



1. To begin with I'd like to say that at present, I'm a ninth grade student at a secondary School.
2. As far as I'm concerned I'm a diligent student.
3. As for my school day, my classes always start at 8.00 am and end at around 2pm.
4. Usually, I have 6 or 7 lessons. We study a lot of subjects but for me, the most useful is English.
5. Moreover, I consider English one of the most popular and widespread languages/subjects in the world.
6. Besides these skills will help me in future.
7. Because in two years, I'm going to finish School and aim to enter the university and to become a famous interpreter, to earn a lot of money and of course to travel a lot.
8. In conclusion I'd like to emphasize that

- **Task 3. You are going to give a talk about your school. You will have to start in 1.5 minutes and speak for not more than 2 minutes (10–12 sentences).**
- **Remember to say:**
 - what your typical school day is like;
 - what subjects at school you find most useful for your future, and why;
 - what you are going to do when you leave school;
 - what your attitude to school life is.
- **You have to talk continuously.**
- **Recording**

- **Task 3. You are going to give a talk about your school holidays. You will have to start in 1.5 minutes and speak for not more than 2 minutes (10–12 sentences).**

- **Remember to say:**

- when you have school holidays;
- what school holidays you would make longer, and why;
- what you enjoy doing during your school holidays;
- what your attitude to school holidays is.

- **You have to talk continuously.**

- **Preparation**

- **Task 3. You are going to give a talk about school homework. You will have to start in 1.5 minutes and speak for not more than 2 minutes (10–12 sentences).**
- **Remember to say:**
 - how long it takes you to do your homework;
 - what subject you usually start with, and why;
 - whether schoolchildren should be given more or less homework, and why;
 - what your attitude to school homework is.
- **You have to talk continuously.**
- **Recording**

- **Task 3. You are going to give a talk about your school. You will have to start in 1.5 minutes and speak for not more than 2 minutes (10–12 sentences).**

- **Remember to say:**

- what you like most about your school;
- what weekday you find the most difficult, and why;
- what you would like to change in your school life;
- what your attitude to your school life is.
- **You have to talk continuously.**

- **Preparation**



INFINITIVE /-ING FORM

We use to-infinitive to express purpose:

Why did you go to school? To learn

We use to-infinitive after 'want' and 'would love/like'

She would like to visit Berlin

We use infinitive without TO, after modal verbs (can, must, should, may...)

He can sing very well

You must study harder

We use the -ing form as a noun:

She likes running

We use the -ing form after the verbs: enjoy, love, like, hate, dislike, stop.

Sonia enjoys climbing

We use the -ing form after 'go' for physical activities:

We often go hunting

Complete the sentences using verbs in brackets. Use infinitive or -ing form

1.- My sister wants (visit) India. She can (speak) English fluently.

2.-Excuse me, Would you like (help) me? Yes, of course.

3.-What do you like (do) in your free time?

4.-Maggies loves (eat) fish and chips but she (hate) vegetables.

5.-Why did you go (walk) to work? The buses were on strike.

6.-My grandparent goes (fish) to the river in summer.

7.-I'm sure you can (book) a table at the restaurant.

8.-Come on! It's getting late and I want (catch) the bus.

9.-Philip is German and he can (speak) English and French.

10.-I would like (try) this new recipe.

11.-He is leaving tomorrow. I must (talk) to him now.

12.-Julio dislikes (run) but he loves (swim)

13.-Anthony went (ski) with his dad yesterday.



Put the verb in the right form – *to ...* or *-ing*.

1. I enjoy dancing . (dance)
2. What do you want to do tonight? (do)
3. Goodbye! I hope _____ you again soon. (see)
4. I learned _____ when I was five years old. (swim)
5. Have you finished _____ the kitchen? (clean)
6. I'm tired. I want _____ to bed. (go)
7. Do you enjoy _____ other countries? (visit)
8. The weather was nice, so I suggested _____ for a walk by the river. (go)
9. Where's Bill? He promised _____ here on time. (be)
10. I'm not in a hurry. I don't mind _____ . (wait)
11. What have you decided _____ ? (do)
12. Eric was very angry and refused _____ to me. (speak)
13. Where's Anna? I need _____ her something. (ask)
14. They were very upset and started _____ . (cry)
15. I'm trying _____ . (work)
Please stop _____ . (talk)

1. Why were ravens considered to be scary and dangerous birds?
2. Why is keeping a raven as a pet really difficult?
3. How do ravens entertain themselves?
4. What is a raven's essential diet?
5. How can you distinguish a raven from a crow?
6. Why are ravens important for Great Britain?
7. What tricks do ravens play to get and save their food?

- A. For intelligence, ravens rate up with chimpanzees and dolphins. These birds have the largest brain of any bird species. Ravens can push rocks on people to keep them from climbing to their nests and play dead to scare other ravens away from a delicious meal. If a raven knows another raven is watching, it hides the tasty bits. It pretends to put the food in one place but hides it in another.
- B. It's amazing to watch ravens sliding on snow-covered roofs. For fun, they also roll down snowy hills. Ravens often play keep-away with other animals like wolves, foxes and dogs. They even make toys—a rare animal behaviour—from sticks, pine cones, golf balls, or rocks to play with each other or by themselves. When they feel bored, they mock other creatures like crows, cats and dogs and find it very amusing.
- C. According to surveys, the ravens are one of the main reasons why tourists come to see the Tower of London. Nobody knows when the ravens first appeared there but there is a belief that at least six ravens must always remain on the territory of the Tower. Otherwise, the British Monarchy may fall. To prevent the birds from flying away their wings are clipped every three weeks.

D. In the past, in some cultures, people were truly afraid of these dark birds. In Germany, ravens were considered to be the incarnation of criminals' souls. In Sweden, ravens were thought to be the souls of murdered people. And in Denmark, people believed that it was dangerous to look at ravens because you could turn into a raven yourself.

E. Sometimes people find injured ravens and take them home, but it's really challenging. These birds require a lot of care, a lot of freedom and a lot of time. Ravens are wild creatures, and they cannot be treated like cats and dogs are. If the bird is strong and healthy, it is unfair and cruel to keep it in captivity. In some countries it's even illegal. So if you really love and admire these birds, enjoy them from a distance.

F. These birds are often confused with each other because they are both black birds. Even people who are well aware of the differences between them can get confused. Ravens are larger than crows, with thicker beaks and longer tails. Ravens have a deeper voice than crows.

1. Why were ravens considered to be scary and dangerous birds?
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5. How can you distinguish a raven from a crow?
6. Why are ravens important for Great Britain?
7. What tricks do ravens play to get and save their food?

Прочитайте приведённый ниже текст. Преобразуйте слова, напечатанные заглавными буквами в конце строк, обозначенных номерами 17–25, так, чтобы они грамматически соответствовали содержанию текста. Заполните пропуски полученными словами. Каждый пропуск соответствует отдельному заданию 17–25.

It was about 6pm when I heard a knock on the door. It _____ Jason, my teenage neighbour. He looked cold and upset.	BE was
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“What’s wrong, Jason?” “I Have lost _____ my key and I can’t get into my house.”	LOSE
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“Come in. Today’s not a day for long walks, or long waits,” I looked out the window. It was snowing _____ hard and it was windy.	SNOW
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The weather was getting worse _____ every hour.	BAD
--	-----

took Jason _____ off his coat and boots.	TAKE
--	------

His feet _____ were wet and I gave him a pair of socks to change into. A cup of hot tea and some biscuits soon made the boy feel warm.	FOOT
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“Where are your parents, Jason?” “I don’t _____ know	NOT/KNOW
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I can’t call them because of this,” he pulled his phone out of his pocket and showed it to me – the screen was broken _____ and the phone was obviously dead.	BREAK
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Jason focused on the food again. He took his fourth _____ biscuit and said: “I wish my mum could make biscuits like this.”	FOUR
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Прочитайте приведённый ниже текст. Преобразуйте слова, напечатанные заглавными буквами в конце строк, обозначенных номерами **26–31**, так, чтобы они грамматически и лексически соответствовали содержанию текста. Заполните пропуски полученными словами. Каждый пропуск соответствует отдельному заданию **26–31**.

There are pills for everything. If you can't sleep you take a pill. If you're depressed or just _____, you can also take a pill.	HAPPY
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These days scientists are developing a new pill that you can use for improving your _____.	FIT
--	-----

It will have the same effect on people's bodies as doing sports. The _____ experiments on mice have given wonderful results.	SCIENCE
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The animals got stronger and healthier without any exercise. However, some doctors think that such pills can be _____ for health, especially in certain situations.	DANGER
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The problem is that there will be people who may use the pill unwisely. For example, young girls who want to lose weight and get slim may take several pills at once. It will be very _____ for their health.	HARM
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That's why our government should think a lot before making the _____ that allows the medicine to be produced.	DECIDE
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The Crown Jewels

Every year, millions of visitors come to the Tower of London to see the Crown Jewels¹. The Crown Jewels have been kept in the Tower since 1303 after they were stolen from Westminster Abbey. Luckily, that time most of the Crown Jewels were found shortly afterwards and put in the Tower.

Although there have been a few attempts to steal the Crown Jewels from the Tower, none of them have succeeded. But the name of one of the thieves has remained in the British history. He was Thomas Blood.

On the 9th May, 1660, Thomas Blood, dressed as a priest, came to the Tower. He came with three well-dressed young men.

Thomas Blood had already been to the Tower a few days earlier. He was with a woman whom he introduced as his ‘wife’. When they were walking round the Tower, the ‘wife’ pretended to feel unwell and fainted. Talbert Edwards, who was Master of the Jewel House and lived in the Jewel House with his family, took the woman upstairs to his family’s rooms. He also asked his wife to help the fainted lady. In an hour or so the lady felt better and left the Tower with her ‘husband’.

Nowadays British kings and queens use the Crown Jewels for ceremonial events.

- 1) True
- 2) False
- 3) Not stated

Thomas Blood’s crime was well-planned.

- 1) True
- 2) False
- 3) Not stated

On the second visit, Thomas Blood, again dressed as a priest, brought a present for Edwards' wife for her help and attention to his 'wife'. He gained the confidence of the Master of the Jewel House, Talbot Edwards, and asked him to show the Crown Jewels to his friends. Talbot Edwards agreed and took them to the room where the Crown Jewels were kept. Suddenly Blood took out a hammer from under his priest's dress and struck the Master on the head. Talbert Edwards fell down and fainted. Thomas Blood took the king's crown and made it flat with the hammer in order to put the crown into a large pocket of his priest dress. The other three men took other royal jewels and hid them in their pockets.

By chance, Talbert Edwards' son, Wythe, arrived at the Tower earlier than expected. He found his father lying unconscious and bleeding. Wythe raised the alarm. Though Thomas Blood and his gang had left the jewel room, they were caught when they were getting out of the Tower. The broken crown and the jewels were found with them.

Thomas Blood damaged the crown to take it out.

1) True

2) False

3) Not stated

The criminals were found the next day after the robbery.

1) True

2) False

3) Not stated

A report was immediately sent to the king, and Charles II sent for Thomas Blood. The king wanted to talk to the thief who had committed such a wicked crime. The end of the story is unbelievable. Thomas Blood was not punished. Moreover, Blood was awarded a pension of £500 a year. At the same time the Master of the Jewel House Talbot Edwards was dismissed for his carelessness. Later, he died in misery.

Since Thomas Blood's attempt in 1600 up to the present date, there have been no attempts to steal the jewels. Nowadays the priceless collection is open for the public to view and the Crown Jewels are considered to be the most well-guarded treasures in the world. They are kept in the Tower and are guarded by the Yeomen Warders, commonly known as the Beefeaters.

¹the Crown Jewels – драгоценности из королевской казны

King Charles II punished Thomas Blood severely.

- 1) True 2) False 3) Not stated

Thomas Blood promised King Charles II to stop stealing forever.

- 1) True 2) False 3) Not stated

After Thomas Blood, other criminals tried to steal the Crown Jewels.

- 1) True 2) False 3) Not stated

