

Министерство образования и науки Мурманской области  
Частное образовательное учреждение дополнительного образования  
«Мурманская языковая школа»

Принята  
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ЧОУ ДО «Мурманская языковая школа»  
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**Дополнительная общеразвивающая программа  
социально-гуманитарной направленности  
«Английский язык. Решения»**

Возраст обучающихся: 11 – 17 лет  
Срок реализации программы: 5 лет

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## Пояснительная записка

Язык является важнейшим средством общения, без которого невозможно существование и развитие человеческого общества. Происходящие сегодня изменения в общественных отношениях, средствах коммуникации (использование новых информационных технологий) требуют повышения коммуникативной компетенции школьников, совершенствования их филологической подготовки.

Основное назначение иностранного языка состоит в формировании коммуникативной компетенции, т.е. способности и готовности осуществлять иноязычное межличностное и межкультурное общение с носителями языка. Изучение иностранного языка характеризуется:

- межпредметностью (содержанием речи на иностранном языке могут быть сведения из разных областей знания, например, литературы, искусства, истории, географии, математики и др.);
- многоуровневостью (с одной стороны необходимо овладение различными языковыми средствами, соотносящимися с аспектами языка: лексическим, грамматическим, фонетическим, с другой - умениями в четырех видах речевой деятельности);
- полифункциональностью (может выступать как цель обучения и как средство приобретения сведений в самых различных областях знания).

Иностранный язык расширяет лингвистический кругозор учащихся, способствует формированию культуры общения, содействует общему речевому развитию учащихся.

Данная программа **составлена в соответствии** с Федеральным законом от 29.12.2012 № 273-ФЗ «Об образовании в Российской Федерации», приказом Минпросвещения России от 27.07.2022 № 629 «Об утверждении Порядка организации и осуществления образовательной деятельности по дополнительным общеобразовательным программам», постановлением Главного государственного санитарного врача РФ от 28.09.2020 № 28 Об утверждении санитарных правил СП 2.4.3648-20 "Санитарно-эпидемиологические требования к организациям воспитания и обучения, отдыха и оздоровления детей и молодежи", постановлением Главного государственного санитарного врача РФ от 28.01.2021 № 2 Об утверждении санитарных правил и норм СанПиН 1.2.3685-21 «Гигиенические нормативы и требования к обеспечению безопасности и (или) безвредности для человека факторов среды обитания», Положением об организации и осуществлении образовательной деятельности, утвержденным ЧОУ ДО «Мурманская языковая школа», а также в соответствии с возрастными особенностями обучающихся, потребностями современного подростка и планируемыми результатами освоения программы.

**Актуальность программы:** поликультурное образование современного подростка включает изучение английского языка как важного предмета, необходимого для успешной социализации в современном многоязычном мире. В процессе обучения иностранным языкам решаются как задачи практического владения языком, так и общеобразовательные, поскольку они самым тесным образом связаны с практическим владением языком. Владение иностранным языком обеспечивает возможность выражать одну и ту же мысль посредством разных лексических и грамматических единиц не только на иностранном, но и на родном языке, делает мыслительные процессы более гибкими, развивает речевые способности учащихся. Изучая иностранный язык, учащиеся развивают и тренируют память, волю, внимание, трудолюбие; расширяется кругозор, развиваются познавательные интересы, формируются навыки работы с текстами любого типа.

**Направленность программы:** социально-гуманитарная.

**Уровень программы:** от начального уровня (Elementary).



**Отличительные особенности программы:** данная программа составлена с использованием современной методики формирования основных языковых и речевых умений и навыков, включая постановку правильного произношения, а также воспитание общечеловеческих ценностей и социокультурных компетенций. Программа ориентирована на овладение практическими навыками использования английского языка посредством тем и заданий, поддерживающих высокий уровень мотивации обучающихся, а также разнообразия дидактического материала, а также навыками письменного и устного перевода.

Обучение английскому языку осуществляется на базе **учебно-методического комплекса Solutions (2 edition)** издательства Oxford University Press – многоуровневого курса общего английского языка для учеников средних и старших классов.

Курс обеспечивает накопление соответствующего лексического запаса, качественную подготовку по грамматике и способствует освоению коммуникативных навыков речевой деятельности: чтения, аудирования, говорения и письма. В основу данного курса положена коммуникативная методика, основанная на сочетании лучших достижений традиционного подхода и инновационных технологий.

Обучение по данной программе отличают **следующие особенности:**

- ярко выраженная практическая направленность обучения;
- повышение мотивации обучающихся за счет вызывающего интерес содержания курса, тщательно дозированного языкового материала и возможности его немедленного применения для решения конкретных языковых задач;
- четко обозначенные цели каждого урока в отношении освоения нового лексического и грамматического материала, необходимого для успешной коммуникации в рамках заданной темы;
- интегрированный подход к расширению языковых знаний и развитию речевых умений на каждом занятии;
- подготовка к осуществлению дальнейших образовательных целей учащимися, например, успешная сдача выпускниками международных экзаменов;
- овладение практическими навыками устного и письменного перевода, необходимыми в межкультурной коммуникации;
- наряду с развитием языковой компетенции (работой над лексическим и грамматическим материалом), повышенное внимание уделяется формированию социокультурной и прагматической компетенций, что позволит обучающимся более успешно использовать язык в практических целях;
- яркий интерфейс, наличие электронных ресурсов и дополнительных учебных материалов.

**Адресат программы:** данная программа предназначена для детей школьного возраста (11 – 17 лет).

**Объем программы:** 720 академических часов.

**Срок освоения программы:** 5 лет.



Год обучения	Возраст обучающихся	Наименование УМК	Количество академических часов / неделю	Количество академических часов / учебный курс
1 год	11 - 12 лет	УМК «Решения» A1 – A2 «Solutions» Elementary	4	144
2 год	12 - 13 лет	УМК «Решения» A2 – B1 «Solutions» Pre-Intermediate	4	144
3 год	13 - 14 лет	УМК «Решения» B1 – B2 «Solutions» Intermediate	4	144
4 год	14 - 15 лет	УМК «Решения» B2 – C1 «Solutions» Upper - Intermediate	4	144
5 год	16 - 17 лет	УМК «Решения» C1 – C2 «Solutions» Advanced	4	144

**Форма организации образовательного процесса:** очная форма обучения, групповая форма занятий. Виды занятий включают в себя традиционную классно-урочную систему, дидактические и ролевые игры, просмотр учебных видеофильмов, интеллектуальные викторины и творческие задания, исследовательские и проектные работы, самостоятельное выполнение домашних заданий.

**Режим занятий:** занятия проводятся 2 раза в неделю по 2 академических часа с перерывом 10 минут.

### Цели и задачи

**Основная цель программы** – создание условий для развития коммуникативной компетенции и социальных навыков посредством английского языка.

Изучение английского языка по данной программе направлено на достижение **образовательных, воспитательных и развивающих задач.**

Образовательные задачи:

1. развитие навыков английского языка по следующим видам речевой деятельности: чтение, аудирование, письмо, говорение;
2. совершенствование знаний грамматических единиц и расширение активного словарного запаса;
3. формирование навыков защиты и презентации проектов на английском языке;
4. формирование навыков устного и письменного перевода.



Развивающие задачи:

1. развитие общеучебных навыков и языковой догадки;
2. формирование умения практически применять полученные знания в ходе учебной и проектной деятельности;
3. развитие интеллектуальной сферы, формированию умения анализировать поставленные задачи, планировать и применять полученные знания при реализации творческих проектов;
4. развитие памяти и внимания;
5. формирование навыков публичных выступлений;
6. формирование навыков использования информационных технологий.

Воспитательные задачи:

1. формирование навыков межличностных отношений и навыков сотрудничества и работы в группе;
2. формирование позитивную мотивацию к труду и учебе (в частности в сфере изучения иностранных языков);
3. воспитание дисциплинированности, ответственности, самоорганизации;
4. воспитание интереса к межкультурной коммуникации, уважению и толерантности, актуальным в Арктической зоне сотрудничества стран Баренц региона.

Разработка и реализация программы осуществляется с учетом следующих базовых **принципов**:

- интерес;
- инновационность;
- доступность и демократичность;
- качество;
- сотрудничество и сотворчество;
- наглядность.

### **Планируемые результаты освоения программы 1 год обучения**

**Личностные результаты:**

- формирование уважительного отношения к представителям разных культур;
- формирование представления о себе как о носителе русского языка и русской культуры;
- воспитание бережного отношения своей семье, животным и природе;
- воспитание безопасного поведения в школе и на улице;
- формирование привычек здорового образа жизни;



- формирование представления о разных профессиях, предпочтений в выборе профессии.

#### **Метапредметные результаты:**

- знакомство с различными видами заданий и техникой их выполнения;
- развитие навыков работы с информацией: поиск и выделение нужной информации;
- формирование творческого и нестандартного подхода к выполнению учебных задач;
- развитие произвольного внимания, наблюдательности, логики.

#### **Предметные результаты:**

- формирование навыков аудирования и говорения;
- формирование навыков английского (британского) произношения и интонирования в естественной ситуации повседневного общения;
- развитие навыков чтения и письма на начальном уровне владения английским языком.

### **2 год обучения**

#### **Личностные результаты:**

- воспитание толерантного отношения, понимания принадлежности к национальности и культуре;
- развитие таких качеств, как трудолюбие, взаимопомощь, целеустремленность;
- формирование безопасного поведения в интернете, социальных сетях;
- формирование спортивного образа жизни;
- формирование интереса к культурному досугу (чтение, кино);
- воспитание бережного отношения к окружающей среде.

#### **Метапредметные результаты:**

- развитие языковой догадки;
- развитие логики и умения построения логических связей;
- формирование навыков проектной работы.

#### **Предметные результаты:**

- развитие навыков чтения (разные типы текстов);
- развитие навыков аудирования: понимание на слух речи учителя, одноклассников, аудиозаписей;
- формирование навыков английского (британского) произношения и интонирования в естественной ситуации повседневного общения;
- развитие навыков говорения (монологическая и диалогическая речь).



### 3 год обучения

#### **Личностные результаты:**

- формирование понимания и уважения к различиям между людьми;
- воспитание бережного отношения к своим вещам, имуществу школы;
- формирование ответственного отношения к деньгам;
- формирование безопасного поведения с гаджетами;
- воспитание здорового образа жизни;
- формирование уважительного отношения к чувствам и потребностям окружающих.

#### **Метапредметные результаты:**

- развитие навыков работы в группе;
- развитие навыков проектной работы;
- развитие умений ораторского мастерства;
- развитие логического мышления, памяти и внимания.

#### **Предметные результаты:**

- развитие навыков чтения (разные типы текстов);
- развитие навыков аудирования: понимание на слух речи учителя, одноклассников, аудиозаписей;
- развитие навыков говорения (монологическая и диалогическая речь);
- развитие навыков письма (разные типы письменных работ).

### 4 год обучения

#### **Личностные результаты:**

- развитие мотивации к учебной деятельности, осознанного отношения к обучению;
- формирование ответственного отношения к деньгам;
- формирование безопасного поведения в Интернете;
- воспитание здорового образа жизни;
- формирование уважительного отношения к другому мнению.

#### **Метапредметные результаты:**

- формирование навыков работы с аутентичными документами;
- развитие навыков проектной работы;



- развитие навыков публичных выступлений;
- развитие умения вести дискуссию.

#### **Предметные результаты:**

- развитие навыков чтения (разные типы текстов, в том числе неадаптированные);
- развитие навыков аудирования: понимание на слух речи учителя, одноклассников, аудио- и видеозаписей;
- развитие навыков говорения (монологическая и диалогическая речь, ведение дискуссии, драматизация);
- развитие навыков письма (разные типы письменных работ).

### **5 год обучения**

#### **Личностные результаты:**

- воспитание уважительного отношения к окружающим: формирование таких качеств, как щедрость, доброта и взаимовыручка;
- формирование критического отношения к разным источникам информации;
- воспитание бережного отношения к семье;
- формирование осознанного отношения к базовым моральным ценностям.

#### **Метапредметные результаты:**

- развитие навыков анализа различных источников информации (текст, аудиофайл, видеофайл);
- развитие навыков работы в команде с целью достижения поставленной задачи;
- развитие навыков проектной работы;
- развитие навыков самостоятельной работы, самоконтроля и самоанализа;
- развитие навыков публичных выступлений.

#### **Предметные результаты:**

- изучение разговорного английского языка (знакомство с неформальной и сленговой лексикой, грамматическими структурами);
- развитие навыков чтения (разные типы текстов, в том числе неадаптированные);
- развитие навыков аудирования: понимание на слух речи носителя языка;
- развитие навыков говорения (монологическая и диалогическая речь, ведение дискуссии, драматизация);
- развитие навыков письма (разные типы письменных работ).
- формирование навыков невербальных способов коммуникации (мимика, жесты, движения тела), принятых в Великобритании;
- знакомство со средствами актерской выразительности и их применением во время выступления;
- работа с логическим и смысловым ударением при работе над текстом.





## Подведение итогов реализации программы

Итоги освоения обучающимися программы подводят в форме контрольной работы в конце академического года, включающей в себя письменное тестирование и устную часть.

### Содержание программы

#### Учебный план программы «Английский язык. Решения» 1 год обучения

№	Тема	Трудоемкость видов учебной работы (в академических часах)				Общее количество академических часов	Формы контроля
		Лекции (теоретические занятия)	Практические занятия	Самостоятельная работа	Контроль знаний		
1.	Вводные уроки. «Introduction»	-	3		1	4	тест
2.	Друзья и семья. «Friends and family»	-	13		1	14	тест
3.	Свободное время. «My time»	-	13		1	14	тест
4.	Школа. «At school»	-	13		1	14	тест
5.	Особые события. «Special occasions»	-	13		1	14	тест
6.	Здоровый образ жизни. «Healthy living»	-	13		1	14	тест
7.	Город, транспорт. «Going places»	-	13		1	14	тест
8.	Слава, известные люди. «Fame!»	-	13		1	14	тест
9.	Дикая природа. «In the wild»	-	13		1	14	тест
10.	Мир профессий. «The world of work»	-	13		1	14	тест
11.	Путешествия. «Time to travel»	-	11		1	12	тест
12.	Итоговый контроль	-	-	-	2	2	тест
<b>Итого</b>		-	<b>131</b>		<b>13</b>	<b>144</b>	



## Учебный план программы «Английский язык. Решения» 2 год обучения

№	Тема	Трудоемкость видов учебной работы (в академических часах)				Общее количество академических часов	Формы контроля
		Лекции (теоретические занятия)	Практические занятия	Самостоятельная работа	Контроль знаний		
1.	Внешность, характер. «All about you»	-	13		1	14	тест
2.	Спортивные соревнования. «Winning and losing»	-	14		1	15	тест
3.	Дома, город и сельская местность. «House and home»	-	13		1	14	тест
4.	Свободное время, киноиндустрия. «Lights, camera, action!»	-	14		1	15	тест
5.	Поход по магазинам. «Shopping»	-	13		1	14	тест
6.	Современные гаджеты, интернет. «How techie are you?»	-	14		1	15	тест
7.	Культура разных стран, праздники. «Around the world»	-	13		1	14	тест
8.	Проблемы окружающей среды. «What if ...?»	-	14		1	15	тест
9.	Преступления. «Crime scene»	-	13		1	14	тест
10.	Свободное время, чтение. «The written world»	-	11		1	12	тест
11.	Итоговый контроль	-	-	-	2	2	тест
<b>Итого</b>		-	<b>132</b>		<b>12</b>	<b>144</b>	

### Учебный план программы «Английский язык. Решения» 3 год обучения

№	Тема	Трудоемкость видов учебной работы (в академических часах)				Общее количество академических часов	Формы контроля
		Лекции (теоретические занятия)	Практические занятия	Самостоятельная работа	Контроль знаний		
1.	Внешность, характер. «All about you»	-	13		1	14	тест
2.	Спортивные соревнования. «Winning and losing»	-	14		1	15	тест
3.	Дома, город и сельская местность. «House and home»	-	13		1	14	тест
4.	Свободное время, киноиндустрия. «Lights, camera, action!»	-	14		1	15	тест
5.	Поход по магазинам. «Shopping»	-	13		1	14	тест
6.	Современные гаджеты, интернет. «How techie are you?»	-	14		1	15	тест
7.	Культура разных стран, праздники. «Around the world»	-	13		1	14	тест
8.	Проблемы окружающей среды. «What if ...?»	-	14		1	15	тест
9.	Преступления. «Crime scene»	-	13		1	14	тест
10.	Свободное время, чтение. «The written world»	-	11		1	12	тест
11.	Итоговый контроль	-	-	-	2	2	тест
<b>Итого</b>		-	<b>132</b>		<b>12</b>	<b>144</b>	



### Учебный план программы «Английский язык. Решения» 4 год обучения

№	Тема	Трудоемкость видов учебной работы (в академических часах)				Общее количество академических часов	Формы контроля
		Лекции (теоретические занятия)	Практические занятия	Самостоятельная работа	Контроль знаний		
1.	Характер. Учебные достижения. «Out of the ordinary»	-	11	-	1	12	тест
2.	Карманные деньги, бизнес. «Rich and poor»	-	11	-	1	12	тест
3.	Взаимоотношения в семье. «Relating to people»	-	11	-	1	12	тест
4.	Политические направления, религия. «Taking a stand»	-	11	-	1	12	тест
5.	Современные гаджеты, интернет. «Technology»	-	11	-	1	12	тест
6.	Еда, кулинария, диеты. «A matter of taste»	-	11	-	1	12	тест
7.	СМИ, традиционная почта. «Communication»	-	13	-	1	14	тест
8.	Экология, проблемы окружающей среды. «Our planet»	-	13	-	1	14	тест
9.	Опасные виды спорта, экстрим. «Behaviour»	-	13	-	1	14	тест
10.	Спорт, здоровый образ жизни. «Game on!»	-	13	-	1	14	тест
11.	Характер. Учебные достижения. «Out of the ordinary»	-	13	-	1	14	тест
12.	Итоговый контроль	-	-	-	2	2	тест
<b>Итого</b>		-	<b>131</b>	-	<b>13</b>	<b>144</b>	

## Учебный план программы «Английский язык. Решения» 5 год обучения

№	Тема	Трудоемкость видов учебной работы (в академических часах)				Общее количество академических часов	Формы контроля
		Лекции (теоретические занятия)	Практические занятия	Самостоятельная работа	Контроль знаний		
1.	Эмоции, чувства. «Beginnings»	-	11	-	1	12	тест
2.	Свободное время, чтение, кино. «Stories»	-	11	-	1	12	тест
3.	Взаимоотношения, семья. «Partners»	-	11	-	1	12	тест
4.	Перемены. «Changes»	-	11	-	1	12	тест
5.	Военные события. «Battles»	-	11	-	1	12	тест
6.	Предсказания, сны. «Dreams»	-	11	-	1	12	тест
7.	Путешествия. «Journeys»	-	13	-	1	14	тест
8.	Современная молодежная культура. «Fashion»	-	13	-	1	14	тест
9.	Взаимоотношения, сплетни и слухи. «Gossip»	-	13	-	1	14	тест
10.	Противоречивые темы. «Endings»	-	13	-	1	14	тест
11.	Эмоции, чувства. «Beginnings»	-	13	-	1	14	тест
12.	Итоговый контроль	-	-	-	2	2	тест
<b>итого</b>		-	<b>131</b>		<b>13</b>	<b>144</b>	

### Предметное содержание речи

Страноведение: страны изучаемого языка (Великобритания, США, Австралия, Канада, Индия), их география, краткая история, культурные особенности, политическое устройство.

Глобальные вопросы: социальные, политические и экологические проблемы, экономические тенденции.

Ближайшее окружение: хобби и увлечения, семейные традиции, взаимоотношения с друзьями и знакомыми, выбор профессии и высшего учебного заведения, система здравоохранения.

Инновации и развитие: современные технологии, мир будущего.

### **Материально-техническое обеспечение программы:**

- персональный компьютер;
- мультимедиа проектор;
- интерактивная доска;
- принтер;
- устройства вывода звуковой информации;
- магнитная доска с набором приспособлений для крепления таблиц, плакатов и картинок;
- комплекты учебной литературы, наглядные пособия, проверочный материал для индивидуальной и совместной работы.

Методическое обеспечение программы:

Программа «Английский язык. Решения» основана на коммуникативной методике. Методами организации познавательной деятельности, применяемыми для успешной реализации программы, являются:

- репродуктивный;
- словесные методы обучения: лекция, объяснение, рассказ, чтение, беседа, диалог, консультация;
- методы практической работы; письменные упражнения, выполнение заданий;
- метод наблюдения: запись наблюдений, зарисовка, рисунки;
- метод игры: игры: дидактические, развивающие, познавательные, подвижные, народные, компьютерные, на развитие внимания, памяти, глазомера, воображения; игра-конкурс, игра-путешествие, ролевая игра, деловая игра;
- наглядный метод обучения: картины, рисунки, плакаты, фотографии; демонстрационные материалы;
- использование на занятиях средств искусства, активных форм познавательной деятельности, психологических и социологических методов и приемов.

### **1. Учебно-тематический план программы «Английский язык. Решения» 1 год обучения**

#### **УМК «Solutions» Elementary (A1 – A2)**

Раздел	Лексика	Фонетика	Грамматика	Аудирование	Чтение	Говорение	Письмо	Количество часов
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<b>Introduction</b>	Numbers (cardinal and ordinal), Time, Days, and dates	alphabet	be, possessives and pronouns Possessive adjectives Demonstrative pronouns Have got and articles	Introducing myself  Asking and telling the time		Introducing myself  Asking and telling the time		<b>4</b>
<b>1</b> <b>Friends and Family</b>	Family words (aunt, cousin, stepmother, etc.) Monarchy and government Everyday activities	Questions words  (how, what, when, where, which, who, whose)	Present Simple  Possessive 's  Plural nouns  Object pronouns	Describing my family  Three people talking about the British monarchy	A Royal Couple  The Amish	Describing families  Making friends (I can introduce myself to new people)	A message	<b>14</b>
<b>2</b> <b>My time</b>	Free-time activities Hobbies and sports (athletics, keeping fit, drama, etc.) Parts of body		Adverbs of frequency  Can and Adverbs  Imperatives	- Talking about hobbies and sports - A radio interview - Song: Ain't got no - What do you like doing?	Cheerleading  Free time- Crazy time!	Talking about hobbies  Expressing likes and dislikes  Giving an opinion about things	An announcement	<b>14</b>

<b>3</b>	<b>At school</b>	School subjects Parts of the house Parts of a school Directions	There is/there are Some/any Prepositions of place Have to	Extracts from school lessons An interview about school	Eton College  An interview with a young sumo wrestler	Talking about school subjects Room description Giving directions	A letter (Capital letters)	<b>14</b>
<b>4</b>	<b>Special occasions</b>	Clothes Halloween vocabulary Wedding vocabulary (bride, groom, etc.)	Present Continuous Present Simple and Continuous	Clothes Song Fallin' Talking about the plans for the weekend	Halloween  The Big Day!	Clothes' Description  Making arrangements	An invitation to a party	<b>14</b>
<b>5</b>	<b>Healthy living</b>	Food and drink Methods of cooking Compound nouns Health problems	Quantity (countable, uncountable nouns)  Should/shouldn't	In a busy kitchen  Different diets	Food for thought?  Healthy alternatives	Ordering Food	A questionnaire	<b>14</b>



<p style="text-align: center;"><b>6</b></p> <p style="text-align: center;"><b>Going places</b></p>	<p>Places in town Adjectives to describe places in a city (modern, safe, etc.) Adjectives to describe feelings</p>	<p>-ed endings</p>	<p>Past simple be and can</p> <p>Past Simple affirmative: regular verbs</p>	<p>Following directions</p> <p>Radio advertisements: Places to go in Sydney</p> <p>Phoning a museum for information</p>	<p>A teenager's guide to Sydney!</p> <p>A strange accident</p>	<p>Asking for information</p>	<p>A note</p>	<p style="text-align: center;"><b>14</b></p>
<p style="text-align: center;"><b>7</b></p> <p style="text-align: center;"><b>Fame!</b></p>	<p>Countries, Nationalities. Make, do, have and take (have a dream, do homework, etc.) Events in life Expressions of interest and sympathy</p>	<p>Past simple forms</p>	<p>Past Simple affirmative: irregular verbs</p> <p>Past Simple: negative and interrogative</p>	<p>Four biographies</p> <p>Three teenagers talk about their heroes</p> <p>Three teenagers talk about their weekend</p>	<p>Vincent van Gogh and Pablo Picasso</p>	<p>Talking about your weekend</p>	<p>An email message</p>	<p style="text-align: center;"><b>14</b></p>

<b>8</b>	<b>In the wild</b>	Geographical features (cave, sea, volcano, etc.) Continents Measurements Outdoor activities Wildlife Types of holiday (safari, beach holiday, city break, etc.)	Pronunciation - er endings	Comparative Adjectives  Superlative Adjectives	Geographical places  Talking about trips  Song: Planet Earth	A famous landmark  The scariest animals in history?	Negotiating Making holiday plans	An advert	<b>14</b>
<b>9</b>	<b>The world of work</b>	Jobs Work words (skills, career, part time, etc.)		Going to  Will	Three people talk about their jobs  Part-time jobs	Three people talk about their jobs  Gap years	On the phone  Making and receiving phone calls Saying phone numbers	An application letter	<b>14</b>
<b>10</b>	<b>Time to travel</b>	Transport nouns and adjectives  Phrasal verbs with get  Time expressions		Present Perfect: Affirmative ( <i>just</i> for recent events)  Present Perfect: Negative and Interrogative (already and yet)	Five people talk about how they go to and from school  Song: Last train to Clarkville	Lose your arm or lose your life	Buying a train ticket  Can for permission	A postcard	<b>12</b>
Итоговый тест									<b>2</b>
<b>ИТОГО</b>									<b>144</b>

**2. Учебно-тематический план программы «Английский язык. Решения» 2 год обучения  
УМК «Solutions» Pre-Intermediate (A2 – B1)**

Раздел	Лексика	Фонетика	Грамматика	Аудирование	Чтение	Говорение	Письмо	Количество часов
<b>1</b> <b>All about you</b>	Personality Personality Adjectives (generous, lazy, rude, etc.) Hobbies and interests (playing sport, chatting online, etc.)		Present Simple and Continuous Verbs not used in continuous tenses  Verbs + infinitive or – ing form	Describing people’s personalities  Four teenagers doing the Duke of Edinburgh Award  Song: I bet you look good on the dance floor  Expressing likes and dislikes	The Duke of Edinburgh Award	Exchanging opinions	A personal profile	<b>14</b>
<b>2</b> <b>Winning and losing</b>	Sports (athletics, boxing, surfing, etc.) play/go/do+sport  Free-time activities (go bowling, have a barbecue, etc.)	-ed endings	Past simple  Past Simple and continuous	Sports commentaries  A snail race	Bog snorkelling  Surfing superstar!	Talking about the past	An informal letter	<b>15</b>

<p style="text-align: center;"><b>3</b></p> <p style="text-align: center;"><b>House and Home</b></p>	<p>Rural and urban landscapes Prepositions of movement Farming (crops, plough, etc.) Descriptive words (crowded, scary, indoors, etc.) Holiday activities (buy souvenirs, sunbather, etc.)</p>	<p>Vowel sounds and the</p>	<p>Some, any, much, many, a lot of, a little, a few.</p> <p>Articles</p>	<p>Following directions Hunting Song: Country House</p>	<p>Fox-hunting Who wants to be a farmer</p>	<p>Picture description Fillers (let me think, hmm, etc.)</p>	<p>A holiday blog</p>	<p style="text-align: center;"><b>14</b></p>
<p style="text-align: center;"><b>4</b></p> <p style="text-align: center;"><b>Lights, camera, action</b></p>	<p>Types of film (action film, comedy, musical, etc.) Adjectives to describe films (dull, gripping, etc.)</p>	<p>Weak forms Intonation in checking phrases</p>	<p>Comparatives and superlatives  (not)as...as, too, enough</p>	<p>Excerpts from films The Razzie awards</p>	<p>The Oscars How did they do that?</p>	<p>Buying tickets Checking understanding</p>	<p>A film review</p>	<p style="text-align: center;"><b>15</b></p>

<p style="text-align: center;"><b>5</b></p> <p style="text-align: center;"><b>Shopping</b></p>	<p>Shops (chemist's, DIY store) Shopping and money (borrow, owe, spend, etc.) Entertaining and Performing Advertising and Selling Faulty goods</p>	<p>Making a complaint</p>	<p>Present Perfect (been and gone, for/since, How long...?)  Present Perfect and Past Simple (Have you ever...?)</p>	<p>Conversations in shops  Announcements</p>	<p>Covent Garden  Online Auctions</p>	<p>Making a complaint</p>	<p>A formal letter</p>	<p style="text-align: center;"><b>14</b></p>
<p style="text-align: center;"><b>6</b></p> <p style="text-align: center;"><b>How techie are you?</b></p>	<p>Electronic devices Websites Social activities (go skateboarding, have a barbecue, etc.)</p>	<p>Going to  Intonation in invitations</p>	<p>Will and going to  Zero conditional: may, might, and could</p>	<p>Radio advertisements  A radio interview about social networking</p>	<p>Electronic obsessions  Crazy waves of getting around</p>	<p>Making invitations</p>	<p>Messages</p>	<p style="text-align: center;"><b>15</b></p>

<p style="text-align: center;">7</p> <p style="text-align: center;"><b>Around the world</b></p>	<p>Body language          Gestures (bow, wave, wink, etc.)          Gifts and special occasions (perfume, wedding anniversary, etc.)          Events and places to visit</p>	<p>Will and won't</p>	<p>Must, mustn't, and needn't</p> <p>First conditional</p> <p>Should and ought to for suggestions, advice, and opinions.</p>	<p>Customs in different countries</p> <p>Gifts given and received</p> <p>Asking about tourist attractions</p>	<p>Has Christmas become too commercial?</p> <p>April Fool!</p>	<p>Giving advice and recommendations</p>	<p>Invitations</p>	<p style="text-align: center;"><b>14</b></p>
<p style="text-align: center;">8</p> <p style="text-align: center;"><b>What if...?</b></p>	<p>Natural disasters          Fund-raising events</p>		<p>Second conditional</p> <p>I wish...</p>	<p>News reports</p> <p>Recycling</p>	<p>Proud of their dustbin!</p> <p>Collision course</p>	<p>Stimulus discussion</p>	<p>An essay</p>	<p style="text-align: center;"><b>15</b></p>

9	Crime scene	Crime (burgle, mug, rob a bank, deal drugs, etc.)		Past Perfect  Reported Speech	News reports about crimes  Is it ever OK to steal?  Reporting thefts	The Legend of Robin Hood  Cyber Crime	Reporting a theft	An email	14
10	The written word	Publications (biography, comic, manual, etc.) Books and text (back cover, title, etc.) Novels (chapter, plot, sequel, etc.)	Word stress	The passive (Present and past simple)  The passive (Present Perfect and Future)	Publishing – past and present  Teenagers talking about Shakespeare  Song: Bloodletting (The Vampire Song)  Arranging to meet	William Shakespeare  The Vampires Return	Arranging to meet (suggesting activities)	An informal letter	12
		Итоговый контроль							2
								<b>Итого</b>	<b>144</b>

**3. Учебно-тематический план программы «Английский язык. Решения» 3 год обучения  
УМК «Solutions» Intermediate (B1 – B2)**

Раздел	Лексика	Фонетика	Грамматика	Аудирование	Чтение	Говорение	Письмо	Количество часов
<b>1</b> <b>Caught on camera</b>	Describing clothes (spotty, tight, etc.) Clothes		Present tense contrast Dynamic and state verbs  Verbs + infinitive or -ing	Radio fashion commentary  Opinions on CCTV Cameras  Talking about a photo	Looking out for you?  Hearing colours	Photo description	An informal letter	<b>14</b>
<b>2</b> <b>Looking back</b>	Feelings (afraid, proud, upset, etc.) Words about war		Past tense contrast  Used to	Talking about feelings  Remembrance Day  Song: Ugly	Amnesia Identity crisis	Narrating events  (phrases for structuring a story)	Narrative	<b>15</b>



3 A good job	The world of work Activities at work, describing work (stressful, mental, rewarding, etc.)	Question tags	Defining relative clauses (who, whose, where, which, etc.)  Non-defining relative clauses  Question tags	Radio job advertisements  A University education  Job interviews	University in the UK  A man's world? Woman's work?	A job interview	A job application	14
4 Body and mind	Parts of the body Inside the body Food and nutrition Legal collocations (pass a law, etc.) Symptoms (dizzy, swollen, etc.)	Giving advice	Past Simple and Present Perfect Contrast  Present Perfect Continuous  Clauses expressing purpose	Idioms with parts of the body  Health Issues  Seeing the doctor	A healthy appetite?  Mind over matter?	At the doctor's  Giving advice	An announcement	15
5 Tomorrow's world	Computing	Abbreviations	Zero conditional  Could, may, might, will  First Conditional  Future Perfect and Future Continuous	In a computer shop  Time capsules in New York  Weekend plans	Fifty years on	Speculating and predicting  Talking about plans (making, accepting, and declining suggestions)	An informal letter	14

<p style="text-align: center;"><b>6</b></p> <p style="text-align: center;"><b>Mystery</b></p>	<p>Crime</p>	<p>Speculating about events</p>	<p>Reported Speech (say and tell) Statements and questions</p> <p>Must have, could have, might have, can't have</p> <p>Indirect questions, verbs with two objects</p>	<p>Interview with a police officer</p> <p>A crime story</p> <p>Speculating about news reports</p>	<p>Kaspar Hauser</p>	<p>Speculating about Events</p> <p>Reacting to speculations</p>	<p>A formal letter: asking for Information</p>	<p style="text-align: center;"><b>15</b></p>
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<p style="text-align: center;">7</p> <p style="text-align: center;"><b>Real relationships</b></p>	<p>Dating and Relationships</p> <p>Idioms with heart and head</p> <p>Adjectives to describe venues (crowded, romantic, etc.)</p>	<p>Expressing contrast</p>	<p>Three-part phrasal verbs</p> <p>Comparison: comparative and superlative adverbs less and least</p> <p>Superlatives and Present Perfect</p> <p>Double comparatives</p> <p>Second conditional (I wish, if only, I'd rather)</p>	<p>Talking about couples</p> <p>The life of William Blake</p> <p>Song: This ain't a love song.</p>	<p>Love's secret One Perfect Rose</p> <p>Can science help you to find love?</p>	<p>Stimulus description</p> <p>Expressing contrast (however, whereas)</p>	<p>For and against essay</p>	<p style="text-align: center;"><b>14</b></p>
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<p style="text-align: center;"><b>8</b></p> <p style="text-align: center;"><b>Globetrotters</b></p>	<p>Travel compound nouns (buffet car, hard shoulder, etc.) Useful adjectives (cheap, slow, etc.) Expedition adjectives (gruelling, intrepid, etc.) Adjectives describing places (breathtaking, isolated, etc.)</p>	<p>Acronyms complaining</p>	<p>The passive Indefinite pronouns (some-, any-, no-, every-) Introductory it</p>	<p>Travel locations Captain Scott's last expedition Holiday complaints</p>	<p>A British Tradition Travelling with friends</p>	<p>Travel problems Making a complaint</p>	<p>Description of a place</p>	<p style="text-align: center;"><b>15</b></p>
<p style="text-align: center;"><b>9</b></p> <p style="text-align: center;"><b>Money, money, money</b></p>	<p>Money and payment (bargains, till, etc.) Banking (PIN number, direct debit, etc.) Advertising (brand, slogan, etc.) Linking words</p>	<p>have</p>	<p>Reflexive pronouns Third conditional</p>	<p>Talking about shopping Opinions on advertising Song: Doesn't mean anything</p>	<p>Product placement The world's Luckiest Man</p>	<p>Photo description Speculating (I can't be sure, but..., it could be that...) Giving information and opinions</p>	<p>Opinion essay</p>	<p style="text-align: center;"><b>14</b></p>

<b>10</b> <b>Be creative</b>	Musical performers (busker, string quartet, etc.) Describing music (beat, solo, etc.) Artists and artistic activities Artistic verbs and nouns (sculpt/sculptor, etc.) Describing books and stories		Participle clauses  Determiners (all, each, very, every, few, little, etc.)  So and such	Musical performances  Talking about festivals	Music festivals  Alonzo Clemons and Richard Wawro	Stimulus description  Giving an opinion  Expressing a strong opinion	Book review	<b>12</b>
	Итоговый тест							<b>2</b>
							<b>ИТОГО</b>	<b>144</b>

**4. Учебно-тематический план программы «Английский язык. Решения» 4 год обучения  
УМК «Solutions» Upper-Intermediate (B2 – C1)**

Раздел	Лексика	Фонетика	Грамматика	Аудирование	Чтение	Говорение	Письмо	Количество часов
<b>1</b> <b>Out of the ordinary</b>	Personality traits (ambitious, immature, selfish, etc.) Extra-curricular activities Physical description adjectives Character and behaviour		Present perfect simple and continuous. State and dynamic verbs (hate, watch, etc.) Prepositions Verb patterns: (verb +to infinitive verb +ing form verb+object+to infinitive, etc.)	Talking about personality traits  J.D. Salinger and Harper Lee To Kill A Mockingbird  Talking about a photo	High maths abilities, bad school life	Photo description	Description of a person	<b>12</b>

<p style="text-align: center;"><b>2</b></p> <p style="text-align: center;"><b>Rich and poor</b></p>	<p>Money idioms Buying or renting a flat Extreme adjectives (enormous, starving, etc.)</p>		<p>Used to and would</p> <p>Second Conditional</p> <p>Past Perfect Simple and Past Perfect Continuous</p> <p>Past Simple and Past Continuous</p>	<p>Talking about money</p> <p>Interview</p>	<p>Secret millionaire</p>	<p>Talking about squatters</p> <p>Photo description</p>	<p>Story</p>	<p><b>12</b></p>
<p style="text-align: center;"><b>3</b></p> <p style="text-align: center;"><b>Generations</b></p>	<p>Relating to people (admire, adore, etc.) Stages of life Verbal interaction (bicker with sb, insult sb. etc.) Phrasal verbs with up and down Describing places</p>		<p>Question forms Indirect questions Subject/Object questions Comparison Question tags Concession clauses</p>	<p>Talking about family relationships</p> <p>Radio interview</p> <p>A foreign visitor</p>	<p>How to be a good parent</p>	<p>Role-play</p>	<p>Essay pros and cons</p>	<p><b>12</b></p>
<p style="text-align: center;"><b>4</b></p> <p style="text-align: center;"><b>Talking a stand</b></p>	<p>Politics and protest International organizations</p>		<p>Probability: present and future</p> <p>Future continuous and future perfect</p>	<p>Talking about politics</p> <p>Talking about Northern Ireland</p> <p>Song: Imagine</p>	<p>Northern Ireland</p> <p>Freedom of speech and information – how much should we have?</p>	<p>Role play: agreeing and disagreeing</p>	<p>Formal letter.</p> <p>Letter of protest</p>	<p><b>12</b></p>

<p style="text-align: center;"><b>5</b></p> <p style="text-align: center;"><b>Technology</b></p>	<p>Computing Computing phrase and useful verbs Technology components (aerial, battery, etc.) Science (diagnosis, laser etc.) Crime (arson, burglar etc.)</p>		<p>Passive all forms Use of passive</p> <p>Future in the past</p>		<p>Who is afraid of designer babies?  Who are the jailbreakers?</p>	<p>Speculating about a photo</p>	<p>Story</p>	<p style="text-align: center;"><b>12</b></p>
<p style="text-align: center;"><b>6</b></p> <p style="text-align: center;"><b>A matter of taste</b></p>	<p>Describing food Food adjectives Food and nutrition</p>		<p>Passive: advanced structures (passive with know, believe etc.) Passive modals, gerunds and infinitives Articles and quantifiers</p>	<p>Talking about food  Talking about healthy eating  Talking about food</p>	<p>Drinking stories</p>	<p>Talking about food.  Expressing opinions.</p>	<p>Description of a place Describing restaurants Recommending</p>	<p style="text-align: center;"><b>12</b></p>



7	Communication	Headlines and news vocabulary Phrasal verbs with on, off, out, and in	Reported speech Reported questions  Indefinite pronouns  Reporting verbs  Must, might, can't (have)	Talking about the news  Talking about Twitter	Twitter  You've got mail!	Photo description	Review	14
8	Our planet	Global warming. Energy and the environment (coal, solar etc.) Wildlife and endangered species (captivity, conserve)	Talking about ability  Relative clauses  Do and did for emphasis	Talking about global warming  Vertical farming  Talking about recycling	Solving the food crisis  Space junk	Talking about recycling	Opinion essay	14
9	Mistakes	Describing behaviour	Criticizing past actions (should/could/might/needn't have)  Third conditional  Mixed conditionals	Rebecca Black  Song: Same mistake  Talking about a mistake.	Hospital mix-up	Talking about a mistake. Wishes and regrets.	Story	14

10	Game on!  Sports Equipment, venues, disciplines  Anatomy (ligament, swelling etc.)		Emphasis and inversion	Talking about the role of money in sport	Getting ahead	Talking about sport and money	Description of an event	14
			Unreal past and had better (might as well)	Talking about fitness		Talking about fitness (photo description)		
		Итоговый тест						2
							<b>Итого</b>	<b>144</b>

**5. Учебно-тематический план программы «Английский язык. Решения» 5 год обучения  
УМК «Solutions» Advanced (C1 – C2)**

Unit	Vocabulary	Pronunciation	Grammar	Listening	Reading	Speaking	Writing	Number of hours
1	Memories Describing feelings (overawed, bewildered, etc.) Recent coinages		Habitual actions  Phrasal verbs (passive and infinitive forms)	Talking about childhood  Talking about family resemblances  Radio programme about the origins of English	Sporting origins	Talking about childhood memories  Talking about inherited characteristics  Discussion (expressing opinion on ethical issues)	Describing an event	12

<p style="text-align: center;"><b>2</b></p> <p style="text-align: center;"><b>Stories</b></p>	<p>Compound adjectives (ill-equipped, eye-catching, far-reaching, etc.)</p> <p>Like, unlike, as</p>		<p>Narrative tenses Would, past perfect, future in the past, etc.</p> <p>Simple and continuous forms</p>	<p>Talking about films</p> <p>Talking about TV watching habits</p> <p>Extract from Death of a Salesman</p> <p>Describing photos of homeless people</p>	<p>Lord of the Flies (extract from the novel)</p>	<p>Discussing the effects of TV on children</p> <p>Photo comparison</p>	<p>A film review</p>	<p style="text-align: center;"><b>12</b></p>
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<p style="text-align: center;"><b>3</b></p> <p style="text-align: center;"><b>Partners</b></p>	<p>Relationships Set phrases (bone dry, pitch black, fighting fit, etc.) Literal and figurative language</p>		<p>Verb patterns</p>	<p>Talking about relationships</p> <p>Describing friends</p> <p>British habits and attitudes concerning weddings</p> <p>Talking about different aspects of weddings and marriage</p> <p>Talking about the relative merits of different cafes</p>	<p>Love conquers all</p> <p>Love and War</p>	<p>Negotiation</p>	<p>An article about a popular tourist destination</p>	<p style="text-align: center;"><b>12</b></p>
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<p style="text-align: center;"><b>4</b></p> <p style="text-align: center;"><b>Changes</b></p>	<p>Synonyms of change (alter, modify, refine, etc.) Nouns formed from verbs (alteration, etc.) Expressions with change</p>		<p>Comparative and superlative forms</p> <p>Conditionals 1<sup>st</sup>, 3d, 3d, mixed.</p> <p>Inversions when if omitted</p>	<p>Talking about changes.</p> <p>Talking about how people change as they become teenagers.</p> <p>Radio programme about the song Strange Fruit</p> <p>Talking about planned changes to a town center.</p>	<p>Little stars: Andrea Jaeger, tennis star turned charity worker.</p>	<p>Discussion. Urban change.</p> <p>Expressing opinions (That's how I see it, to my mind, etc.)</p>	<p>Discursive essay</p>	<p style="text-align: center;"><b>12</b></p>
<p style="text-align: center;"><b>5</b></p> <p style="text-align: center;"><b>Battles</b></p>	<p>War and piece Words related to war</p>		<p>For+noun/pronoun+infinitive</p> <p>Ellipsis</p>	<p>The battle of the Somme</p> <p>Talking about family arguments</p> <p>Song: Sisters are doing it for themselves</p> <p>Listening to a presentation</p>	<p>Fighting for equality (an article)</p> <p>Steve Irwin</p>	<p>Talking about family disputes and arguments</p> <p>Presentation</p>	<p>Article: describing a person</p>	<p style="text-align: center;"><b>12</b></p>

6 <b>Dreams</b>	Synonyms of predict. Expressions for plans and predictions		Talking about the future  Reporting structures	Where do you see yourself in 10years' time?  Talking about dreams.  Opinions on the European Union.  Speculating about photo.	The European Union (article)  Let sleeping teenagers lie (article)	Speculating and making predictions about the future.  Photo comparison	Story-writing	12
7 <b>Journeys</b>	Travelling  Phrases for softening ideas (in a way, whatever, etc.)  Nouns related to phrasal verbs (breakthrough, get-together, comeback, etc.)  Easily confused words (infer/imply, etc.)		-ing after preparatory it  Adding emphasis Cleft sentences Fronting phrases Do/did for emotive or contrastive emphasis	Travels  Talking about tourist destinations  Radio programme about migration to the UK over the ages  Listening to presentations	Time travel for beginners (article)	Talking about different kinds of travel and journey  Presentation	Letter of complaint	14

<p style="text-align: center;"><b>8</b></p> <p style="text-align: center;"><b>Tastes</b></p>	<p>Fashion Clothes and style Two-part adjectives Clothes idioms (off the cuff, etc.) Colloquial language (wannabe, clued up, crew, etc.)</p>		<p>Would</p> <p>Overview of modals</p>	<p>Talking about clothes and fashion</p> <p>Talking about attitudes to food</p> <p>Talking about different kinds of charts</p>	<p>Meat for vegetarians</p> <p>Nano-food (article)</p>	<p>Talking about clothes and fashion</p> <p>Talking about different attitudes to food</p> <p>Talking about youth culture and fashions</p> <p>Stimulus-based discussion (describing and responding to visual stimuli in a discussion)</p>	<p>A report</p>	<p style="text-align: center;"><b>14</b></p>
<p style="text-align: center;"><b>9</b></p> <p style="text-align: center;"><b>Secrets</b></p>	<p>Expressions related to gossip and secrets (eavesdrop, indiscreet, drop a bombshell, etc.) Giving and withholding information (blab, etc.)</p>		<p>Passive structures Participle phrases</p>	<p>Listening to gossip</p> <p>Information about Joseph Conrad</p> <p>Comparing and contrasting photos</p>	<p>The Secret Agent (a literary extract)</p> <p>Conspiracy theorists: are they out to get you?</p>	<p>Using natural, colloquial language</p> <p>Drawing conclusions</p>	<p>Opinion essay</p>	<p style="text-align: center;"><b>14</b></p>

<b>10</b> <b>Endings</b>	Farewell Synonyms of end and finish  The environment (polar ice, caps, degrade, etc.)		Whatever, whoever, etc.  Complex sentences Prepositions in relative clauses	Extracts from a variety of text types  Talking about global threats  A film critic talking about the endings of films  Listening to presentations  Expressing opinions	Would you die of boredom if you lived for ever?	Saying farewells in a variety of contexts and situations  Talking about global threats  Talking sport and money  Presentation	Opinion essay	<b>14</b>
	Итоговый тест							<b>2</b>
<b>ИТОГО</b>							<b>144</b>	



## Итоговый контроль по программе «Английский язык. Решения»

1. Итоговый контроль по программе «Английский язык. Решения» 1 год обучения осуществляется в форме **предлагаемого теста** и оценивается в соответствии с системой оценивания, приведенной в Положении о контроле успеваемости обучающихся ЧОУ ДО «Мурманская языковая школа».

### Test 1 (Elementary)

#### Write affirmative, negative and interrogative sentences (to be +Present Simple)

He/17 \_\_\_\_\_  
They/from Russia \_\_\_\_\_  
I/ funny \_\_\_\_\_

#### Complete the sentences with the correct form of the verb (Present Simple/ Present Continuous) and give short answers to the questions.

We (to write) a composition every week. \_\_\_\_\_  
You(to go) for a walk after dinner? \_\_\_\_\_ No, \_\_\_\_\_  
She (not to drink) milk now. \_\_\_\_\_  
He ( to go) to the theatre every Sunday? \_\_\_\_\_ Yes, \_\_\_\_\_  
Look at Alex! He (to wear) a black jacket! \_\_\_\_\_

#### Complete the sentences with his/my/our/her/their/your

I have \_\_\_\_\_ book in the bag. Mary puts \_\_\_\_\_ ball on the shelf. Neil and David are eating \_\_\_\_\_ supper. I hope you like \_\_\_\_\_ holiday. We like \_\_\_\_\_ house. Bill likes \_\_\_\_\_ cat.

#### Choose the correct words

Is **that/those** your book? Is **this/that** your teacher over there? **These/This** are my pens. **That/those** isn't my cat.

#### Put the words in the correct order to make sentences.

1. goes/never/my mother/cycling. \_\_\_\_\_
2. sometimes/by bus/Sally/ to school/goes \_\_\_\_\_
3. I/ in my bedroom/ my homework/ do/always. \_\_\_\_\_

#### Complete the sentences with There is / There are

\_\_\_\_\_ two cars. \_\_\_\_\_ a cat. \_\_\_\_\_ Tom's dog. \_\_\_\_\_ three trees.

### Choose the correct words

1. I can hear my brother, but I can't see **him/her/it**. 2. I've got a problem. Please, help **her/you/me**. 3. Are you lost? I live here. I can show **us/you/them**. 4. Is that your coat? Please, put **it/him/them** on the chair.

### Complete the sentences with a/an/some/any

He would like \_\_\_\_\_ sandwich. A cat wants \_\_\_\_\_ milk. He wants \_\_\_\_\_ apple. I want \_\_\_\_\_ tea.

There weren't \_\_\_\_\_ cats. There weren't \_\_\_\_\_ dolls.

### Complete the sentences with the correct form of the verb Present Perfect / Past Simple.

1. I \_\_\_\_\_ (already /to do) my homework 2. I \_\_\_\_\_ (to do) my homework yesterday. 3. \_\_\_\_\_ he just \_\_\_\_\_ (to come) home? 4. He \_\_\_\_\_ (to break) his leg. He can't walk now. 5. Nick \_\_\_\_\_ (not to play) football yesterday. 6. We \_\_\_\_\_ (to be) the best friends since 1991.

### Use comparative or superlative forms of the adjectives below

Bad- \_\_\_\_\_ , Big- \_\_\_\_\_ , Expensive- \_\_\_\_\_ ,

Comfortable- \_\_\_\_\_ , Little- \_\_\_\_\_ ,

### Complete the sentences with the correct form of the verb Future Simple / be going to.

Our class \_\_\_\_\_ (go) to a museum next week.

"I'm thirsty!" "I \_\_\_\_\_ (get) you a drink."

"Do you want to get to a town?" "No, I \_\_\_\_\_ (not come). I've got too much homework."

### Read the text.

The Olympic Games have their own flag and motto. The flag is white with five circles. The circles represent the five continents of Africa, Asia, Australia, Europe and North and South America. The circles are black, blue, green, red and yellow. The flag of every country in the games has at least one of these colours. The motto of the Olympics is 'Faster, higher, stronger'. At the opening ceremony, the final runner carries the torch to the stadium, and lights the new Olympic Flame. Then there is a very big song, dance and music show. The Olympic Flame burns until the end of the Games.

### Mark the sentences T/F

1. The Olympic Flame burns only at the opening ceremony.
2. The final runner carries the torch to the stadium.
3. Africa, Asia, Australia, Europe and North and South America are countries that represented by 5 circles.

2. Итоговый контроль по программе «Английский язык. Решения» 2 год обучения осуществляется в форме **предлагаемого теста** и оценивается в соответствии с системой оценивания, приведенной в Положении о контроле успеваемости обучающихся ЧОУ ДО «Мурманская языковая школа».

### Test 2 (Pre-Intermediate)

#### Complete the sentences with the correct form of the verb (Present Simple/ Present Continuous)

1. We \_\_\_\_\_ (to read) a book every day. 2. When the train (to arrive)? \_\_\_\_\_  
3. She \_\_\_\_\_ (not to drink) milk now. 4. Ben and Ann (to go) to the cinema every Sunday? \_\_\_\_\_  
\_\_\_\_\_ 5. Look at Alex! He \_\_\_\_\_ (to wear) black jacket!

#### Complete the sentences with the correct form of the verb Past Continuous/ Past Simple

1. I \_\_\_\_\_ when Tim \_\_\_\_\_ (watch TV/arrive) 2. She \_\_\_\_\_ a book when the  
phone \_\_\_\_\_ (read/ring). 3. When they \_\_\_\_\_ near the lake, a fish \_\_\_\_\_ out of the water (sit/jump)

#### Complete the sentences with the correct form of the verb Past Perfect. +/-/? and give short answer

- He \_\_\_\_\_ (finish) his homework before she came  
\_\_\_\_\_ Yes, \_\_\_\_\_

#### Use comparative or superlative forms of the adjectives below

- Bad- \_\_\_\_\_ - \_\_\_\_\_, Expensive- \_\_\_\_\_ - \_\_\_\_\_, Little- \_\_\_\_\_ - \_\_\_\_\_, Comfortable-  
\_\_\_\_\_ - \_\_\_\_\_, Big- \_\_\_\_\_ - \_\_\_\_\_,

#### Complete the sentences with the correct form of the verb Present Perfect / Past Simple.

1. I \_\_\_\_\_ (already to do) my homework. 2. \_\_\_\_\_ he just \_\_\_\_\_ (to come) home? 3. He \_\_\_\_\_ (to break)  
his leg. He can't walk now. 4. Nick \_\_\_\_\_ (not to play) football yesterday. 5. We \_\_\_\_\_ (to be) the best friends since 1991.

#### Complete the sentences with the correct form of the verb Future Simple / be going to.

1. Our class \_\_\_\_\_ (go) to a museum next week. 2. "I'm thirsty!" "I \_\_\_\_\_ (get) you a drink." 3. "Do you want to get  
to a town?" "No, I \_\_\_\_\_ (not come). I've got too much homework."

#### Make zero conditionals

- (Julie / not wear a hat / she / get sunstroke) \_\_\_\_\_

(children / not eat well / they / not be healthy) \_\_\_\_\_

### Make the first conditional

- 1) If I \_\_\_\_\_ (go) out tonight, I \_\_\_\_\_ (go) to the cinema.
- 2) If he \_\_\_\_\_ (get) back late, I \_\_\_\_\_ (be) angry.

### Make the second conditional

- 2) If he \_\_\_\_\_ (be) younger, he \_\_\_\_\_ (travel) more.
- 3) If we \_\_\_\_\_ (not/be) friends, I \_\_\_\_\_ (be) angry with you.

### Complete the sentences with the correct form of the verb (wish + Past Simple/ Past Continuous)

1. She wishes she \_\_\_\_\_ (have) blue eyes.
2. I wish I \_\_\_\_\_ (wear) a coat now.
3. I wish I \_\_\_\_\_ (can speak) French.

### Change this direct speech into reported speech:

1. Ann: "He works in a bank" \_\_\_\_\_
2. Ann "Ben, we went out last night". \_\_\_\_\_
3. Ann: "What are you going to do at the weekend?" \_\_\_\_\_
4. Ann: "Don't smoke!" \_\_\_\_\_

### Choose the correct words

1. You **needn't/mustn't** buy tomatoes, we have plenty of them at home.
2. One **mustn't/ shouldn't** cross the street with the red light.
3. You **must/ought to** stay with your guide because you can be lost.
4. Where is Tom? He **might/should** be at school.

### Choose the correct words

1. I can't wait for you. I've got **little/any** time.
2. Fred has got **much/ a few** English books.
3. How **much/many** books did you buy?
4. How **many/much** money do you have.
5. Would you like **some/any** tea?
6. Don't eat so **much/ many** chocolate or you'll get fat.

### Fill in the correct article.

1. I would like to visit \_\_\_\_\_ Northern Africa one day.
2. \_\_\_\_\_ Russia is a faraway country, where mostly bears live.
3. Last year I was in \_\_\_\_\_ USA and saw \_\_\_\_\_ Niagara Fall.
4. This winter we are going to ski in \_\_\_\_\_ Urals.
5. Go down \_\_\_\_\_ Kingston Street and turn left into Oxford Street.

**Read the text.**

One of the most famous statues in the world stands on an island in New York. This statue is the Statue of Liberty - a woman holding a torch. Visitors can go inside the statue. The statue is so large that as many as twelve people can stand inside the torch. Many people can stand in other parts of the statue. The statue weighs 225 tons and is about 100 meters high. The statue of Liberty, was put up in 1886. It was a gift to the United States from the people of France for America's 100th birthday. French people gave money for the statue. Americans designed and built the pedestal. The French engineer Alexander Eiffel, who was famous for his Eiffel Tower in Paris, found out how to make the heavy statue stand. People who come to the United States see the Statue of Liberty holding her torch. She symbolizes a welcome to a land of freedom.

**Mark the sentences T/F**

Americans only built the pedestal

The statue of Liberty was presented to the United States by the people of France.

The French engineer found out how to transport the statue.

3. Итоговый контроль по программе «Английский язык. Решения» 3 год обучения осуществляется в форме **предлагаемого теста** и оценивается в соответствии с системой оценивания, приведенной в Положении о контроле успеваемости обучающихся ЧОУ ДО «Мурманская языковая школа».

### Test 3 (Intermediate)

#### Complete the sentences with the correct form of the verb (Present Simple/ Present Continuous)

1. She (work) \_\_\_\_\_ every Sunday. 2. We (not / sleep) \_\_\_\_\_ now  
3. He (not / go) \_\_\_\_\_ to the park very often. 4. It (rain) \_\_\_\_\_ a lot here.  
5. I (go) \_\_\_\_\_ on holiday tomorrow. 6. How long (she / stay) \_\_\_\_\_ in London? 7. The train  
\_\_\_\_\_ (arrive) at 5 o'clock.

#### Choose the present perfect or past simple:

1. I \_\_\_\_\_ (never / be) to Vienna. 2. My great great grandfather \_\_\_\_\_ (have) five sisters  
3. \_\_\_\_\_ (you / see) Julie today? 4. He \_\_\_\_\_ (live) in Manila for a year when he was a student. 5. Oh no! I  
\_\_\_\_\_ (lose) my wallet!

#### Present Perfect Simple or Present Perfect Continuous

1. \_\_\_\_\_ (they / arrive) already? 2. Lucy \_\_\_\_\_ (run) 2000 metres today. 3. I \_\_\_\_\_ (clean) all  
morning – I'm fed up! 4. How long \_\_\_\_\_ (you / know) Simon? 5. I \_\_\_\_\_ (drink) more water lately, and I feel better. 6.  
Sorry about the mess! I \_\_\_\_\_ (bake).

#### Complete the sentences with the correct form of the verb (Future Perfect/ Future Continuous)

1. Don't phone me between 7 and 8. We \_\_\_\_\_ (have) dinner then. 2. Phone me after 8 o'clock. We \_\_\_\_\_ (finish) dinner  
by then. 3. Tomorrow afternoon we're going to play tennis from 3 o'clock until 4.30. So at 4 o'clock, we \_\_\_\_\_ (play) tennis. 4. A: Can we  
meet tomorrow afternoon? B: Not in the afternoon. (I/work). 5. Tom is on holiday and he is spending his money very quickly. If he continues like this, he  
\_\_\_\_\_ (spend) all his money before the end of his holiday.

#### Make zero conditional

- (Julie / not wear a hat / she / get sunstroke) \_\_\_\_\_  
(children / not eat well / they / not be healthy) \_\_\_\_\_

**Make the first conditional**

- 1) If I \_\_\_\_\_ (go) out tonight, I \_\_\_\_\_ (go) to the cinema.
- 2) If he \_\_\_\_\_ (get) back late, I \_\_\_\_\_ (be) angry.

**Make the second conditional**

- 1) If he \_\_\_\_\_ (be) younger, he \_\_\_\_\_ (travel) more.
- 2) If we \_\_\_\_\_ (not/be) friends, I \_\_\_\_\_ (be) angry with you.

**Make the third conditional**

- 1) If you \_\_\_\_\_ (not/be) late, we \_\_\_\_\_ (not/miss) the bus. .
- 2) If she \_\_\_\_\_ (study) she \_\_\_\_\_ (pass) the exam. .

**Change this direct speech into reported speech:**

- 1. "I didn't go to the party"  
She told me \_\_\_\_\_
- 2. "He hasn't eaten breakfast"  
She told me \_\_\_\_\_
- 3. "What are you doing?"  
She asked me \_\_\_\_\_
- 4. "I was wondering if you could possibly tell me the time?"  
She \_\_\_\_\_
- 5. "Eat your dinner!"  
She \_\_\_\_\_

**Change these sentences from active to passive:**

- 1. People speak Portuguese in Brazil.  
\_\_\_\_\_
- 2. The Government is planning a new road near my house. \_\_\_\_\_
- 3. My grandfather built this house in 1943. \_\_\_\_\_
- 4. Picasso was painting Guernica at that time. \_\_\_\_\_

**Complete the sentences with I wish/if only/I'd rather**

- 1. I don't like living in the city. \_\_\_\_\_ (live) in the country. 2. I hate wet weather. \_\_\_\_\_ it \_\_\_\_\_ (stop) raining. 3. I hate camping. \_\_\_\_\_ (stay) in a hotel than in a tent.

4. \_\_\_\_\_ my sister \_\_\_\_\_ (not keep) following me around.

**Complete the sentences with any/some/much /a little/a few**

1. There wasn't \_\_\_\_\_ music in the film, just sound effects. 2. I haven't got \_\_\_\_\_ money-just 10 dollars. 3. \_\_\_\_\_ of his plays are written in French, others in English. 4. Can you give me \_\_\_\_\_ time to think about it? 5. I decided to spend \_\_\_\_\_ days with my grandparents

**Complete the sentences with which/who/whose/where**

1. My friend, \_\_\_\_\_ doesn't have a cell phone, suddenly knocked on the door last night. 2. The boy \_\_\_\_\_ dog was hit by a car has not been to school for 3 days. 3. I didn't realize I had forgotten my passport until I reached the airport, \_\_\_\_\_ was very annoying. 4. The shop \_\_\_\_\_ we usually buy our bread has closed down.

**Read the text**

**Designer dog burns down kitchen**

A pet dog caused £30,000 of damage when it turned on its owner's cooker and burnt down the kitchen. Skylar, a three-year-old "goldendoodle", apparently started a kitchen fire when she tried to jump on the stove to get left-over pizza. It happened after her owner, Fred Haines, left his home in Naperville, Illinois, to go to work, reports the Chicago Sun-Times. The fire spread to a nearby plastic cutting board, and then to the cabinets above the stove, Naperville fire officials said. Firefighters broke down a door after neighbours phoned them and rescued the unconscious Skylar.

**True or false?**

1. Skylar is a male dog.
2. There was some food left in the kitchen.
3. The kitchen was completely destroyed.
4. There was nobody in the house when the fire occurred.
5. Neighbours saved Skylar from the fire.



4. Итоговый контроль по программе «Английский язык. Решения» 4 год обучения осуществляется в форме **предлагаемого теста** и оценивается в соответствии с системой оценивания, приведенной в Положении о контроле успеваемости обучающихся ЧОУ ДО «Мурманская языковая школа».

### Test 4 (Upper-Intermediate)

#### 1. Choose the correct tense.

1. “Stop it! You \_\_\_\_\_ (behave) selfishly.”  
Why? I \_\_\_\_\_ (not understand) what you \_\_\_\_\_ (mean).
2. “Why \_\_\_\_\_ (you/laugh) at my T-shirt?”  
“Because it \_\_\_\_\_ (not fit) you!”
3. “This bag that I \_\_\_\_\_ (carry/weigh) a ton!”  
“I \_\_\_\_\_ (know). It \_\_\_\_\_ (contain) all my books.

#### 2. Choose the best verb form in these sentences.

1. “I can’t find my phone.” “Have you tried \_\_\_\_\_ your own number?”  
a. call b. calling c. to call
2. Liverpool were two goals down at half time, but they went on \_\_\_\_\_ the match.  
a. win b. winning c. to win
3. When I saw a man \_\_\_\_\_ in our garden, I asked him what he wanted.  
a. stand b. standing c. to stand
4. This is a great track. It will get everybody \_\_\_\_\_.  
a. dance b. dancing c. danced
5. Please remember \_\_\_\_\_ for me to look at.  
a. take b. taking c. to take

**3. Read the statements. Write subject/object questions to the answers that are given.**

1. He gave his number to Grace.  
- \_\_\_\_\_?  
- Grace
2. They won a brand new car!  
- \_\_\_\_\_?  
- A brand new car.
3. My dad drove them to the airport.  
- \_\_\_\_\_?  
- My dad.
4. A faulty TV caused the fire.  
- \_\_\_\_\_?  
- A faulty TV.
5. The Fiat won the rally?  
- \_\_\_\_\_?  
- The Fiat.
6. Sandy always sits next to Noah.  
- \_\_\_\_\_?  
- Noah.

**Reading**

**Read the text and mark the sentences (1-6) below the text true (T), false (F), or not stated (N)?**

Doing yoga as exercise is incredibly popular in the western world. There are now classes in most leisure centers in Europe and America, but what exactly is it and where did it come from? Yoga originated in ancient India as a physical, mental, and spiritual discipline. It evolved as a part of Hindu philosophy and religion. The original goal of yoga, or the person practicing yoga, is the attainment of a state of perfect spiritual tranquility while meditating on the concept of divinity. The Sanskrit word “yoga” has the literal meaning “to join, unite, or attach”. The idea is to unite the body, breath, and mind into one quiet energy. It was used as a word to describe a system of meditation as early as the second century BC. Someone who practices yoga or follows the yoga philosophy with a high level of commitment is called a “yogi” for a man, or “yogini” for a woman. They vow to follow a plain and simple life of self-discipline in order to achieve the perfect state of harmony and tranquility.

There are several types of yoga. The one that we associate most with in the West is Hatha yoga, which is sometimes referred to as psychophysical yoga. “Ha” means Sun or “vital life force” and “tha” means “moon” or “mental force”, while “yoga”, signifies the union between the two. The Hatha Yoga school emphasized mastery of the body to focus the mind. It evolved in 15th century India, and instead of just sitting while practicing meditation, Hatha yoga developed a series of poses for the body. Yoga came to the attention of an educated western public in the mid-19<sup>th</sup> century along with other forms of Hindu philosophy. The first Hindu teacher to actively promote aspects of yoga to a western audience Swami Vivekananda, who toured Europe and the U.S. in the 1897.

In 1947 the first Hatha Yoga school in the U.S. opened in Hollywood. In the “Flower Power” hippie years of the 1960ies, interest in Hindu spiritually reached its peak. Pop stars, such as the Beatles and many Hollywood actors, followed Hindu meditation and philosophy for a while to inspire creativity and as an antidote to the materialism of Western culture. However, for us in the West, yoga has now become almost completely detached from its religious context and is typically undertaken as a form of exercise, with its powerful combination of controlled movement and deep breathing.

1. Yoga is now more popular in Western world than India, its country of origin. T F N
2. Achieving a calm and peaceful state is an important element of yoga. T F N
3. Hatha Yoga is physically demanding than some other types. T F N
4. Prior to Swami Vivekananda’s tour, yoga was unknown to westerners. T F N
5. The first Hatha Yoga school in the US was primarily attended by Hollywood stars. T F N
6. Although most westerners do yoga to improve their body, they have not lost sights of its spiritual aspects. T F N

## Speaking.

Describe the picture. Then answer the questions.



1. How healthy you think your diet is? Give examples.
2. How could teenagers be encouraged to eat healthier food?

5. Итоговый контроль по программе «Английский язык. Решения» 5 год обучения осуществляется в форме предлагаемого теста и оценивается в соответствии с системой оценивания, приведенной в Положении о контроле успеваемости обучающихся ЧОУ ДО «Мурманская языковая школа».

### Test 5 (Advanced)

#### Fill in the blanks with the correct form of the verbs

1. Jessica \_\_\_\_\_ (never fall) in love until she \_\_\_\_\_ (meet) Ben two years ago.
2. Bruce \_\_\_\_\_ (not stop) studying until he \_\_\_\_\_ (revise) all topics this evening.
3. When the old woman \_\_\_\_\_ (hear) that her grandson \_\_\_\_\_ (arrest) for robbery, she \_\_\_\_\_ (get) a big shock.
4. When Megan \_\_\_\_\_ (have) problems at school, her parents \_\_\_\_\_ (usually help) her to cope with them.
5. We \_\_\_\_\_ (wait) for the bus for nearly half an hour, but it \_\_\_\_\_ (not arrive) yet so I don't think we \_\_\_\_\_ (be able to) attend the meeting on time.
6. When Sarah \_\_\_\_\_ (graduate) from university next year, she \_\_\_\_\_ (study) English for nearly four years.
7. While the children \_\_\_\_\_ (play) by the lake, one of them \_\_\_\_\_ (drop) his ball and \_\_\_\_\_ (try) to get it out himself.
8. Tomorrow at around 7.30 pm, I \_\_\_\_\_ (drive) through America.
9. Builders \_\_\_\_\_ (finish) the Millennium Dome by the end of the year 2000.
10. When I \_\_\_\_\_ (have) another look I \_\_\_\_\_ (realize) the shirt in the laundry \_\_\_\_\_ (shrink).

#### Complete the sentences with a comparative or superlative form of the adjectives

1. They have won (few prizes) \_\_\_\_\_ she has. She is a (good sportswoman) \_\_\_\_\_ they are. In fact, she is one of (good) \_\_\_\_\_ town.
2. Let's have lunch at that restaurant. It's just (good) \_\_\_\_\_ the one we went yesterday, and it's (cheap) \_\_\_\_\_.
3. She's by far \_\_\_\_\_ (good writer) \_\_\_\_\_ the four.
4. My father has been smoking (same pipe) \_\_\_\_\_ for over twenty years.
5. It's very difficult to tell which of the two novelist is (popular) \_\_\_\_\_.
6. The place I spent the night yesterday was even (gloomy) \_\_\_\_\_ this guest-house.
7. She's much (shabby beggar) \_\_\_\_\_ the area.

#### Make conditionals

1. If it \_\_\_\_\_ (not be) for the children, I \_\_\_\_\_ (leave) my husband.
2. Unless you \_\_\_\_\_ (wait) for them, they \_\_\_\_\_ (get) angry. So please wait for them.
3. If you \_\_\_\_\_ (see) a fierce dog, you mustn't run from it.
4. Can you go a little bit more slowly? If you \_\_\_\_\_ (go) so fast, you \_\_\_\_\_ (overshoot) the turning.
5. The fire engines got there in no time at all. If they \_\_\_\_\_ (arrive) a bit later, the fire \_\_\_\_\_ (destroy) everything.
6. I did it only because they blackmailed me. If they \_\_\_\_\_ (not blackmail) me, I \_\_\_\_\_ (not do) it.

### Choose the correct word.

1. Ted's flight from Amsterdam took more than 11 hours. He **must be/ should be** exhausted after such a long flight. 2. The book is optional. My professor said we could read it if we needed extra credit. But we **mustn't /don't have to** read it if we don't want to. 3. Susan **couldn't/can't** hear the speaker because the crowd was cheering so loudly. 4. The television isn't working. It **must have been/ should have been** damaged during the move. 6. You **don't have to /couldn't** be rich to be a success. Some of the most successful people I know haven't got a penny to their name. 7. I've redone this math problem at least twenty times, but my answer is wrong according to the answer key. The answer in the book **must be/should be** wrong! 8. You **couldn't/didn't have to** do the job if you didn't speak Japanese fluently.

### Complete the sentences with the correct form of the verb. Use an object pronoun where necessary

1. He promised \_\_\_\_\_ (help) us. 2. Tyler's friends dared \_\_\_\_\_ (do) a bungee jump. 3. He recommended \_\_\_\_\_ (visit) the museum. 4. He confessed \_\_\_\_\_ (copy) my work. 5. They accused \_\_\_\_\_ (steal) their car.

### Change these sentences from active to passive:

13. The wolf ate the princess. \_\_\_\_\_  
14. At six o'clock someone was telling a story. \_\_\_\_\_  
16. I had cleaned all the windows before the storm. \_\_\_\_\_  
17. A workman will repair the computer tomorrow. \_\_\_\_\_  
18. By next year the students will have studied the passive. \_\_\_\_\_  
19. James might cook dinner. \_\_\_\_\_  
20. Somebody must have taken my wallet. \_\_\_\_\_

### Read the text

Posters advertising the new Wallace and Gromit movie have been banned from one superstitious corner of Britain. Posters for "The Curse of the Were-Rabbit" have been banned from the Isle of Portland in Dorset, reports Sky News. For more than 100 years the word "rabbit" has been considered bad luck there because burrowing caused by rabbits has caused land slips in the area's famous quarries. Locals refer instead to "underground mutton" or, more prosaically, "furry things". The unofficial ban came to light when publicists tried to put up posters for the new film featuring the clay duo. Authorities on Portland, which is connected to the rest of Dorset by a causeway, warned that the adverts should not appear there because they could offend local people. Stone from Portland's quarries is world famous and was used to build St Paul's Cathedral as well as many other London landmarks. But in the past, quarry workers were so superstitious that if they saw a rabbit they would stop work and go home for the day. A crane operator was killed 100 years ago when the ground gave way because of rabbit burrows and his crane tipped over. The only poster for the film on Portland is on the road off the island and says: "Something bunny is going on". Mayor Tim Woodcock said: "There certainly is a feeling against the word 'rabbit', especially from the older residents. "It is a local superstition, but like any superstition, people take it seriously."

### **True or False?**

1. Posters have been banned from the Isle of Portland for more than 100 years.
2. Rabbits cause the ground to be unstable.
3. People on the Isle of Portland are superstitious about animals.
4. People are more superstitious now than before.
5. There is one poster on Portland for the new film.

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