest news.
 - B** we can't trust any of the social networks.
 - C** reporters aren't interested in those types of stories.
 - D** we should be careful about the news we read.
- 35** What is the writer's overall message about smartphones?
- A** We should be concerned about the negative effects on our lives.
 - B** We must do everything we can to stop people using them.
 - C** We ought to prohibit people from using them on public transport.
 - D** We should be pleased that people are using them less than in the past.

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Have smartphones changed our lives for the better?

1

It's hard to believe that smartphones have only been around for little over a decade. They're now so common that it's surprising if someone doesn't have one. As I sit on the underground in the mornings, all I see are tired-looking travellers staring at their smartphones. When I step off the underground, others are navigating the platform, eyes still fixed on their screens. Most of them will spend the rest of their day checking their messages and the latest news updates or keeping up on celebrity gossip.

2

There's no doubt that the smartphone has changed our lives significantly. For most of the twentieth century, the telephone changed little. It only allowed us to talk to people over long distances and, later, send text messages to them. The smartphone, however, changed all of that by adding features such as cameras, GPS and sophisticated computer technology. They are multi-purpose tools, whose uses are only limited by the imaginations of computer programmers. If you're lost, your phone will help you find your way. If you're feeling lonely, it will help you find the perfect friend. You can even do your shopping on it, without leaving the comfort of your kitchen. The problem is that we've become so dependent on this technology that we've failed to notice the dangers.

3

What worries me most is that we are now more interested in our smartphones than in the people around us. How many of us check our phones before we've even said 'good morning' to our families? How many of us are checking our friends' online profiles when we could be talking to them? Instead of actually talking to people, we send them three-word messages or emojis. One advantage of the telephone was that it helped us become more communicative. Smartphones, on the other hand, have limited the way we communicate with others.

4

What about work? Surely, smartphones have made us more efficient in our jobs? After all, we can send and receive emails at any time, organise our schedules and make sure we don't miss an important call. That's great for our companies, but not so great for us or our families. In the past, when we finished work, we would go home and forget about it. Nowadays, smartphones mean many people take their work home with them so there is less time to relax. Apart from making you more tired, this can have a negative effect on your personal relationships, with more arguments and misunderstandings.

5

But smartphones are fantastic for knowing what's going on in the world, right? Well, that's true to a certain extent. In the past, we used to rely on papers or television and radio for our news. Sometimes, you had to wait for a whole day before hearing the latest updates. However, the online newspapers and social networks which we use nowadays are constantly updated. If there's an earthquake on an island on the other side of the world, we know about it in minutes. But can we really trust the social networks for our news? Were the reporters on the island when the earthquake happened? Or were they just repeating a story that they'd seen on another social network?

6

I'm not trying to say that the smartphone was a bad invention. I couldn't imagine not being able to search for a recipe or share my photos with my family and friends. However, I strongly believe that we need to understand the risks related to their use. We should ask ourselves whether working longer hours or having fewer 'real' conversations is a good thing. If we disagree, then we must think carefully about the way we use our smartphones.

Task 2

Read the article. Choose from the sentences (A–F) the one which fits each gap (36–40). There is one extra sentence which you do not need to use.

- A** For that reason, he decided it would be better to organise everything himself.
- B** In fact, it takes a team of organisers a whole year to prepare for something like this.
- C** Not only that, but there are open-air cinemas, theatres, talks and workshops, as well as play areas for the younger ones.
- D** As they are keen for the festival to be eco-friendly, much of this waste is recycled.
- E** However, over the years, the popularity, and the price, of the festival has increased dramatically.
- F** They usually get free accommodation and food and, in return for their help, the festival organisers donate money to their charities.

	10
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Total:		50
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How to organise a rock festival

Every summer, people of all ages pack up their tents and wet weather gear and make their way to the music festivals that take place in the UK. They go there to see their favourite music artists and to escape from reality for a few days. The festivals are all shapes and sizes, from tiny events which people put on in their gardens to huge ones for tens of thousands of music fans. Whether it's big or small, the organisers will have been planning and working hard for months to make sure the event is a success. So how exactly do you organise a music festival?

The most famous festival in the UK is the Glastonbury Festival, which has been running for almost fifty years. In that time, some of the most famous names in contemporary music have played on the festival's main stage, from The Rolling Stones to Ed Sheeran. The first Glastonbury festival was attended by around a 1,500 people and, although it was not free, it cost only £1 to get in. **(36)** Nowadays, it regularly attracts over 130,000 people, with tickets selling for more than £200 each.

Glastonbury was the dream of one man, Michael Eavis, in the early 1970s and he has been involved in its organisation ever since then. However, putting on an event of this size is far too much work for one person. **(37)** They need to decide what their budget is, how many people to invite and what acts to include. They also work closely with different companies and charities to make sure that the event runs smoothly and safely.

If you include the army of volunteers who help out at the event, thousands more people are involved in the running of the festival. They provide security, medical services in case people get ill, and stewards who help people find their way around. Many of these volunteers work for charities like Greenpeace or Oxfam. **(38)** This means that everyone gets to benefit from the festival.

Of course, the main focus of a festival like this is the music. Thousands of fans come together to see famous bands, like The Chemical Brothers and The xx. However, Glastonbury is supposed to be a family festival so there has to be something for everyone, from East African folk bands to the gospel choirs. **(39)** A large part of the organisers' time is spent in booking artists and creating a varied programme of events.

While this is probably the most important job, accommodation is also a priority. Most of the festival-goers will stay on the site for the duration of the festival, sleeping in their own tents. However, setting up a campsite for a few hundred thousand people is no easy task. For example, more than 4,000 portable toilets are provided and specially-built reservoirs, or lakes, supply more than 2,000,000 litres of fresh water. Rubbish is also an important consideration for the organisers, with more than 15,000 litter bins being provided. **(40)** In 2014, nearly a thousand tonnes of plastic, glass and other materials were separated to be used again.

There are many more things that the organisers have to take into account, such as transport and providing places where people can eat. Every little detail has to be thought of in order for the festival to be a success. Organising a festival is far from easy and requires a lot of hard work, but if it's done properly, people will come back year after year.

GRAMMAR

Task 1

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

- 1 My brothers Paul and Alan always (play) computer games.
- 2 Mrs Carter (teach) at our school since 2016.
- 3 I (work) in a café in California this summer, but there were fires so I couldn't go.
- 4 Here's the plan – we (go) to book the holiday in Mexico first. After that, we can surprise Dad with the news!
- 5 In three years' time, it's likely that you (study) at university.

	5
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Task 2

Choose the correct words to complete the sentences.

- 6 I'm not too keen on English tea. It tastes **much worse** / **much worser** than tea in my country.
- 7 I don't want to be a waiter when I finish school. Waiters don't earn **too much money** / **enough money** for me to achieve my dream.
- 8 **Several** / **Plenty** students in my class are hoping to travel abroad this summer.
- 9 When you're a vet you have to be good at caring for **each** / **many** animal that you see.
- 10 I love writing about cycling on my blog. **The sense** / **Sense** of achievement it gives me is great.

	5
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Task 3

Read the article and decide which answer (A, B or C) best fits each gap.

My interests

What job will you do in the future? I wanted to be an astronaut when I was ten, but now I'm **(11)** older that's changed. I'm hoping to become a sports instructor because I love exercising in the gym and outdoors. Of course, if you are **(12)** my brother Jack, who spends most of his time in front of his computer, then you are **(13)** to want to stay indoors. Sometimes we play interactive computer games in front of the television and pretend we're skiing or playing football. If you are an outdoors sort of person that can't drive, then there are **(14)** places better than your local park or gym. Or how about persuading some of your family to go for a long walk? You don't have to live in the country to do this. You can **(15)** walk thousands of steps in the city!

- | | | |
|-------------------------|----------------------|--------------------|
| 11 A many | B more | C much |
| 12 A as lazy as | B lazier | C laziest |
| 13 A likelier | B more likely | C likeliest |
| 14 A a few | B few | C fewest |
| 15 A more easier | B the easier | C easily |

	5
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VOCABULARY

Task 1

Complete the sentences with these words.

down high responsible sympathetic thrilled

- 16 Going to the Ice Hotel in Sweden is
on my list of places to visit in the world.
- 17 My cousin is for ensuring the
customers have enough to eat and drink at the restaurant
where she works.
- 18 The tour guide was very when I said
I was feeling ill. He arranged for me to sit quietly at a café
while the rest of the group continued with the tour.
- 19 Kelly was in the dumps yesterday
when I saw her as she'd failed her history exam.
- 20 You can imagine how I was when I found out
I'd won a trip to New York. I'm so excited – I can't wait!

5

Task 2

Choose the correct words to complete the sentences.

- 21 Some people are petrified **at / of / over / on** the dark. My
friend Faisal didn't like it when we went on a night walk on
holiday.
- 22 It's best to tell your boss something is wrong at the first
time / sign / impact / happening of trouble.
- 23 My teacher insists **in / at / on / up** us being on time. He
doesn't like it when we are late for class.
- 24 It's good to have control **from / over / under / out** your
own time – I'd like to work for myself when I leave school.
- 25 Employers like people who can **manage / rely / cope /**
benefit with change. Things never stay the same for ever!

5

Task 3

Read the text and complete the gaps with one word only.

Which job?

In my school, our teachers often talk about
(26) future and what we will do when we
are older. Sometimes, they ask someone's mum or dad
to come and talk to us about their job. Most of us have
an idea of what we want to do, but a (27)
students don't know this. So it's great to hear about
different jobs. Astrid's dad is an engineer and he came
and gave a presentation about his job last week. He told
us about the exams you need to do to work in airports
or in a (28) of places where engineers
work. I'm not at all keen on the idea of working as an
engineer as I'm hopeless at maths and science. I'm much
(29) at art and music and I enjoy working
in a much (30) creative way. I never run
out of ideas! I'm hoping to work in an art gallery or
possibly even the music industry when I leave school.

5

USE OF ENGLISH

Task 1

Complete the second sentence so that that is has a similar meaning to the first sentence using the word given. Do not change the word given. Use between two and five words.

31 I planned to fly to Paris at the weekend, but the flight was cancelled.

DUE

I Paris at the weekend, but the flight was cancelled.

32 I've never had such an exciting feeling.

EVER

That's the felt.

33 Tina arrived late so she didn't see the start of the play.

TOO

Tina arrived the start of the play.

34 Lisa got that laptop when she was fourteen.

HAS

Lisa she was fourteen years old.

35 Delivering newspapers is less boring than I thought it would be.

AS

Delivering newspapers I thought it would be.

36 It's necessary to be very energetic to be a dancer.

DEAL

You need to be a dancer.

	12
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Task 2

Read the article and decide which answer (A, B, C or D) best fits each gap.

Memorable travel experiences

When I finish university, I want to be a tour guide. I'd like to help people (37) their goal, which could be reaching the (38) of a mountain or trying (39) going on a zip wire for the first time. Mass tourism can lead to tour operators taking tourists to the most well-known attractions, but that doesn't appeal (40) everyone. Experiences such as swimming with dolphins or staying with a local family to discover their traditions is (41) on some people's lists. What about you? Would you like to be blown (42) by seeing the Northern Lights in Scandinavia or discovering the lost city of Machu Picchu in Peru? Of course, sometimes the actual experience may not live up to your (43) It might be cloudy when you go to Sweden so you don't (44) seeing the fantastic green lights across the winter skies. It's good to have dreams, but you shouldn't insist on always realising them or you could end up being disappointed!

- | | | | |
|--------------|----------------|---------------|------------|
| 37 A realise | B finish | C get | D achieve |
| 38 A height | B summit | C bottom | D point |
| 39 A on | B in | C from | D out |
| 40 A to | B for | C at | D of |
| 41 A tall | B above | C high | D wide |
| 42 A away | B over | C with | D up |
| 43 A dreams | B expectations | C predictions | D thoughts |
| 44 A give up | B give away | C end up | D put off |

	8
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Total:	50
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GRAMMAR

Task 1

Choose the correct words to complete the sentences.

- 1 Eva persuaded her parents **letting** / **to let** her go to the music festival with her friends.
- 2 After tags **had been** / **were being** put on all the baby mice, Jay Malone and her team put them back in their nest.
- 3 You should carry lots of water with you when you go hiking in case you **are** / **were** thirsty.
- 4 Tickets for the tennis tournament need **to be bought** / **to buy** from Mr Williams.
- 5 I wish I **hadn't taken** / **wasn't taking** exams this year. I'd have more free time to spend with my friends.
- 6 The road markings **had to be painted** / **hadn't been painted** before they could open the road to traffic again.
- 7 Hassan's grandfather remembers **watching** / **to watch** the England team when they won the World Cup.
- 8 My eyesight needs **testing** / **tested**. I can't read the traffic signs when I'm on my bike.

	8
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Task 2

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

- 9 It can be awful getting lost in the country if you (not have) an up-to-date road map or Sat-Nav.
- 10 I'll never forget (enter) the school dancing competition. It was amazing!
- 11 Petra her computer (repair) last week because it wasn't working properly.
- 12 I recommend (try) the new café in the market square. They have delicious cakes there.
- 13 Luke (advise) by his parents to have his photo taken professionally for his new passport.
- 14 My cousin (speak) fluent English by now if her family had moved to England when she was younger.
- 15 Ana's film (shoot) using only a small camera but it looks really professional.

	7
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VOCABULARY

Task 1

Choose the correct words to complete the sentences.

- 16 Karl had to give **away** / **up** / **off** running halfway through the race because he was exhausted.
- 17 I hate to be running **later** / **delayed** / **late** when it's time for singing practice.
- 18 If only my team could defeat our **viewers** / **spectators** / **opponents** in the college rugby championship!
- 19 You won't solve this science problem unless you **stick** / **continue** / **stay** at it. Don't give up!
- 20 Hal is working **for** / **out** / **of** a way to design a drone that can deliver small packages to his flatmates.
- 21 I can't wait for the computer gaming event. Let's meet by the entrance **levels** / **gates** / **hurdles**.
- 22 It **pressed** / **gave** / **took** their breath away when they reached the summit and saw the views.
- 23 The guide said we'd get to the airport **in** / **over** / **on** good time for our flight.

	8
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Task 2

Choose a word from A and a word from B to complete each sentence. There are two extra words in each box which you do not need to use.

A

apartment	back	by	in	no	on	requires	round
						speeds	water

B

at	complexes	coordination	daily	do	doing	for
		levels	to	up		

- 24 In my dreams, I'm a top-class architect designing that people live in.
- 25 If you want to write a successful blog you should update it a basis as much as is possible.
- 26 Ali is really skilled at time-lapse photography. It looks crazy when she the images
- 27 Drone racing is such a challenge. It good hand-to-eye to avoid a crash.
- 28 I was going to join a gym last year but I never got to it.
- 29 In a lot of countries rising are causing a lot of problems.
- 30 Can I get you about whether I can come to the concert next week?

	7
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USE OF ENGLISH

Task 1

Use the word given in capitals at the end of some lines to form a word that fits in the gap in the same line.

Degus

You may be (31) with the degu, but this small sociable mammal is growing in **FAMILIAR**
(32) as a 'pocket' pet. They are sometimes called 'brush tail rats' because of **POPULAR**
their (33), but they are completely unrelated to rats. As the natural inhabitants **APPEAR**
of desert-like parts of central Chile, they can live in the Andes mountains at a (34) **HIGH**
of 3,500 metres above sea level, although this is quite (35) They live in groups **USUAL**
as big as a hundred, so if you're thinking of getting one as a pet consider buying two or more.
There is no (36) of websites with advice on caring for this small rodent. So what **SHORT**
do degus eat? You should feed them a (37) of specially-made dry food that **MIX**
doesn't have sugar in it and leafy vegetables. As their teeth are constantly growing, they
are capable of chewing through plastic so buy a metal cage that is as big as is (38) **PRACTICE**
possible. Degus dislike being picked up, but with the right sort of (39), they will **ENCOURAGE**
eat from your hand or allow you to stroke them. In the wild, they clean themselves in a
'sand bath' by rubbing sand into their fur. This is normal (40) so make sure there **BEHAVE**
is a bowl of sand in your pet's cage.

10

Task 2

Read the text and complete the gaps with one word only.

E-sports on the rise

A lot of fuss has been (41) about e-sports in recent years. In no (42)
at all, competitive events have appeared in many countries. As many e-sports involve role-playing
games where teams or individuals try (43) defeat their opponents they may not look at
(44) sight to be 'real' sports, but in many ways they require the same skills as traditional
sports. In (45), top video gamers have been found to have reactions that are just as
fast (46) those of professional footballers. This is due to intensive training schedules –
(47) many top athletes, video gamers work (48) their technique to improve
their performance. So what is the appeal for spectators? Experienced video gamer Rob Ellis says, 'Far from
losing (49) and getting bored watching someone else play your favourite games, being at a
live event only adds to the excitement and leaves you wanting more'. With the (50) money
for the winners of some tournaments being in the millions of dollars, e-sports are likely to become even
more popular.

10

Total: 50

УМК Gold experience B2 итоговое тестирование

LISTENING

Task 1

You are going to listen to people talking in eight different situations. For questions 1–8, choose the answer (A, B or C) which fits best according to what you hear.

- 1 You hear a girl talking to a friend about an activity camp she went to. What is the girl doing?
A persuading her friend to go to the camp
B explaining why she went to the camp
C describing the people she met at the camp
- 2 You hear part of an interview with a travel agent. What does she say about using apps on holiday?
A They can help travellers communicate with locals.
B They can pinpoint the best times to travel.
C They can identify good places to visit.
- 3 You hear a boy talking about his part-time job. What surprised him about the job?
A how many customers there were
B how hard the work was
C what employers value
- 4 You hear a girl talking about the place she lives in now. What does she miss the most about the place she used to live?
A the convenience of having local shops
B the chance to meet up with friends easily
C the noise from the people outside
- 5 You hear two friends talking about the sports they do. What do they both enjoy?
A exercising with other people
B setting themselves individual challenges
C training with music playing
- 6 You hear two friends talking about social media. What do they agree about it?
A It often hides the truth.
B It gives interesting information.
C It helps people stay in touch.
- 7 You hear two friends talking about a restaurant project at school. What does the boy say about some of the teachers?
A They are excited about the restaurant project.
B They have offered to do various jobs.
C They will help the pupils with the cooking.
- 8 You hear a boy leaving a message on a friend's phone. What does he want his friend to do?
A babysit his little sister
B help him to find someone who is available
C go with him to the school concert

	8
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Task 2

You are going to listen to a student called Hannah talking about a class project about plastic. Complete the sentences with a word or short phrase.

Hannah was surprised when she discovered the amount of **(9)** plastic can do.

Hannah uses the word **(10)** to give her opinion of the amount of plastic used by her classmates.

Hannah was very disappointed that the **(11)** she bought caused her to use a large plastic bag.

Hannah describes buying something without knowing much about what it's made of as **(12)**

Hannah was surprised at the **(13)** rubbish could cover in the ocean.

Hannah describes the amount of plastic currently being reused as **(14)**

Hannah was amused that recycled plastic could be used to make **(15)** for collecting recycling waste.

	7
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USE OF ENGLISH

Task 1

Use the word given in capitals at the end of some lines to form a word that fits in the gap in the same line.

Seeing is believing ...?

Have you ever wondered why it is that some things always look so good in **(16)** ?

And, somehow, much better than they do in **(17)** ? Why does that burger look so much better in the picture than the actual one I've just bought? Well, prepare yourself for some **(18)** facts! Marketing photographers and stylists have a number of tricks to improve the **(19)** of products, food in particular. Did you know that the breakfast cereal in the photo on the box looks nice and crispy because it's more than likely not actually in milk but glue, and those **(20)** red tomatoes have been covered in hairspray? It's delicious, cool ice cream, isn't it? No, it's really mashed potato! But isn't all this deception **(21)** for consumers? And could marketers be accused of being **(22)** and even of lying? Well, there's no law against it and the practice is likely to continue, so, just don't necessarily believe what you see.

ADVERTISE

REAL

SURPRISE

APPEAR

SHINE

LEAD

HONEST

7

Task 2

Complete the second sentence so that that is has a similar meaning to the first sentence using the word given. Do not change the word given. Use between two and five words.

23 Peter works more quickly than John.

IS
Peter than John.

24 I intended meeting Alice, but she called to cancel.

GOING
I, but she called to cancel.

25 If the bus doesn't come soon, I'll have to walk.

COMES
I'll have to walk soon.

26 I went out for a walk although it was raining this morning.

SPITE
I went out for a walk this morning.

8

GRAMMAR

Task 1

Read the text and complete the gaps with one word only.

Music plays a big part in most people's lives. In addition to listening to music, we've (1) singing it, playing it and dancing to it (2) very early times. Among other things, music can soothe us (3) we're upset, or cheer us up whenever we're depressed. However, as well as influencing our mood by serving as a distraction from things when they (4) troubling us, music has generally been accepted for a long time (5) have other impressive therapeutic values. The latest research seems to (6) shown that listening to music can reduce the sensation of chronic pain. (7) is also claimed that singing along while music is (8) played actively benefits our health. Singing on our own is good, but apparently singing with others in a group or choir is better. Our breathing is controlled and (9) is really amazing is that people's heart rates slow and synchronise, matching each other's! What it can also do (10) boost our immune system.

10

Task 2

Complete the text with the correct form of the verbs in brackets.

I (11) (have) a problem with downloading music on this tablet since it (12) (pass) onto me by my brother. At no time (13) (it / have) downloaded a single song in less than three minutes! My laptop (14) (repair) at the moment so I have to use it. But my brother's tablet appears (15) (not / update) since he bought it.

5

VOCABULARY

Task 1

Choose the correct answer (A, B, C or D) to complete the sentences.

- 16 The singer never really his potential and stopped making music when he was only twenty.
A completed B gained C managed D fulfilled
- 17 I think the boss has a(n) agenda.
A covered B revealed C hidden D blind
- 18 It's likely that the next film in the series will make lots of money, just like the last one.
A highly B relatively C virtually D generally
- 19 I'd like to the record straight and say that I don't agree to the changes.
A make B turn C take D set
- 20 I love the when the plane accelerates just before taking off – it's really exciting.
A emotion B concept C sensation D impression
- 21 My friend promised to pay it back the money soon, but I'm not going to for that trick again!
A drop B fall C get D expose
- 22 Appearances can be – she looks about seventeen, but I know she's in her mid-twenties.
A transparent B disbelieving C sensational D deceptive
- 23 Running a marathon in the rain a big challenge, but I'm sure I can do it.
A allows B presents C introduces D opens
- 24 The main of going on holiday to Spain is the guaranteed sunshine.
A distraction B attraction C approval D pressure
- 25 Media coverage of the debate wasn't one-sided, it was very , I thought.
A objective B deceptive C exclusive D legitimate

10

Task 2

Complete the sentences with the correct preposition.

- 26 The couple came up stiff competition in the tennis finals.
- 27 Because all the restaurants were fully booked, we ended getting a take-away.
- 28 I kept asking my brother for advice with the project and eventually he gave to my constant questions and helped me.
- 29 It's sometimes hard to live to other people's expectations of who they want us to be.
- 30 Our school team had to pull of the quiz because three members became ill.

5

USE OF ENGLISH

Task 1

Use the word given in capitals at the end of some lines to form a word that fits in the gap in the same line.

I developed a passion for books from the moment I learned how to read. Prior to that, I'd been	
fascinated by the words that accompanied the (31)	ILLUSTRATE
couldn't wait to be able to decipher them. There was a whole host of books (32)	READY
available to me in my father's study and I remember his surprise at my (33)	DECLARE
aged eight, that I would eventually read every single one. I have to admit that my passion did	
not always meet with my mother's (34)	APPROVE
the evening, the (35) to lose myself in a book was often too hard to resist. I would	TEMPT
argue that reading was much more (36) than maths! I wasn't, am still not, and	VALUE
never will be a very (37) person – I'm untidy, hate housework and leave a terrible	PRACTICE
mess when I cook, but I'm (38) and have a great job in publishing, which I owe	CREATE
to my passion for books.	

8

Task 2

Complete the second sentence so that it has a similar meaning to the first sentence using the word given. Do not change the word given. Use between three and six words.

- 39 My brother continually borrows my smartphone and never asks, which really irritates me.

ALWAYS

My brother asking.

- 40 I accidentally deleted my finished assignment and had to do the whole thing again.

SCRATCH

I had to do my assignment accidentally deleted it.

- 41 I'm confused about how many questions I need to answer in each section.

NUMBER

What questions I need to answer in each section.

- 42 People say that the musician started singing before he could speak.

SAID

The musician singing before he could speak.

- 43 Although he was concerned about some of his answers, Mike got through with really good marks.

COLOURS

Mike passed his exam despite his concerns about some of the answers.

- 44 The newspapers say teachers are not encouraging children to develop their talents.

REPORTED

It is encouraged by teachers to develop their talents.

12

Total:	50
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GRAMMAR

Task 1

Read the text and complete the gaps with one word only.

Travelling by underground is an efficient means of getting around London, but although it can (1) crowded during the day, it is sometimes quite empty and potentially scary at night. (2) I'm talking about are ghosts. Several stations (3) reported to be haunted and many members of staff (4) left their jobs over the years as a result of seeing and hearing things which did not exist. Certainties that the tunnels (5) be haunted have existed since the underground was first built, but it (6) new technology that has brought some of the fears to recent public attention. A passenger had (7) videoing a station one night on his phone and saw a transparent white figure come out of the tunnel wall and then disappear. The video showed that he hadn't been imagining it. Although the ghostly figure is claimed by many to be the ghost of someone who (8) died in the tunnel, it could simply have been one of the (9) homeless people who wander the underground at night looking for a sleeping place. Or perhaps this phenomena really (10) connected with ghosts! Send us your thoughts!

10

Task 2

Choose the correct words to complete the sentences.

- 11 Our teacher's car is outside, so she **must arrive / must have arrived**.
- 12 Ella was happy when my flight eventually landed because she **has been waiting / had been waiting** for two hours.
- 13 Experts say that a litre of water **is / are** what she should be drinking every day.
- 14 I've got a couple of **question / questions** I want to ask you.
- 15 Oh no! You **couldn't have done / shouldn't have done** exercise 5. We were asked to do exercise 6.

5

VOCABULARY

Task 1

Choose the correct answer (A, B, C or D) to complete the sentences.

- 16 The traffic is always quieter in areas because there are no trucks or lorries.
A communal B residential C industrial D civic
- 17 I'm appalled the number of mistakes I made in the essay! I must check more carefully.
A at B with C from D on
- 18 My father always used to say that we need to up to problems and not hide from them.
A look B turn C face D see
- 19 During the day the city centre is, but at night it's empty.
A suburban B upmarket C civic D bustling
- 20 My grandfather was an important public
A shape B figure C influence D image
- 21 The book is based on the writer's childhood.
A enormously B relatively C largely D consistently
- 22 My brother told me someone had stolen my bicycle, but he was just me up.
A jumping B hanging C standing D winding
- 23 The advertisement was in that it suggested a higher salary than was really the case.
A impressive B deceptive C contrary D sensation
- 24 The amount of plastic in the oceans a threat to humans as well as marine life.
A poses B questions C settles D conveys
- 25 The town centre streets were so that it took us an hour to drive to work.
A developed B historic C congested D wrapped

10

Task 2

Choose the correct words to complete the sentences.

- 26 Several people saw the thief attack the man, but they all **waited / stood** by and did nothing.
- 27 When you speak to the boss, you mustn't be distracted, but should **stick / stay** to your guns.
- 28 We watched the sun set and I was so **packed / wrapped** up in the moment that I didn't hear my phone ring.
- 29 The primary school teacher let her class get out of **hand / arm** and the children started fighting!
- 30 I like to visit different capital cities and **suck / soak** up the culture.

5

USE OF ENGLISH

Task 1

Use the word given in capitals at the end of some lines to form a word that fits in the gap in the same line.

Projects to help rough sleepers have moved on in recent years from the (31) respite	THANK
that shelters and soup kitchens provide, to attempts to (32) these people back into	INTRODUCE
society. One of the most successful projects has been a chain of cafés started in Scotland in 2012.	
The idea behind this (33) enterprise is that when customers spend money in the cafés,	SOCIETY
they can also buy a meal for a homeless person to be claimed at a later time. In addition to this,	
25 percent of the staff have at some time been homeless themselves, so not only does the business	
provide food and (34) to homeless charities, but it also gives training and jobs.	DONATE
For these people this is definitely (35) to a life sleeping rough and accepting hand-outs.	PREFER
Far too many of us (36) assume that people live rough because they like the freedom.	AUTOMATIC
We also (37) how important giving them back a little confidence can be. Luckily, there	ESTIMATE
are projects which do this and they have made a (38) difference to many people's lives.	NOTICE

8

Task 2

Complete the second sentence so that it has a similar meaning to the first sentence using the word given. Do not change the word given. Use between three and six words.

39 I'm sure Tina hasn't gone a long way because her bicycle is still here.

FAR

Tina because her bicycle is still here.

40 The food at the new chicken restaurant is much tastier than that at the café.

NEAR

The food at the café is that at the new chicken restaurant.

41 When I tell you the answer you're going to be so cross you didn't think of it!

KICK

You're going to hear the answer!

42 I met David during my studies at a French university.

WHEN

It at a French university that I met David.

43 I'm pretty sure that it was my sister and not my brother who told me about the concert.

LIKELY

It's been my sister rather than my brother who told me about the concert.

44 I'm sure Gary imagined it because I know I never suggested anything like that at all.

DREAMED

Gary because I know I never suggested anything like that at all.

12

Total:	50
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YMK Gold experience B2+ итоговое тестирование

LISTENING

Task 1

You are going to listen to a woman, Nancy, talking about her work as a travel blogger. Complete the sentences with a word or short phrase.

Nancy had a(n) **(1)**, in which she wrote about her experiences.

One advantage of writing a blog is that it is quite **(2)** to create one.

Many readers are hoping to get **(3)** for when they go travelling.

Nancy thinks it best to limit her blog posts to a set of pictures and just two **(4)** of text.

Nancy says that it's possible to earn your **(5)** by working as a travel blog writer.

Nancy receives sponsorship in exchange for making sure certain **(6)** are in her pictures.

The fact that Nancy spends long periods of time on **(7)** is challenging for her.

Nancy argues that writers need to be enthusiastic despite any **(8)** they might experience.

Nancy mentions that travel blogs need **(9)** every day, which can take time.

9

Task 2

You are going to listen to three extracts on different topics. For questions 10–15, choose the answer (A, B or C) which fits best according to what you hear.

Extract 1

You hear a girl and her grandfather discussing educational experiences.

10 What does the man believe about his learning experience?

- A** His granddaughter learns in a more collaborative environment.
- B** His school was less demanding.
- C** The classrooms at his school were more attractive.

11 The girl suggests that digital devices have resulted in students

- A** having greater expectations placed on them.
- B** finding classes more fulfilling.
- C** having more fun in the classroom.

Extract 2

You hear a girl and a boy discussing a concept known as 'smart cities'.

12 Why is the boy concerned about the future of some cities?

- A** They have become too dependent on technology.
- B** They may suffer from too much traffic congestion.
- C** They may struggle because of an increase in inhabitants.

13 What does the boy say about the role of computers in creating sustainable cities?

- A** They are unlikely to solve the main problems.
- B** They are likely to have an important effect.
- C** There are few ways in which they can make a difference.

Extract 3

You hear a man and woman talking about what type of holiday they would like to have.

14 Why doesn't the man want to spend his holiday in a city?

- A** He's not keen on taking part in cultural activities.
- B** He'd rather go on a weekend break in the country.
- C** He'd prefer to disconnect from his normal routine.

15 What alternative to a camping holiday does the woman suggest?

- A** a holiday organised by a tour operator
- B** a driving holiday visiting different locations
- C** a working holiday in the south of France

6

USE OF ENGLISH

Task 1

Read the text and complete the gaps with one word only.

Recently, we've seen a fascinating trend on social media – a series of challenges which involve people doing unusual things. One of the first of these challenges said (16) have gone viral was a few years ago, with videos of people pouring ice-cold water over their friends' heads – something which must (17) been really uncomfortable! The idea behind the challenge was to help a charity and it raised far (18) money than could ever have been imagined. This paved the way for a series of other challenges, such as the Mannequin Challenge, which involved videos of people standing completely still in a complicated scene. More recently, it's (19) possible to watch people carefully stepping on and over something that doesn't exist in the so-called Invisible Box Challenge. (20) these challenges show is that an idea can spread like wildfire on social media, bringing people from all over the world together, united in a fun activity, the result of (21) is that money is raised for the less fortunate in society. Who knows what we'll (22) watching this time next year!

7

Task 2

Use the word given in capitals at the end of some lines to form a word that fits in the gap in the same line.

It's common knowledge now that our increased coffee (23) in recent years is	CONSUME
negatively affecting the environment. All those coffee cups that are (24) made	APPARENT
of cardboard are in fact nothing of the kind. In fact, 99 percent of supposedly disposable cups	
are not (25) and one million cups per minute end up in landfill sites over the world.	CYCLE
However, it appears that this message is finally getting through to people and many are turning	
to a (26) easy solution. Take a reusable cup with you and your local coffee outlet	SURPRISE
will fill it for you, many even giving you a (27) for bringing your own cup. And if	REDUCE
the thought of carrying around a bulky cup with the (28) of drips leaking from	POSSIBLE
it in your pocket or bag, there is an answer – a collapsible cup. You can now get cups that	
fold flat and fit neatly into your pocket. We don't have to make (29) changes	DRAMA
in our lives to help the environment; we can all do something to make a difference and it	
would be (30) of us not to try.	RESPONSIBLE

8

READING

Task 1

You are going to read an article in which four experts discuss careers in the arts. For questions 31–40, choose from the experts A–D. The experts may be chosen more than once.

Which expert(s):

- 31** compare certain artists with people in another profession?
- 32** mention a lesser-known type of artistic work?
- 33** predict an increase in job opportunities for a type of artist?
- 34** show a preference for a particular way of improving skills?
- 35** compare the duration of two types of training course?
- 36** discuss an art form that appears deceptively easy?
- 37** mention the necessity for digital expertise in a certain job?
- 38** point out the need for another person for an artist to accomplish their goal?
- 39** expect that artists will expand their range of skills after they finish training?
- 40** talk about a potentially unpopular aspect of a type of training?

	10
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The best way forward?

Four experts write about careers in the arts.

A

If you're considering entering the acting profession, you will most likely be thinking of ultimately appearing on television, on stage or in film. However, you may be surprised to hear that there is another branch of acting which has evolved over recent decades and provides a large amount of work for actors who the public never actually see. Voice artists are now earning almost as much money as stage or screen actors. Voice work was initially viewed as a job that out-of-work actors could do to top up their incomes, but today it is considered a profession in its own right and there are a range of training courses devoted specifically to this type of work. You may have a naturally attractive and strong voice, but the demands of voice work require flexibility, the ability to use a range of accents and dialects and microphone techniques. Whereas traditional acting courses can be lengthy, voice-work courses are often relatively short and culminate in the production of a show reel, recorded extracts of your voice work that can be sent to agents.

B

There are many self-help books on the market to give potential writers advice about developing the skills necessary to write a successful novel. These books, generally authored by well-known novelists, can be extremely useful, but in my opinion the experience of attending a group creative writing course has greater benefits. Not only do you develop skills and techniques and get specific feedback on your own writing, but you also interact with other potential writers and help each other. Joining a training course with regular sessions is not the only alternative, as today there are many online courses where you can learn at your own pace and also get personalised feedback. These courses often encourage online submissions of work to be read and commented on by other members. It is often uncomfortable to receive criticism, however constructive, but it can certainly prepare a writer for the inevitable rejections they are likely to receive from publishers before becoming successful!

C

When we watch a dancer, whether they are doing classical ballet or are part of a street-dancing group, the impression they give is one of effortlessness. They give no sign of the hours of painful training that goes into the perfection of their art. All types of dancers develop, through training and practice, incredible strength that we normally associate with great athletes. The exercises and routines they go through every day of their dancing lives would test the fastest runner or swimmer. Very often this practice starts at an early age with dance classes running for children as young as two or three years old and for those who have talent and the dedication, it becomes a way of life. With an increased interest in ballroom dancing, a result of popular TV competitions, more and more children are choosing this type of dance to focus on. Often they will find the perfect partner when they are still quite young and train with that person for years and years, the aim being to win competitions rather than perform.

D

Comic books have experienced growing popularity since the recent releases of superhero films. This has also encouraged would-be artists to pursue another branch of art, and one that has the potential to be financially rewarding and offer more work in the future. Obviously, comic book artists need to have a natural talent, as do all artists no matter what field they are in, but there are also an increasing number of training opportunities open to potential illustrators, run by universities and private colleges. During training, they can learn and improve on the techniques required in the profession and also develop a knowledge of the graphic software that is seen as vital for future comic book artists. When in work, these artists can expect to be part of a team and will continue to learn skills from each other. For example an artist employed to design key characters will work with an expert in backgrounds as well as a plot developer, ultimately becoming capable of exchanging roles. Setting up your own website is then the final stage in gaining regular employment in a very exciting industry.

Task 2

Read the article and choose the answer (A, B, C or D) which you think fits best according to the text.

- 41** In the first paragraph, the writer points out that
- A** people often wonder about the difference in our ability to recognise.
 - B** people's ability to recognise others doesn't deteriorate.
 - C** people's assumptions about recognition are partially true.
 - D** people question a baby's ability to recognise its mother.
- 42** What does the writer believe is true about babies in the second paragraph?
- A** They know their mother's eyes immediately after birth.
 - B** They continue to develop their recognition skills throughout their early years.
 - C** They understand how their mother is feeling from her tone of voice.
 - D** Their recognition ability is sharper than an adult's at a certain age.
- 43** What does the writer imply about the brain in paragraph three?
- A** It has its own specific section that deals with recognition.
 - B** It uses several sources of information for recognition.
 - C** It needs more time to recognise some people.
 - D** It assesses who we shall need to recognise in the future.
- 44** In paragraph 4 the writer is surprised that
- A** we still rely on faces for recognition.
 - B** we are unaware of certain techniques we use.
 - C** we need to know more about a person than just who they are.
 - D** we use the same techniques for recognition as a baby does.
- 45** What does the writer say about super-recognisers in the final paragraph
- A** They are born with the ability.
 - B** They can remember people from crowds they've been in.
 - C** They are helping to train police officers.
 - D** They use CCTV to develop their skills.

	10
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Total:		50
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Sorry, I've no idea who you are!

How do we recognise people and does everyone have the same ability? Most of us tend to assume that from the moment we're born, we can recognise our mother's face. From that point, we learn to recognise others' faces and, once developed, this ability remains with us throughout our lifetimes until old age or mental illness causes confusion. Few of us would contemplate the idea that recognition is a skill or indeed something a person can be good or bad at. While true in certain respects this is, however, not the complete picture.

The first premise is almost correct, although newborn babies cannot focus well enough for several weeks to be able to recognise their mother's facial features. Initially, they recognise through voice and smell. As the eye muscles develop, they become able to focus within a range of about thirty centimetres – the perfect distance for studying and remembering a face – and by the age of eight months, the focus range has extended, enabling a baby to recognise its mother across a room, and even to understand the differing emotions she displays, without the need for words. Studies have shown that babies of this age can in fact do better than adults at picking out faces in a group of people, although this ability is said to decrease from nine months old.

So, how do we do this? Recognition is actually a very complex mental process and one which scientists have been fascinated by for a long time. Research tells us that three areas of the brain are involved in recognition: one looking at the physical aspects – the colour, shape of eyes, etc.; the second identifying the person as known or unknown; and the third checking out any information we might have about a known person in our memory banks. All of this is done in milliseconds of course – a light bulb goes on in our brain telling us, oh yes, that's ...!

We assume, incorrectly, that we recognise people solely by looking at their faces, particularly their eyes, hair and other distinguishing marks. This is what a baby initially does, but as we mature, we use more information to aid recognition. Surveys have shown that working out who someone is can depend on other physical features such as height, body shape, posture and even manner of walking. Strangely enough, it seems that our brains do this subconsciously

and we do not realise that our eyes are scanning the whole body when we meet someone we might already have seen before. This aspect of recognition dates back millions of years to when it was vital for early humans to quickly assess a person's gender, age, health, mood and so on, not all of which can be learned from the face.

Another point regarding using the face to identify the familiar and unfamiliar is that in countries where eyes and hair colour can vary considerably, people tend to first look at a person's eyes. But in places where colour is usually very similar – for example in many Asian countries – people tend to focus on the nose and then take in the whole face from that point. There is evidence that if babies are introduced to people from other ethnicities, not only do their recognition skills extend, but they also grow up with a greater acceptance of other cultures.

To conclude, I would like to address the question of how similar people's abilities are when it comes to recognition. Despite the general belief that this is something everyone does to the same extent, scientists now know that there is in fact a sliding scale. At the lowest point on the scale there are those who suffer from 'face blindness', a condition where people fail to recognise others completely. At the top of the scale is a small group of people who are known as 'super-recognisers'. These can recognise people to whom they have had only the briefest exposure, many, many years later. This is a useful skill to have, and is currently being exploited by police forces – often engaging these recognisers to scan and pick out faces from crowd photographs or CCTV footage. Unfortunately, being innate, it is not a skill that can be taught or developed. But who knows what may happen in the future?

