**Навчально-виховний комплекс**

**«Загальноосвітня школа І-ІІІ ступенів №1- гімназія» м.Копичинці**

**Reading Comprehension Tests**

**(4-11 forms)**

**2014**

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**READING COMPREHENSION TESTS**

**(матеріали для семестрового контролю навчальних досягнень з читання)**

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Рекомендовано методичною радою Гусятинського РМК (Протокол № \_\_\_ від \_\_\_\_\_\_\_2014 р. наказ № \_\_\_\_)

Посібник з англійської мови “Reading comprehension tests” призначений для учнів загальноосвітніх навчальних закладів.

**Мета посібника** – підготувати школярів до читання і розуміння автентичної літератури, навчити узагальнювати зміст прочитаного, виокремлювати ключові слова та визначати значення незнайомих слів за контекстом або словотворчими елементами.

Посібник містить тестові завдання для перевірки рівня сформованості мовленнєвої компетенції з читання на різних етапах вивчення англійської мови. Сучасна людина багато читає художньої, публіцистичної, спеціальної літератури, а також газет і журналів на іноземних мовах. Для цього потрібні відповідні навики і вміння, тому одним із  основних завдань навчання англійської мові в середній школі  є навчання читанню на ній. Без оволодіння цим видом мовної діяльності подальше використання іноземної мови дуже обмежене, тому що читання - це один із видів комунікативної діяльності.

Матеріали контрольних робіт з читання для оцінювання рівня навчальних досягнень учнів з англійської мови в 4-11 класах загальноосвітніх навчальних закладів підготовлено відповідно до чинної навчальної Програми з іноземних мов. Зміст завдань враховує головну мету навчання іноземної мови у загальноосвітніх навчальних закладах – формування в учнів іншомовної комунікативної компетенції на основі комунікативних умінь. Об’єктом тестування визначається читання як вид іншомовної мовленнєвої діяльності. Зміст тестових завдань відповідає сферам і тематиці ситуативного спілкування, передбачених навчальною програмою. Більшість завдань для визначення рівня сформованості компетенції в читанні складені у форматі MCQ та T/F, і орієнтуються на розуміння учнями основної інформації.

В основі посібника - аутентичні тексти, які сприймаються учнями з підвищеною зацікавленістю і  ентузіазмом. Вони базуються на принципі доступності, системності і логіки викладу, повторюваності і зв’язку з вивченим лексичним і граматичним матеріалом.

 **Read the text (4, I term)**

**AT THE SHOPPING CENTRE**

It’s Saturday afternoon and Tim and Tina are shopping with their mother. They go to a big shopping centre. The shopping centre is big. It isn’t in the town. It has got a lot of shops. It has also got restaurants, snack bars and a big cinema.

 Tim, Tina and their mother go to the supermarket. She buys chicken, rice and some vegetables. Then she takes the children to a sports shop. She buys a pair of socks for Tim in the sports shop. Then they go to a book shop. Mum buys a story book for Tina. After that they are very hungry and they all go to a fast food restaurant. Finally, mother and the children go to the cinema. They see a cartoon called “Shrek”. Tim and Tina are happy.

**Choose the correct answer**

1) It’s in the a) morning;

 b) evening;

 c) afternoon;

2) Tim and Tina are a) playing with their mother;

 b) reading with their mother;

 c) shopping with their mother;

3) Where do they go? a) to a big shopping center;

 b) to a market;

 c) to a shop;

4) Where is the shopping centre? a) in the centre of the town;

 b) in the village;

 c) outside the town;

5) First they go? a) to the supermarket;

 b) to the museum;

 c) to the cinema;

6) Then they visit a) the toy shop;

 b) the sports shop;

 c) the music shop;

7) What do they buy in the sports shop? a) a pair of socks;

 b) a T-shirt;

 c) a tracksuit;

8) What does mother buy in the book shop? a) a magazine;

 b) a book;

 c) a copybook;

9) They eat a) in the café;

 b) in the snack bar;

c) in the fast food restaurant;

10) Where do they go finally? a) to the cinema;

 b) to the playground;

 c) to the sports-ground;

11) What do they watch? a) a cartoon;

 b) a film;

 c) a TV programme

12) The children are a) unhappy

 b) sad

 c) happy

**Read the text (4, II term)**

**IT DOESN'T MATTER**

Bessie is a little girl. She is only five. She doesn’t go to school, and, of course, she doesn’t know how to read and write. But her sister Mary is a schoolgirl. She is ten. One day Mary sees her little sister at the table with the pen in her hand and a big sheet of paper in front of her. “What are you doing, Bessie?” she asks.

“I am writing a letter to my friend Kitty”, says Bessie.

"But how can you?" says her sister. "You don't know how to write." "Well," says Bessie, "it doesn't matter, because Kitty doesn't know how to read."

**I.Are the sentences true or false?**

1. Bessie and Kitty are friends.
2. Bessie isn’t six years old.
3. She doesn’t know how to write but she can read.
4. Bessie has a brother.
5. She is Mary’s sister.
6. One day Mary sees her sister with a book in her hand.
7. Bessie is writing a letter to Mary.
8. Bessie is writing a letter with the pen.
9. She has a big piece of paper on the table.
10. Bessie doesn’t know how to write.
11. Kitty can write.
12. Kitty doesn’t know how to read.
13. **Choose the correct answer.**
14. The girl’s name is \_\_\_\_\_\_\_\_\_\_\_\_\_\_ (Bettie/Bessie/Beth).
15. Bessie is a girl of \_\_\_\_\_\_\_ (four/six/five).
16. She isn’t a \_\_\_\_\_\_\_\_\_\_\_\_\_\_ (girl/schoolgirl/ girl at school).
17. Bessie\_\_\_\_\_\_\_\_\_(can/can’t/not can) read and write.
18. She has a \_\_\_\_\_\_\_\_\_\_\_\_\_\_(brother/cousin/sister).
19. Bessie’s\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (sister/brother/cousin) goes to school.
20. One day Bessie sits at the \_\_\_\_\_\_\_\_\_\_\_\_\_ (desk/table/chair).
21. She has a \_\_\_\_\_\_\_\_\_\_\_\_\_ (pet/pen/crayon) in her hand.
22. A big sheet of paper is \_\_\_\_\_\_\_\_\_\_\_\_\_\_ (on the book/on the table/on the wall).
23. Bessie is writing a letter to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (Mary/Kitty/Bettie).
24. Bessie doesn’t know how to \_\_\_\_\_\_\_\_\_\_\_\_\_\_ (write/dance/jump).
25. Kitty can’t \_\_\_\_\_\_\_\_\_\_\_\_ (write/read/dance).

**Read the text (5, I term)**

**MY SUMMERS**

My name's Ricky. I'm 12 and I'm from Boston, in the United States. Boston is a big town and it’s got a lot of good sports centres – you can play all sports there. I love sport – my favourite sport is tennis and I play it in a sports centre near my home.

I'm from America but my Grandma and Grandad are from England. Every year I visit them in England in the summer, with my sister. We all go to the seaside together - it's great! I wear jeans every day and I can ride my bike in the park with my friends from England. We go swimming in the sea - it's nice but it's very cold! In the evenings we go to the cinema or play computer games - it's cool. I love my summers in England.

**I.Are the sentences true or false?**

1. Ricky is from England.

2. Ricky's Grandma is from America.

3. Boston is a big town.

4. There is a sports centre near Ricky’s house.

5. The boy doesn’t play sport in Boston

6. Ricky goes to England every summer.

7. He hasn't got a sister.

8. They go to the park together.

9. The seaside is great.

10. Ricky's got friends in England.

11. The sea is warm in England.

12. He likes summer in England.

**II.Answer the questions.**

**1. Where is Ricky from?**

1. England 2. America 3.Italy

**2. Where does he live?**

1. Boston 2. London 3.Rome

**3. Is Boston a big town?**

1. No, it isn’t. 2. No, it is 3. Yes, it is

**4. What is Ricky’s favourite sport?**

1. tennis 2. football 3.cricket

**5. Who lives in England?**

1. grandparents 2. Ricky 3.parents

**6. When does Ricky go to England?**

1. in winter 2. in spring 3.in summer

**7. Whom does he go to England with?**

1. father 2. sister 3.cousin

**8. What does he do in England?**

1. rides a horse 2. rides a bike 3. drives a car

**9. What do they do in the evenings?**

1. go to the cinema 2. play tennis 3.swim in the sea

**10. Does Ricky like summers in England?**

1. No, he doesn’t 2. Yes, he do 3. Yes, he does

**Read the text (5, II term)**

Susan has got a cat and Isabel has got a dog. Susan's cat is white, and its eyes are green. Its name is Snowball because it is as white as snow. Isabel's dog is black, and its eyes are brown. Its name is Button, because its eyes are like big, brown buttons.

Isabel goes to Susan's house very often, and her dog goes too. The girls go into Susan's garden.

Isabel says, “Where is Snowball?” Susan says, “She is in the street. She is catching mice.” Then Button runs into the bushes. He does not come out, and Isabel says, “Button, what are you doing?” Then two animals run out of the bushes. The first one is black and the second one is white. The black one is Button, and the white one is Snowball. Susan says, “What has Button got? Is that the ball?” Isabel says, “No, it is not. It is one of Snowball's mice.”

Button runs to Isabel. He puts the mouse in front of her, and then he sits down.

Isabel says, “I do not want it, Button. Give it to Snowball. She wants it.”

Button is a good dog. He takes the mouse to Snowball, and she eats it. Then the two animals play in the garden.

**I.Are the sentences true or false?**

1. The cat's name is Susan.
2. The dog's name is Button.
3. The cat’s fur is black.
4. The dog's eyes are like buttons.
5. Isabel has got big, brown buttons.
6. Snowball is catching monkeys.
7. A cat and a mouse run out of the bushes.
8. Button is the first and Snowball is the second.
9. Button runs to Isabel, because there’s a mouse in front of her.
10. Button takes the mouse to Susan.
11. Button gives the mouse to Snowball.
12. The mouse eats Snowball.

**II.Choose the correct answer.**

1. Girls have got: a) a mouse and a dog; b) a cat and a mouse; c)a cat and a dog.
2. The cat's name is: a) Snowball; b) Isabel; c) Button.
3. The dog's name is: a) Black; b) Button; c) Susan.
4. Button is: a) black; b) white; c) brown.
5. The girls go into Susan's: a) garden; b) school; c) club.
6. A cat and a dog run out of: a) the house;b) the park; c) the bushes.
7. Button has got a: a) monkey; b) ball; c) mouse.
8. Button puts the mouse

in front of: a) Isabel; b) Susan; c) Snowball.

1. Isabel doesn’t want: a) a cat; b) a dog; c) a mouse.
2. Button gives the mouse: a) to Susan; b)to Snowball; c) to mice.
3. Snowball eats: a) a mouse; b) Isabel; c) a dog.
4. The animals play: a) at school; b) in the garden; c) in the yard.

**Read the text** (**6, I term**)

**THE MILLIONAIRE AT THE HOTEL**

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

One day he went to stay at a hotel in New York. He asked for the cheapest room they had. He asked: “What is the price of the room?” The manager told him.

“And which floor is it on?” he asked the manager again. The manager told him.

“Is that the cheapest room you have? I am staying here by myself and only need a small room.” The manager told him that that was the smallest room they had and added “But why do you take the cheapest room like that? When your son stays here he always has the most expensive room.”

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

**I. Are the sentences true or false?**

1. This story is about a very rich man.\_\_\_\_\_\_\_\_\_

2. The man was famous in his country. \_\_\_\_\_\_\_\_\_\_\_

3. He was a very generous person. \_\_\_\_\_\_\_\_

4. One day the man arrived to New Jersey. \_\_\_\_\_\_\_\_\_

5. He wanted to stay at a hotel. \_\_\_\_\_\_\_\_\_\_\_\_\_

6. The millionaire didn’t want to pay a lot of money for the room. \_\_\_\_\_\_\_\_\_

7. First of all he asked about the price of the room. \_\_\_\_\_\_\_\_\_\_

8. Then he wanted to know what floor it was on. \_\_\_\_\_\_\_\_\_\_

9. The manager couldn’t answer his questions. \_\_\_\_\_\_\_\_\_\_

10.The manager told the millionaire that his son usually stayed in the most expensive rooms. \_\_\_\_\_\_\_\_

11. The millionaire’s son had a rich father. \_\_\_\_\_\_\_\_\_\_\_\_

12. The millionaire’s father was a rich man too. \_\_\_\_\_\_\_\_\_\_\_

**II.Choose the correct answer.**

1. People knew the millionaire… .
2. very well b) not very well
3. He ... to spend a lot of money.
4. liked b) didn’t like
5. One day … arrived to New York.
6. a rich man b) a poor man
7. He stayed at a … .
8. motel b) hotel
9. The man asked for … .
10. a small and not expensive room b) the most expensive room
11. He wanted to know the … of the room.
12. prize b) price
13. The millionaire needed a room for … .
14. himself b) his son
15. It … the smallest room in the hotel.
16. wasn’t b) was
17. The millionaire’s son stayed in …rooms.
18. more expensive b) the most expensive
19. The millionaire’s father wasn’t … .
20. a wealthy man b) a poor man

**Read the text (6, II term)**

**THE CAT AND THE MICE**

Cats and mice are not friends. Cats like to eat mice, and that's why mice do not like cats. They always run away from them.

This story is about some mice that lived in a large house. Everything was good in their life and they had much food. But they were not happy because a cat also lived in the same house.

One day the mice gathered to discuss what to do with the cat. They talked for a long time but they could not decide what to do. There were many plans and not one of these plans was good. At last a young mouse said:

“I'll tell you what to do. We must hang a bell round the cat's neck. If the cat comes, we can run away because we will hear the bell ring.”

All the mice said that the plan was excellent. Then an old mouse stood up and said:

“The plan is very good, but which of us will hang a bell round the cat's neck?” There was no answer to her words. No mouse wanted to do that. At last the old mouse said, “It is not difficult to say things, but it is more difficult to do them.”

**I. Are the sentences true or false?**

1. Mice do not like cats because they eat them.

2. Cats run away from mice.

3. Mice lived in a tiny house.

4. They had a lot of food.

5. Mice were not happy because of a cat.

6. The cat lived in the yard.

7. The mice had a meeting where they talked about their problem.

8. There were a lot of ideas but they were not good.

9. A young mouse offered to hang a bell near the hole.

10. Mice would run if they heard a bell.

11. The mice thought that plan was bad.

12. An old mice wanted to hang the bell round the cat’s neck.

**II. Correct “false” statements from Task 1.**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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**Read the text (7, I term)**

**THE BOY, WHO SAVED THE NETHERLANDS**

 Many years ago in Harlem, Holland, there lived a young boy. His name was Hans and he was eight years old. One autumn day, Hans went across the channel to visit an old blind man. He took the man some biscuits and stayed there for a while. Then, Hans decided to return home.

 “Be careful, Hans” said the old man. “The water in the canal usually gets higher in autumn.” On his way home, Hans sang a song, watched the rabbits run around and picked some flowers for his mother. Suddenly, the sky got dark and heavy rain began to fall. Hans felt scared and started to run. Just then, he heard the sound of water flowing away. He looked around carefully, and then noticed a very small hole in the dike.

 Hans felt frightened because he knew what could happen. The small hole could get bigger and bigger. Then the dike could burst and flood Holland. Hans knew what to do. He put his finger into the hole, so no more water could come through it. “Please, someone help me!” Hans shouted. But there was no one to help him. After a while, he began to feel very cold and tired, but he could not leave the dike. All night long, Hans waited and waited…

 The next morning, a priest walked by and heard Hans’ cries. “I am trying to stop the water,” the boy said. “Can you help me?” The priest called some other people and they quickly mended the hole. Finally, they took Hans home. Everyone was very proud of that brave boy.

**I. Are the sentences true or false?**

1. Hans lived in the coastal country. \_\_\_\_\_\_

2. Hans was younger than you are. \_\_\_\_\_\_

3. Hans visited an old woman. \_\_\_\_\_\_

4. He took some cookies to the old man.\_\_\_\_\_\_\_\_

5. The man asked the boy to be cautious in the street.\_\_\_\_\_

6. On the way home Hans sang a song, watched some animals and picked some flowers. \_\_\_\_\_\_

7. It started raining that evening. \_\_\_\_\_\_\_

 8. The boy was frightened and hid among the trees. \_\_\_\_

9. Hans noticed a big hole in the dike.\_\_\_\_\_

10. He put his bag in the hole in the dike.\_\_\_\_

11. The boy didn’t cry for help. \_\_\_\_\_

12. Hans was heard by a priest. \_\_\_\_

**II. Match the statements with each person. Write M (man), H (Hans), P (priest) next to each one.**

1. He was frightened because of heavy rain. \_\_\_\_
2. He heard the boy’s cries. \_\_\_\_
3. He asked the boy to be careful. \_\_\_\_
4. He went to visit a blind man. \_\_\_
5. He tried to stop water. \_\_\_\_\_
6. He warned the boy of high water in the canal. \_\_\_
7. He called other people and they mended the hole.\_\_\_\_
8. He felt exhausted but he didn’t leave the dike. \_\_\_\_

**III. Answer the questions.**

1. Who did the boy visit?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Why was the boy scared?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. What was there in the dike?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Who mended the hole?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Read the text (7, II term)**

**AN ARAB AND HIS SONS**

 Far to the East there lived in old days an Arab who had three sons, whom he dearly loved. He had seventeen beautiful horses that he loved too.

 One day the old man became very ill. Feeling that the end was near, he called his sons to give one -half of his horses – to the eldest son, to the second son - one third, and to the youngest - one-ninth.

 The sons met to divide the horses but they didn't know how to divide them.

“How can I take one half of seventeen horses?” said the eldest son. “I can't divide a living horse into two.” “And how can I,” asked the second, “take one-third of seventeen horses? But this is what my father wanted me to do.”

 “I also want to do what my father wanted us to. But what is one ninth of seventeen horses?”

 At that time a man came riding on a horse. “May be he can tell us,” they said hopefully. They told their story to him.

 The man began to think. Several minutes passed before he spoke. At last he said, “Take my horse and there will be eighteen.”

They did so. The elder son took one half of the horses. Then the second son called the horses, which he loved best, and the six animals came running to him. And the youngest son took two horses. The sons said to the man, “You divided the horses wonderfully. Say what you want us to give you for it.”

 “I shall take all the horses that are left”, said the old man and he rode away with his own horse.

**I. Say if the sentences are true or false (T/F)**

 1) An Arab had three beloved sons.

 2) He owned eighteen horses.

 3) One day he called his servants to share horses among them.

 4) The old man gave each son the same number of horses.

 5) It was difficult to share seventeen horses among three brothers.

 6) A stranger came riding a camel.

 7) The old man didn’t know how to help the young Arabs.

 8) He solved the problem by adding his own horse to the rest of them.

 9) The elder son took nine horses.

10) The second son called six horses and the youngest got two.

11) The horses were divided according father’s will.

12) The man took a few horses from the brothers.

**II. Choose the correct answer.**

 1. Who lived in the East?

 a) a stranger; b) an Arab only; c) an Arab and his three sons

 2. What did he own?

 a) a lot of houses; b) hares; c) horses

 3. He had … horses.

 a) eighteen; b) seventeen; c) seventy

 4. Why did he invite his children?

 a) he was scared; b) he was ill; c) he was happy

 5. What did the brothers do?

 a) divided the horses; b) divided money; c) helped their father

 6. How many horses did he give to his elder son?

 a) half of the horses; b) one third; c) nine

 7. How many horses did the second son get?

 a) one half; b) a third; c) two horses

 8. What did the old man ride?

 a) his bike; b) his own horse; c) his camel

 9) Why did the brothers hope for the man’s advice?

 a) he could help to divide the horses; b) he could teach them arithmetic;

c) he could teach them to ride the horse

10) Did the man solve the problem?

a) Yes, he was; b) No, he didn’t; c) Yes, he did

11) What did the man get for his help?

a) half of the horses; b) nothing; c) his own horse

**Read the text (8, I term)**

**ANDROKLES AND THE LION (a Greek tale)**

Androkles was a slave. He ran through the forest. He wanted to hide among high trees. He wanted to run far from the village where he lived and was a slave. He thought his life was very hard, in fact it was impossible. Androkles wanted to save his life in the forest. Suddenly he saw a big lion. Nobody else was seen near him. Androkles became afraid but understood that the lion couldn't do any harm. The lion was breathing hard. He wanted to show Androkles that something was wrong with his paw. The lion couldn't speak the language of people but he wanted to say: Save me! Protect me! Help me! Androkles looked at the lion's paw and discovered a large thorn in it. It was hidden deep in the paw. Androkles took it away. The lion was happy. They became friends and the lion brought him food every day.

But one day the Emperor's people caught both Androkles and his friend, the lion. They brought them to Rome and separated them. They did not give food to the lion. He became very hungry and then they gave him Androkles to eat. But the lion was his real friend. He did not kill Androkles. He was happy to see his friend.

The Emperor couldn't understand it. Androkles was brought to him and he told the Emperor his story. The Emperor gave food to the lion and let them both to go away.

**I. Are the sentences true or false?**

1. Androkles wasn’t a free person.

2. He was in the forest that day.

3. He tried to escape from the village.

4. The life of Androkles was easy.

5. He ran to the forest to save a lion.

6. The lion couldn’t breathe very well.

7. The lion asked Androkles to protect him.

8. There was a large thorn in his paw.

9. Androkles managed to take it away and they became friends.

10. The Emperor caught both Androkles and his friend.

11. They didn’t feed the lion and they wanted him to eat Androkles.

12. Androkles never told the Emperor his story.

**II.Choose the correct answer.**

1. Androkles looked for …in the forest

a) protection b) lion c) the Emperor

2. His life in the village was…

a) not hard b) impossible c) not difficult

3. Androkles saw a lion which had…

a) breathing problems b) a thorn in his palm c) a thorn in his paw

4. The lion needed…

a) help b) harm c)food

5. Androkles made…with the lion

a) food b) friends c) bed

6. Androkles and his friend found themselves in Rome because … by Emperor’s people.

a) they were caught b) they were brought up c) they were separated

7. They didn’t …the lion.

a) food b)eat c) feed

8. Androkles was given to the lion as…

a) food b) eat c) feed

9. The lion was a true friend of …

a) The Emperor b) Androkles c) Rome

10.The Emperor was …

a) surprised b) annoyed c)embarrassed

11. The Emperor … about Androkles.

a) learned b) told c) said

12. The Emperor fed the lion and …them free.

a) met b)set c)went

**Read the text**

**ROBIN HOOD** **(8, II term)**

After Duke William conquered England he took away lands and houses, money and cattle from the Anglo-Saxons and gave them to the Normans. Many poor Anglo-Saxons became the serfs of the Normans. Two different peoples lived in England at that time, each spoke their own language, and each hated the other. This went on for a very long time. Robin Hood was a legendary hero of those times. He was well-known and loved by the poor people of England. He was tall, strong and handsome, and his songs were heard everywhere. He was brave too and there was no better archer in that part of the country. He was also kind and never hurt the weak or the poor.

One day the Normans came with many soldiers to Robin's house. There was a terrible fight in which Robin's father was killed. The Normans took everything from the house and burnt it down. Only Robin was saved, because he fought so bravely that no soldier could go near him, kill him or take him like a prisoner. But when Robin saw that his father was dead and that his house was burnt down he stopped fighting and ran away to the great forest of Sherwood.

Many other Saxons, who were oppressed by the Normans, soon learned that Robin was in Sherwood Forest. A great number of poor men joined him. In a short time there were very many men in the forest who wanted to take a revenge upon the oppressors. They made Robin Hood their leader. The poor people loved Robin and his men whom they called the Merry Men. Robin became known as Robin of Sherwood Forest or Robin Hood.

**I. Are the sentences true or false?**

1. The Normans owned lands, houses, money and cattle which were taken from the native people.

2. Many poor Anglo-Saxons became the serfs.

3. The Anglo-Saxons and the Normans spoke the same language.

4. The Anglo-Saxons and the Normans didn’t like each other.

5. Robin Hood was a serf.

6. Nobody knew about him.

7. Poor people loved Robin Hood.

8. He could sing very well.

9. Robin fought with the Normans very bravely.

10. After Robin’s father had been killed, he went to the great forest of Sherwood.

11. Robin became the leader of the men who wanted to beat the oppressors.

12. Robin’s men were called the Merry Men.

**II. Finish the sentences.**

1. After England had been conquered by the Normans, many poor… .

2. People who lived in England at that time… .

3. Robin Hood was a … .

4. He was well-known and … .

5. People heard his songs … .

6. Robin Hood was the best … .

7. He never … .

8. One day the Normans … .

9. The house where Robin lived … .

10. Robin ran away … .

11. Many people joined … .

12. People knew him as … .

a) Robin of Sherwood Forest.

b) to the forest known as Sherwood.

c) Anglo-Saxons became serfs.

d) was burnt down.

e) legendary hero.

f) killed his father.

g) poor people liked Robin.

h) spoke different languages.

i) archer in that part of the country.

j) in different parts of England

k) hurt the weak or the poor..

l) Robin in the forest.

**Read the text**

**ESCAPE (9, I term)**

In the evening Mr. Shelby told his wife that he had sold Tom and little Harry to Haley. Elisa was in the next room and heard the conversation. She decided to take her boy and run away to Canada, where Negroes were free. She packed some of her things, took the boy in her arms and quietly left the house.

To get to Canada Eliza had to cross the Ohio River. She knew the road to the river, as she had often gone with her mistress to visit some friends in the little village near the Ohio River. Eliza walked all the night.

In the morning, when people and horses began to move along the road, she sat down behind the trees and gave little Harry something to eat. After a short rest they continued their way. In the afternoon she stopped at a small farmhouse to rest and buy some dinner for the boy and herself.

Suddenly she heard men's voices and saw Haley. Her room had a door opening to the river. She caught up the boy and ran down to the river. The men saw her and started running after her. She heard their shouts. In a moment she jumped onto a large piece of ice in the river. It was a dangerous jump. Haley and the men cried something to her and lifted their hands. The piece of ice cracked as Eliza jumped onto it, but she did not stay there. She jumped to another and still another piece, falling and jumping again. She lost her shoes, her stockings were cut from her feet, blood marked her every step on the ice; but Eliza saw nothing, felt nothing, till, as in a dream, she saw the other side of the Ohio, and a man helping her up the bank.

**I. Are the sentences true or false?**

1. Elisa couldn’t hear the conversation because she wasn’t in the house.

2. She had a plan for escaping.

3. Elisa left the house without any things.

4. She went to Canada because Negroes weren’t slaves there.

5. Her way lay across the Mississippi River.

6. She could get lost because the road was unfamiliar to her.

7. Elisa used to visit some friends in the town near the river.

8. She had a rest and fed Harry.

9. Elisa stopped at a farm to buy some food.

10. She ran away because she noticed Haley.

11. The men didn’t follow her.

12. To escape Elisa jumped onto the ice which cracked, but she continued her run.

**II.Choose the correct answer.**

1. Mr Shelby sold … to Haley.
2. two people; b) little Harry; c) Tom
3. It was Elisa, who … the conversation.
4. didn’t hear; b) heard; c) hears
5. The woman escaped from her…
6. friends; b) masters; c) guests
7. There was the Ohio River on her …
8. way; b) street; c) road
9. She knew the road because she had already been to the … near the river.
10. settlement; b) town; c) forest
11. Elisa and Harry hid behind …
12. bushes; b) trees; c) walls
13. She … some food for the boy and herself.
14. bought; b) brought; c) grew
15. … started running when they saw Elisa.
16. The men; b) The man c) The women
17. It was … to jump onto a piece of ice.
18. safe; b) easy; c) dangerous
19. Elisa didn’t stay….
20. on the same piece of ice; b) in the same house; c) in the same tree
21. The woman lost her …
22. sandals; b) footwear; c) boots
23. The man on the other … helped her.
24. shore; b) bank; c) coast

**Read the text (9, II term)**

**MAGICAL BEASTS**

In every land people tell stories about magical beasts. The strangest beasts of all lived in Ireland. They were called the Fomoriens. The Fomoriens were strange because each one was different. One might have the body of a fish. He would walk with his tail. Another might have only one leg. He would have to hop. Some Fomoriens had no ears. Some had only one eye. But others had three eyes. That kept things even.

Most Fomoriens were just plain ugly. But some of them were beautiful.

They had golden hair and nice smiles. They looked like real people. But inside they were still strange beasts.

These beasts went to war against people. They won the war. For many years they ruled the land. Those were terrible years. The leader of the Fomoriens had a magic eye. It could kill with just one look.

Then the people found a hero. He had beautiful golden hair and a sweet smile. Yes, he was part man and part Fomorien. In fact, his grandfather was the one with the magic eye! He led the people to war against the Fomoriens. Finally, the people won. Only four of the beasts were still alive. The rest had all been killed. The hero drove the last Fomoriens far away.

I.True or false statements.

1. Stories about magical animals aren’t told in every country.
2. The beasts that lived in Ireland were called the Foomariens.
3. They were weird and differed from each other.
4. You could meet beasts with the body of a fish which walked with the help of their tail.
5. There were creatures without legs.
6. You could have met one-eyed beasts or with three eyes and without ears.
7. All of them were ugly.
8. Some of them looked like real people.
9. Beasts fought with people and lost the battle.
10. Their leader had a magic eye.
11. Then people found a hero who led them to war against the Fomoriens.
12. The hero’s grandfather had an eye that could kill with one look.

II.Multiple Choice Questions

1. The Fomoriens lived ....
2. on a large island in the North Atlantic b) on a large island east of Great Britain

c)on a continent

1. The Fomoriens were ....
2. clever b) weird

c)unfriendly

1. Some of the Fomoriens ....
2. were deaf b) had three legs

c)might have the body of a worm

1. Some Fomoriens ....
2. swam like turtles b) were unpleasant to look at

c)were like real people inside

1. The Fomorien leader had ....
2. a mystical eye b) a cursed eye

c)a bad eye

1. After the people won ....
2. the leader was killed b) the hero took the last beasts to the far lands

c)all the beasts were dead

**Read the text (10, I term)**

 **1.Armadale Castle Gardens & Museum of the Isles**

Armadale, Sleat, Isle of Skye, IV45 8RS

Tel: 01471 844305 Fax: 01471 844275

E-mail: office@cland.demon.co.uk

40 acres of gardens. Museum of the Isles. Gift shop, self catering & restaurant. Open end March - end October, 9am-5.30pm. [www.cland.demon.co.uk](http://www.cland.demon.co.uk)

1. **Bright Water Visitor Centre**

The Pier, Kyleakin, Isle of Skye, IV41 8PL

Tel: 01599 530040 Fax: 01599 530000 E-mail: enquiries@eileanban.com

An inspirational and unique visitor experience. Exclusive tours operate to the island nature reserve of Eilean Ban. Open April-Oct 9.30am-5.30pm. [www.eileanban.com](http://www.eileanban.com)

1. **Castle Keep**

The Steadings, Strathaird, Isle of Skye, IV49 9AX Tel: 01471 866376 or 866366

E-mail: rob@castlekeep.co.uk

Hand-forged swords, knives and dirks. Fine Celtic jewellery made on the premises. Gold, silver and precious stones. Two master craftsmen producing unique works of art under one roof. Open all year, [www.castlekeep.co.uk](http://www.castlekeep.co.uk)

1. **Skye Environmental Centre**

Harrapool, Broadford, Isle of Skye, IV49 9AQ

Tel: 01471 822713 Fax: 01471 822487

E-mail: info@otter.org

Wildlife information centre situated in Broadford Tourist Office. For all information. Open March-November. [www.otter.org](http://www.otter.org)

1. Skye Serpentarium Reptile World

Harrapool, Broadford, Isle of Skye, IV49 9AQ

Tel: 01471 822209 Fax: 01471 822209

E-mail: snakesalive@skyeserpentarium.org.uk

Award-winning reptile exhibition, breeding centre, refuge and shop. Frequent handling sessions. Open Easter-Oct. [www.skyeserpentarium.org.uk](http://www.skyeserpentarium.org.uk)

1. World of Wood

Broadford, Isle of Skye, 1V49 9AB

The ecological importance of planting trees is shown. Shop displays woodcraft. Arboretum contains trees native to Scotland. Open March-October and December.

**It’s a place where you can \_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**A** buy bracelets and rings.

**B** cook your own meals.

**C** watch snakes and tortoises.

**D** climb a mountain.

**E** discover the diverse wildlife that dwells there.

**F** learn about naval history.

**G** be given details about all kinds of animals.

**H** look at different native trees.

**Read the text (10, II term)**

**ECOTOURISM IN THE GALAPAGOS ISLANDS (10, II term)**

The Galapagos Islands are situated over 600 miles off the coast of Ecuador and close to the Equator. (1) \_\_\_\_\_\_\_\_\_are considered а 'natural laboratory' and have bесоmе а favourite destination for scientists and nature (2)\_\_\_\_\_\_\_\_. Unfortunately, the Galapagos Islands have bесоmе the victim of their own 'success'. Their worldwide fame has brought too mаnу tourists who often behave nо better than if they were (3)\_\_\_\_\_\_\_\_\_ а zoo - feeding the animals inappropriate foods and throwing litter around.

Since the Galapagos Islands receive over 100,000 visitors each year, protective measures have bееn taken to (4)\_\_\_\_\_\_\_\_\_ the islands and their ecosystem. The population оn the four inhabited islands (Santa Cruz, Isabela, San Cristobal, and Floreana) (5) \_\_\_\_\_\_\_\_\_\_ controlled through strict migration policies regulating the number of permanent residents, and limiting the stay of temporary (6) \_\_\_\_\_\_\_(tourists, volunteers, and external workers) to six months.

For visitors, conservation regulations mеаn that visits to the islands' National Park territory are limited to about 50 sites, available only during daylight hours (6 а.m. to 6 р.m.) and subject to park rules and (7) \_\_\_\_\_\_\_. All groups that visit the National Park must bе accompanied bу а qualified guide approved bу the National Park. The visitors must follow the marked trails and (8) \_\_\_\_\_\_\_ leave them. If they do so, they mау destroy nests without realising it, because marine iguanas nest in the sand.

Park rangers and guides ask tourists to check their (9) \_\_\_\_\_\_\_\_ and luggage for insects and seeds, because nо live material should bе transported to the islands. If visitors travel with their pets, they (10) \_\_\_\_\_\_\_\_\_ leave them in the hotel. Animals living оn the islands should nоt bе touched. А young sea lion will bе abandoned bу its mother, for example, if she smells the scent of а human оn her young. The same applies to young birds.

Litter of all types must (11) \_\_\_\_\_\_\_\_kept off the islands. Only certain items саn bе disposed of аt sea in selected (12)\_\_\_\_\_\_\_\_. Do not buy souvenirs or objects made from plants or animals of the islands (with the exception of articles made from wood). Among such articles are turtle shells, sea lion teeth, and black coral.

1. **Choose the most appropriate option for each gap in the text**

|  |  |  |  |
| --- | --- | --- | --- |
| 1 | there | they | their |
| 2 | lovers  | conservationists | followers |
| 3 | visited  | visiting | being visited |
| 4 | save  | conserve | protect |
| 5 | are | is  | is being |
| 6 | people | residents | hosts |
| 7 | regulations | guidelines | instructions |
| 8 | not | never  | hardly ever |
| 9 | bags | cars | clothes |
| 10 | have to | has to | had to |
| 11 | being | was | be  |
| 12 | territories | places | areas  |

1. **Complete the information.**

**600 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**100,000 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**4 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**50 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**6\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**12\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

1. **Answer the questions.**
2. Why do scientists think of the Galapagos as a “natural laboratory”?
3. When do people visit the National Park?
4. Why do rangers and guides check tourists’ luggage?
5. Where do people leave their pets?
6. Can tourists touch the animals on the islands?
7. What souvenirs are forbidden to buy?

**Read the text (11, I term)**

Health depends on many things, but above all it depends on whether people have enough to eat. Most food comes from the land. Land that is used well can produce more food. A health worker needs to know ways to help the land better feed the people — now and in the future. But even the best used piece of land can only feed a certain number of people. And today, many of the people who farm do not have enough land **1**\_\_\_\_\_\_\_\_**.** In many parts of the world, the situation is getting worse, not better. Parents often have many children, so year by year there are more mouths to feed on the limited land **2**\_\_\_\_\_\_\_**.** Many health programs try to work toward a balance between people and land through 'family planning'. Smaller families, they reason, will mean more land and food to go around. But family planning by itself has little effect. As long as people are very poor, **3** \_\_\_\_\_\_\_\_\_\_**.** Children help with work **4**\_\_\_\_\_\_\_\_\_, and as they get bigger may even bring home a little money. When the parents grow old, some of their children — or grandchildren — will perhaps be able to help care for them. For a poor country to have many children may be an economic disaster. But for a poor family **5** \_\_\_\_\_\_\_\_\_\_\_\_ - especially when many die young. In the world today, for most people, having many children is the surest form of social security they can hope for. Some groups and programs take a different approach. They recognize that hunger exists not because there is too little land to feed everyone, but because most of the land is in the hands of a few selfish persons. The balance they seek is a fairer distribution of land and wealth. They work to help people gain greater control over their health, land, and lives. It has been shown that, where land and wealth are shared more fairly and people gain greater economic security, **6** \_\_\_\_\_\_\_\_\_\_. Family planning helps when it is truly the people's choice. A balance between people and land can more likely be gained through helping people work toward fairer distribution and social justice than through family planning alone. It has been said that the social meaning of *love* is *justice.* The health worker who loves her people should help them work toward a balance based on a more just distribution of land and wealth.

**I.Complete the text by deciding which part of the text (A-F) fits each gap (1-6). There is one extra letter you do not need.**

**A.** they often want many children

**B.** to have many children is often an economic necessity

**C.** to meet their needs or to stay healthy

**D.** they usually choose to have smaller families

**E.** to grow crops.

**F.** that the poor are permitted to use

**G.** without having to be paid

**II.Are the sentences true or false?**

 1. Health depends on the amount of food that people eat.

2. A small piece of land can provide a lot of people with food.

3. People, who farm, cannot grow enough food to feed their family.

 4. 'Family planning' means helping people have only the number of children they want.

5. Small families usually have more land and food.

6. Children can help families to grow more food, but they also mean that the family must feed more people.

7. Grandchildren care about their old parents.

8. It is better for poor families to have no children at all.

9. There is enough land in the world to feed everyone.

10. Famine strikes because poor families own the land.

11. When the land is shared more fairly and it is easier to grow enough food, families tend to be smaller.

12. Health workers should concentrate only on medicine and not help people balance their food and families.

**Read the text (11, II term)**

**RUNNING AROUND THE WORLD**

If a cheetah, a wolf, and a well-trained human all entered a marathon, who would win? The cheetah would take an early lead, and the wolf might pass the cheetah after a few miles. At the end of the 26 miles, however, the human would be the first to cross the finish line. In fact, the human species has the best design for long-distance running. 1.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ .

 Marathon running is perhaps the best-known example of human running culture. That is because it is big business. The best runners compete for millions of dollars in races that are watched by millions on television. To join this group of top runners, you must be born and raised in high mountains where the air has less oxygen. The legendary runners of Kenya, who have won many of the top marathons, have this advantage.

2.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ . And because Iten is 8,000 feet above sea level, the Kalenjini develop an enormous lung capacity. They need it to get oxygen out of the thin air. This gives the Kalenjini an important advantage when they compete in races at lower altitudes.

Thousands of miles away from Iten, in the mountains in western Mexico, live the Tarahumara. They call themselves the running people because they love to run long distances through the mountains. 3.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. For the Tarahumara, running seems to be its own reward.

Some monks high in the mountains near Kyoto, Japan, run for a different reason. They run to achieve enlightenment. The 1,000-day challenge of the monks of Hiei involves periods of running, as well as a period of physical difficulty. 4.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

A monk who volunteers for the challenge begins by running about 25 miles (40 kilometres) every day for 100 days. The distance is similar to that of a marathon. The monk must be willing to complete three 100-day cycles, with periods of rest between the cycles. Next, the monk must run about 25 miles a day for 200 days without a single day of rest. Then comes a different type of challenge. 5.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. There are two 100-day cycles in the final year. During each cycle, the monk runs about 52 miles (84 kilometres) every day.

The few monks who have completed the rigorous 1,000-day challenge say that they now see the world in a new way. They can see, hear, taste, and smell much better than before.

6.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. We may not need to run as a means of transportation anymore, but running is still important – for sport, for fun, for enlightenment.

**I. Complete the text by deciding which part of the text (A-F) fits each gap (1-6)**

1. For nine days, the monk cannot eat, drink or sleep. At the end of the nine-day period, he is often near death. If he survives, he will go on to complete the final year of the challenge.
2. Our powerful lungs give us the strength needed to run great distances. And because of our skin’s ability to sweat, we can control our body temperature while we run.
3. They often run in homemade shoes, travelling for several days through bushes and across dry areas where there is very little water, yet they manage to outperform runners who have the benefit of expensive running equipment.
4. These three running cultures are very different from one another, yet they all remind us that running is a part of all human cultures.
5. Seven of the world’s top ten marathon winners were born in a small farming town of Iten in Kenya’s western highlands. Most of them are members of the Kalenjin tribe. The Kalenjini have ideal bodies for running.
6. Only 46 monks have finished the challenge since 1885. Only six men have attempted the race since World War II. The motivation to succeed is high, and monks solemnly promise to finish or kill themselves.

**II. Circle the letter of the correct answer (A, B or C)**.

1. **People are better at long distance running than animals because …**
2. their lungs are big.
3. they are quick
4. hey have two long powerful legs.
5. **Why are the runners from Iten the best?**
6. They have big lungs and sweat a lot
7. They developed lungs which get oxygen out of thin air.
8. They just love running.
9. **What do the Tarahumara call themselves?**
10. the western people
11. the running people
12. the people from Tarahumara.
13. **What is special about the Tarahumara?**
14. They run because they enjoy it.
15. They win large amounts of money.
16. They don’t sweat when they run.
17. **Why do the monks of Hiei run?**
18. because running is good for their health
19. to become more powerful
20. for spiritual enlightenment
21. **What happens if a monk does not finish his challenge?**
22. He can’t sleep for days.
23. He must start again.
24. He must kill himself.

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