**МУНИЦИПАЛЬНОЕ БЮДЖЕТНОЕ ОБЩЕОБРАЗОВАТЕЛЬНОЕ Учреждение**

**«ГИМНАЗИЯ № 5 »**

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**ПРОМЕЖУТОЧНАЯ АТТЕСТАЦИЯ**

**ПРЕДМЕТ АНГЛИЙСКИЙ ЯЗЫК**

**КЛАСС 11 (углубленный уровень)**

**ДЕМОНСТРАЦИОННЫЙ ВАРИАНТ**

1. **Read the text. Complete it with the correct words derived from the words in bold on the right.**

Our everyday life is full of positive and negative **1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_ (feel)** and emotions, such as the joy of a newborn baby, the sorrow of death, love and hate.
**2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (fortunately)**, negative emotions impact us more than feelings of **3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_ (happy)** or **4. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (please).** From
**5. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (child)** we are exposed to emotions but we all have
**6. \_\_\_\_\_\_\_\_\_\_\_\_\_\_ (differ)** ways of dealing with and reacting to them. We can say that emotions are **7. \_\_\_\_\_\_\_\_\_\_\_\_\_\_ (known)**, and at the same time, experienced. With the **8. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (pass)** of years, we learn how to deal with our emotions in different ways, which is expressed in the way we make
**9. \_\_\_\_\_\_\_\_\_\_\_\_\_\_ (decide)** when we are confronted with them. This
**10. \_\_\_\_\_\_\_\_\_\_\_\_\_\_ (behave)** is. **11. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (unpredict)** and we can
**12. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (clear)** see it in people who let themselves get carried away by their emotions.

1. **Choose the right words to complete the sentences.**

**1.** She sank **(back/down)** on the pillow and closed her eyes. **2.** His voice sank **(to/in)** a conspiratorial whisper. **3.** The implication of his smile took a while to sink **(in/back). 4.** That revenge he had been suffering from sank **(in/to)** his heart. **5.** Sam is absolutely broke, he even sank **(to/in)** robbing his own friends. **6.** The government was ready to let the pound sink **(in/to)** parity to the dollar. **7.** She entered the room and immediately sank **(down/back)** into the armchair standing close to the door.
**8.** He paused to let the point sink **(back/in). 9.** Before he continued he sank **(to/back)** in his chair. **10.** Anything said to him wouldn’t sink **(in/to).**

1. **Complete the sentences with the following words:**

**with, on, for, in, at, by, to.**

**1.** In the middle of Trafalgar Square, \_\_\_\_\_\_\_\_\_\_ a tall column, stands the statue of Nelson, a prominent commander and politician. **2.** The biggest dome of the cathedral was gilded \_\_\_\_\_\_\_\_\_\_ gold. **3.** He had developed a bad reputation \_\_\_\_\_\_\_\_\_\_ humiliating people. **4.** Marion stood gazing \_\_\_\_\_\_\_\_\_\_\_ herself into the mirror.
**5.** During the filming Curtis fell \_\_\_\_\_\_\_\_\_ love \_\_\_\_\_\_\_\_\_ his co-star. **6.** He spoke for a long time and almost at the end of his speech he came \_\_\_\_\_\_\_\_\_ the point.
**7.** He charmed Mrs Manson, \_\_\_\_\_\_\_\_\_\_ carrying her shopping. **8.** “She is really attached \_\_\_\_\_\_\_\_\_ Henry, she’s known him for ages,” — he said. **9.** Her father wasn’t the man to trifle \_\_\_\_\_\_\_\_\_. **10.** There were no lights in the streets \_\_\_\_\_\_\_\_\_\_\_ night time. **11.** He had arrived \_\_\_\_\_\_\_\_\_\_\_ France a few days before the schedule. **12.** It was late afternoon and the sun was bright \_\_\_\_\_\_\_\_\_\_ the sky. **13.** The teenager’s words were filled \_\_\_\_\_\_\_\_\_\_\_ bitterness. **14.** \_\_\_\_\_\_\_\_\_\_\_ the day time he stayed up in his room, sleeping or listening to jazz. **15.** The boy could see deep blue waters sparkling \_\_\_\_\_\_\_\_\_\_\_ the sun.

1. **Read the text and use the right forms of the verbs in brackets to complete it. Happy Birthday**

Bobbie was running down the road. She could not feel that she **(do)** something wrong half an hour before. She **(know)** that Mother **(think)** differently when Bobbie **(tell)** her about what **(happen).** But the girl **(feel)** for once she **(be)** the one who **(do)** the right thing. She **(scramble)** down the rocky slope with a really happy feeling.

Phyllis and Peter **(meet)** her at the back door. “Now you wait till the bell **(ring)** and then you may come into the dining room,” they **(say).** So Bobbie **(wait).** Hardly she **(open)** the door when she **(find)** herself in a new world of light and flowers and singing. Mother and Peter and Phyllis **(stand)** in a row at the end of the table. The shutters **(shut)** and there **(be)** twelve candles on the table, one for each of Bobbie’s years. The table **(cover)** with a sort of patten of flowers. And Mother and Phyllis and Peter **(sing).** Bobbie **(know)** that Mother **(write)** the words on purpose for her birthday. It was Mother’s little way on birthdays. It **(begin)** on Bobbie’s fourth birthday. Bobbie remembered **(learn)** the verses to say to Father “for a surprise”. She **(wonder)** if Mother had remembered too. Then she **(hear)** Mother **(say)** “Now, **(look)** at your presents!”

There was a green and red needle-book that Phyllis **(make)** herself in secret moments. There was a darling silver brooch of Mother’s, which Bobbie **(know)** and loved for years, but which she had never, never thought **(come)** to be her very own.

(after The Railway Children by E. Nesbit)