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ПРОФЕССИОНАЛЬНЫЙ КОЛЛЕДЖ

**ФОНД ОЦЕНОЧНЫХ СРЕДСТВ УЧЕБНОГО
ПРЕДМЕТА «ИНОСТРАННЫЙ ЯЗЫК**

**ПРОФЕССИЯ 08.01.06 МАСТЕР СУХОГО СТРОИТЕЛЬ-
СТВА**

**УРОВЕНЬ ОБРАЗОВАНИЯ – СРЕДНЕЕ ПРОФЕССИО-
НАЛЬНОЕ**

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Фонд оценочных средств учебного предмета «Иностранный язык» разработан в соответствии с требованиями федерального государственного образовательного стандарта среднего профессионального образования по профессии 08.01.06 Мастер сухого строительства, утвержденного приказом Министерства образования и науки Российской Федерации от 22 декабря 2017 г. №1247, в соответствии с приказом Министерства образования и науки РФ от 14 июня 2013 г. №464 «Об утверждении Порядка организации и осуществления образовательной деятельности по образовательным программам среднего профессионального образования», в соответствии с приказом Министерства образования и науки Российской Федерации от 17 мая 2012 г. №413 «Об утверждении федерального государственного образовательного стандарта среднего общего образования».

Фонд оценочных средств учебного предмета «Иностранный язык» размещен на официальном сайте www.dgunh.ru.

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Назначение фонда оценочных средств

Фонд оценочных средств (далее ФОС) разрабатывается для текущего контроля успеваемости (оценивания хода освоения учебного предмета), для проведения промежуточной аттестации (оценивания промежуточных и окончательных результатов обучения учебного предмета) обучающихся учебного предмета «Иностранный язык» в целях определения соответствия их учебных достижений поэтапным требованиям образовательной программы среднего профессионального образования – программы подготовки квалифицированных рабочих, служащих (далее ППКРС) по профессии 08.01.06 Мастер сухого строительства.

ФОС учебного предмета «Иностранный язык» включают в себя: перечень планируемых, результатов обучения учебного предмета; описание показателей и критериев оценивания результатов обучения на различных этапах их достижения, описание шкал оценивания; типовые контрольные задания или иные материалы, необходимые для оценки основных видов учебной деятельности, характеризующих этапы достижения результатов обучения в процессе освоения ППКРС; методические материалы, определяющие процедуры оценивания основных видов учебной деятельности, характеризующих этапы достижения результатов.

ФОС сформирован на основе ключевых принципов оценивания:

–валидности: объекты оценки должны соответствовать поставленным целям обучения;

–надежности: использование единообразных стандартов и критериев для оценивания достижений;

–объективности: разные обучающиеся должны иметь равные возможности добиться успеха.

Основными параметрами и свойствами фонда оценочных средств являются:

–предметная направленность (соответствие предмету изучения конкретного учебного предмета);

–содержание (состав и взаимосвязь структурных единиц, образующих содержание теоретической и практической составляющих учебного предмета);

–объем (количественный состав оценочных средств, входящих в ФОС);

–качество фонда оценочных средств в целом, обеспечивающего получение объективных и достоверных результатов при проведении контроля с различными целями.

I. ПЕРЕЧЕНЬ ПЛАНИРУЕМЫХ РЕЗУЛЬТАТОВ ОБУЧЕНИЯ УЧЕБНОГО ПРЕДМЕТА

Освоение учебного предмета «Иностранный язык» обеспечивает достижение обучающимися следующих результатов:

- **личностных:**

- сформированность ценностного отношения к языку как культурному феномену и средству отображения развития общества, его истории и духовной культуры;
- сформированность широкого представления о достижениях национальных культур, о роли английского языка и культуры в развитии мировой культуры;
- развитие интереса и способности к наблюдению за иным способом мирозрения;
- осознание своего места в поликультурном мире; готовность и способность вести диалог на английском языке с представителями других культур, достигать взаимопонимания, находить общие цели и сотрудничать в различных областях для их достижения; умение проявлять толерантность к другому образу мыслей, к иной позиции партнера по общению;
- готовность и способность к непрерывному образованию, включая самообразование, как в профессиональной области с использованием английского языка, так и в сфере английского языка;

- **метапредметных:**

- умение самостоятельно выбирать успешные коммуникативные стратегии в различных ситуациях общения;
- владение навыками проектной деятельности, моделирующей реальные ситуации межкультурной коммуникации;
- умение организовать коммуникативную деятельность, продуктивно общаться и взаимодействовать с ее участниками, учитывать их позиции, эффективно разрешать конфликты;
- умение ясно, логично и точно излагать свою точку зрения, используя адекватные языковые средства;

- **предметных:**

- сформированность коммуникативной иноязычной компетенции, необходимой для успешной социализации и самореализации, как инструмента межкультурного общения в современном поликультурном мире;
- владение знаниями о социокультурной специфике англоговорящих стран и умение строить свое речевое и неречевое поведение адекватно этой специфике; умение выделять общее и различное в культуре родной страны и англоговорящих стран;
- достижение порогового уровня владения английским языком, позволяющего выпускникам общаться в устной и письменной формах как с носителями английского языка, так и с представителями других стран, использующими данный язык как средство общения;
- сформированность умения использовать английский язык как средство для получения информации из англоязычных источников в образовательных и самообразовательных целях.

II. ОПИСАНИЕ ПОКАЗАТЕЛЕЙ И КРИТЕРИЕВ ОЦЕНИВАНИЯ РЕЗУЛЬТАТОВ ОБУЧЕНИЯ НА РАЗЛИЧНЫХ ЭТАПАХ ИХ ДОСТИЖЕНИЯ, ОПИСАНИЕ ШКАЛ ОЦЕНИВАНИЯ

2.1. Структура фонда оценочных средств для текущего контроля успеваемости и промежуточной аттестации

№ п/п	Контролируемые разделы, темы учебного предмета	Учебные действия обучающихся (основные виды учебной деятельности) для достижения планируемых результатов освоения учебного предмета	Наименование оценочного средства	
			Текущий контроль успеваемости	Промежуточная аттестация
1.	Введение. Тема 1. Алфавит. Типы чтения гласных.	Вводная беседа о целях и задачах обучения иностранному языку. Получать самое общее представление о содержании текста. Извлекать из текста наиболее важную информацию.	- вопросы для обсуждения; - контрольная работа; - чтение и перевод текстов; - транскрипция гласных звуков	Вопросы к экзамену
2.	Тема 2. Устная практика: «About myself».	Описать человека (внешность, национальность, образование, личные качества, род занятий, должность, место работы и др.. Повелительное наклонение.	- вопросы для обсуждения; - контрольная работа; - тестовые задания	Вопросы к экзамену
3.	Тема 3. «About myself» Фонетика: I, I:/air.ear, u, our.	Правильно употреблять лексику в зависимости от коммуникативного намерения; обладать быстрой реакцией при выборе лексических единиц. Правильно сочетать слова в синтагмах и предложениях. Использовать служебные слова для организации сочинительной и подчинительной связи в предложении, определять значения и грамматическую функцию слов, опираясь на правила словообразования в английском языке). Различать сходные по написанию и звучанию слова. Пользо-	- ролевая игра; - Задания, направленные на развитие лексико-грамматических навыков и навыков письма	Вопросы к экзамену

		ваться контекстом, прогнозированием и речевой догадкой при восприятии письменных и устных текстов. Определять происхождение слов с помощью словаря (<i>Olympiad, gym, piano, laptop, computer</i> и др.). Уметь расшифровывать некоторые аббревиатуры.		
4.	Тема 4. Указательные местоимения.	Использовать образец в качестве опоры для составления собственного текста. Местоимения (указательные местоимения). Уметь читать слова в транскрипционной записи. Соблюдать ударения в словах и фразах. Полно и точно понимать содержание текста.	- письменная работа; - перевод текста	Вопросы к экзамену
5.	Тема 5. Устная практика: «My family»	Формировать лексические, фонетические и грамматические навыки. Устная практика: «My family» Фонетика: h, ju, ai Лексика: Лексический минимум по данной теме. Грамматика: Определять значения и грамматическую функцию слов, опираясь на правила словообразования в английском языке (аффиксация, конверсия, заимствование). Различать сходные по написанию и звучанию слова.	- устный опрос; - контрольное чтение; - тестовые задания; - Задания, направленные на развитие лексико-грамматических навыков и навыков письма	Вопросы к экзамену
6.	Тема 6. «My future profession» Специальные вопросы. What are you?	Формировать лексические, фонетические и грамматические навыки. Устная практика: «My future profession». Фонетика: w, ei. Лексика: Лексический минимум по данной теме. Грамматика: Социальные вопросы. What is he? What are	-Тестовые задания по грамматике. -опрос, - контрольные вопросы: - задания по карточкам и работы над	Вопросы к экзамену

		you?	текстом	
7.	Тема 7. Утвердительная форма глагола to have в настоящем времени.	Утвердительная форма глагола to have в настоящем времени. Притяжательный падеж существительных. Распознавать на письме и в речевом потоке изученные лексические единицы.	- грамматические задания.	Вопросы к экзамену
8.	Тема 8. Фонетика. Специальные вопросы (What is he? What are you?)	Передавать на английском языке (устно или письменно) содержание услышанного. Лексика: Лексический минимум по данной теме. Грамматика: Социальные вопросы. What is he? What are you?	-аудирование. - Задания, направленные на развитие лексико-грамматических навыков и навыков письма;	Вопросы к экзамену
9.	Тема 9. Фонетика. Множественное число имен существительных.	Формировать лексические, фонетические и грамматические навыки. Фонетика: [ð], [æ], [o], [o:], [u], [e], [I], [if:], [ai], [its] Лексика: Лексический минимум по данной теме Грамматика: Множ. число имен существительных.	- фонетические упражнения.	Вопросы к экзамену
10.	Тема 10. Фонетика. Местоимения: some, any, no. Глагол to have в вопр. и отриц. форме.	Формировать лексические, фонетические и грамматические навыки. Фонетика: [ʌ], [e], [ju:], [ou] (стр. 27). Лексика: Лексический минимум по данной теме. Грамматика: Местоимения some, any, no. Глагол to have в вопросительной и отрицательной форме.	- Задания, направленные на развитие лексико-грамматических навыков и навыков письма;	Вопросы к экзамену
11.	Тема 11. Устная практика: «In the street».	Соблюдать ударения в словах и фразах. Понимать основное содержание текста, определять его главную мысль. Оценивать и интерпретировать содержание текста, высказывать свое отношение к нему. Уметь читать слова в транскрипционной записи. Соб-	- Перевод текста.	Вопросы к экзамену

		лю-дать ударения в словах и фразах. Полно и точно понимать содержание текста,		
12.	Тема 12.оборот there is /are	Формировать лексические, фонетические и грамматические навыки. Фонетика: [ə], [ai], [ei], [o:], [ou], [iə], [ɪ] (стр.31). Лексика: Лексический минимум по данной теме. Грамматика: оборот there is /are (продолжение).	- фонетические упражнения.	Вопросы к экзамену
13.	Тема 13. Устная практика: «We learn English». Грамматика: Present Indefinite.	Определять тип и структурно-композиционные особенности текста. Получать самое общее представление о содержании текста, прогнозировать его содержание по заголовку, известным понятиям, терминам, географическим названиям, именам собственным. Формировать лексические, фонетические и грамматические навыки. Фонетика: [e], [a:], [kw], [ð], [u:], [w] (стр. 36 -37). Устная практика: «We learn English». Лексика: Лексический минимум по данной теме. Грамматика: Present Indefinite .	- контрольное чтение. - Задания, направленные на развитие лексико-грамматических навыков	Вопросы к экзамену
14.	Тема 14. Numerals. Грамматика: Present Indefinite. Числительные.	Формировать лексические, фонетические и грамматические навыки. Фонетика: [is:], [ai], [ə], [ou], ['auə] (стр. 37) Устная практика: «Bob and Rose». Лексика: Лексический минимум по данной теме. Грамматика: Present Indefinite. Числительные.	-Задания, направленные на развитие лексико-грамматических навыков и навыков письма;	Вопросы к экзамену
15.	Тема 15. Устная практика: «At school».	Формировать лексические, грамматические навыки. Устная практика: «Jane Brown», «At school». Лексика: Лексический минимум	- вопросы для обсуждения; - контрольная работа; -тестовые за-	Вопросы к экзамену

		по данной теме. Грамматика: Повелительное наклонение.	дания; - Задания, направленные на развитие лексико-грамматических навыков и навыков письма	
16.	Тема 16. Устная практика: «The time»	Понимать основное содержание текста, определять его главную мысль. Оценивать и интерпретировать содержание текста, высказывать свое отношение к нему. Соблюдать ударения в словах и фразах. Формировать лексические, грамматические навыки. Устная практика: «The time». Лексика: Лексический минимум по данной теме. Грамматика: Обозначение времени.	- Тестовые задания; - вопросы для обсуждения; - контрольное чтение; - задания, направленных на развитие лексико-грамматических навыков и навыков письма.	Вопросы к экзамену
17.	Тема 17. «Parts of the day».	Оценивать и интерпретировать содержание текста, высказывать свое отношение к нему. Соблюдать ударения в словах и фразах. Обобщать информацию, полученную из текста, классифицировать ее, делать выводы. Формировать лексические, грамматические навыки. Устная практика: «Parts of the day». Лексика: Лексический минимум по данной теме. Грамматика: Повтор пройденного материала.	- тестовые задания; - вопросы для устного обсуждения; - контрольное чтение; - задания, направленные на развитие лексико-грамматических навыков и навыков письма.	Вопросы к экзамену
18.	Тема 18. Устная практика: «Parts of the day».	Оценивать и интерпретировать содержание текста, высказывать свое отношение к нему. Соблюдать ударения в словах и фразах. Обобщать информацию, полу-	- тестовые задания; - вопросы для устного обсуждения; - контрольное	Вопросы к экзамену

		<p>ченную из текста, классифицировать ее, делать выводы. Получать самое общее представление о содержании текста, прогнозировать его содержание по заголовку, известным понятиям, терминам. Формировать лексические, грамматические навыки. Устная практика: «Parts of the day». Лексика: Лексический минимум по данной теме. Грамматика: Повтор пройденного материала.</p>	<p>чтение; - задания, направленные на развитие лексико-грамматических навыков и навыков письма</p>	
19.	<p>Тема 19. Устная практика: «Seasons».</p>	<p>Извлекать из текста наиболее важную информацию. Соблюдать ударения в словах и фразах. Находить информацию, относящуюся к определенной теме или отвечающую определенным критериям. Находить фрагменты текста, требующие детального изучения. Группировать информацию по определенным признакам. Формировать лексические, грамматические навыки. Устная практика: «Seasons». Лексика: Лексический минимум по данной теме. Грамматика: Повтор изученного материала. Степени сравнения прилагательных.</p>	<p>- тестовые задания; - вопросы для устного обсуждения; - контрольное чтение; - задания, направленные на развитие лексико-грамматических навыков и навыков письма</p>	<p>Вопросы к экзамену</p>
20.	<p>Тема 20. Устная практика: «Oleg's working day». Грамматика: Present Continuous.</p>	<p>Формировать лексические, грамматические навыки. Устная практика: «Oleg's working day». Лексика: Лексический минимум по данной теме. Грамматика: Present Continuous. Пользоваться толковыми, двуязычными словарями и</p>	<p>- задания для грамматических упражнений; - тестовые задания</p>	<p>Вопросы к экзамену</p>

		другими справочными материалами, в том числе мультимедийными, а также поисковыми системами и ресурсами в сети Интернет.		
21.	Тема 21. Грамматика: Степени сравнения многосложных прилагательных.	Формировать лексические, грамматические навыки. Лексика: Лексический минимум по данной теме. Грамматика: Степени сравнения многосложных прилагательных.	- задания для грамматических упражнений	Вопросы к экзамену
22.	Тема 22. Устная практика: «Olay invites Mary to her house». Степени сравнения многосложных прилагательных.	Формировать лексические, грамматические навыки. Устная практика: «Olay invites Mary to her house». Лексика: Лексический минимум по данной теме. Грамматика: Степени сравнения многосложных прилагательных.	- вопросы для устного обсуждения; - вопросы для лексического обсуждения;	Вопросы к экзамену
23.	Тема 23. Реферат на тему: «Dagestan».	Составлять реферат на тему: «Dagestan». Передавать на английском языке (устно или письменно) содержание услышанного.	- вопросы для устного обсуждения; - вопросы для лексического обсуждения	Вопросы к экзамену
24.	Тема 24. Устная практика: «John Taylor».	Делать подготовленное сообщение (краткое, развернутое) различного характера (описание, повествование, характеристика, рассуждение) на заданную тему.	- вопросы для устного обсуждения; - задания для развития навыков	Вопросы к экзамену
25.	Тема 25. Модальные глаголы.	Формировать лексические, грамматические навыки. Лексика: Лексический минимум по данной теме. Грамматика: Модальные глаголы. Уметь читать слова в транскрипционной записи. Соблюдать ударения в словах и фразах. Полно и точно понимать содержание текста,	- задания для устного фронтального опроса и лексического материала; - перевод текста	Вопросы к экзамену
26.	Тема 26. The Test.	Выявить усвоение учебного	- тестовые за-	Вопросы к

		материала, владение требуемыми знаниями, умениями и навыками.	дания	экзамену
27.	Тема 27. Устная практика: «About libraries». Грамматика: Some, any, no, every.	Формировать лексические, грамматические навыки. Устная практика: «About libraries». Лексика: Лексический минимум по данной теме. Грамматика: Some, any, no, every и их производные. Пользоваться толковыми, двуязычными словарями и другими справочными материалами, в том числе мультимедийными, а также поисковыми системами и ресурсами в сети Интернет.	- задания для устного фронтального опроса; - тестовые задания; - контрольная работа; - Задания, направленные на развитие лексико-грамматических навыков и навыков письма	Вопросы к экзамену
28.	Тема 28. Устная практика: «Yura meets Vadim».	Уметь читать слова в транскрипционной записи. Соблюдать ударения в словах и фразах. Полно и точно понимать содержание текста, в том числе с помощью словаря. Формировать лексические, грамматические навыки. Устная практика: «Yura meets Vadim». Лексика: Лексический минимум по данной теме. Грамматика: Past Indefinite глаголов to be, to have.	- задания для устного фронтального опроса; - перевод текста	Вопросы к экзамену
29.	Тема 29. Устная практика: «Victor couldn't go to the match»: Past Indefinite модальных глаголов.	Формировать лексические, грамматические навыки. Устная практика: «Victor couldn't go to the match». Лексика: Лексический минимум по данной теме. Грамматика: Past Indefinite модальных глаголов.	- Задания, направленные на развитие лексико-грамматических навыков и навыков письма.	Вопросы к экзамену
30.	Тема 30. Text: «A busy day».	Пользоваться толковыми, двуязычными словарями и другими справочными материалами, в том числе мультимедийными, а также	- задания для устного фронтального опроса; - контрольная	Вопросы к экзамену

		поисковыми системами и ресурсами в сети Интернет. Формировать лексические, грамматические навыки. Устная практика: « A busy day». Лексика: Лексический минимум по данной теме. Грамматика: Past Indefinite. Утвердительная, вопросительная и отрицательная формы.	работа; - задания, направленные на развитие лексико-грамматических навыков и навыков письма	
31.	Тема 31. Text: «Means of transport». Лексика:	Формировать лексические, грамматические навыки. Устная практика: «Means of transport ». Лексика: Лексический минимум по данной теме. Грамматика: The Infinitive, — Where - questions. Пользоваться толковыми, двуязычными словарями и другими справочными материалами, в том числе мультимедийными, а также поисковыми системами и ресурсами в сети Интернет.	- задания для устного фронтального опроса; - контрольная работа; - тестовые задания; - задания, направленные на развитие лексико-грамматических навыков и навыков письма.	Вопросы к экзамену
32.	Тема 32. Устная практика: «Clothes».	Формировать лексические, грамматические навыки. Устная практика: «Clothes». Лексика: Лексический минимум по данной теме. Использовать полученную информацию в других видах деятельности (например, в докладе). Пользоваться толковыми, двуязычными словарями и другими справочными материалами, в том числе мультимедийными, а также поисковыми системами и ресурсами в сети Интернет.	- задания для устного фронтального опроса; - контрольная работа; - тестовые задания; - задания, направленные на развитие лексико-грамматических навыков и навыков письма;	Вопросы к экзамену
33.	Тема 33. «Their's»	Полно и точно понимать содержание текста, в том числе с помощью словаря.	- Перевод текста; - выполнения	Вопросы к экзамену

		Формировать лексические, грамматические навыки. Устная практика: «their's» Лексика: Лексический минимум по теме. Грамматика: Future Indefinite.	грамматических упражнений;	
34.	Тема 34. Text «Meals»	Формировать лексические, грамматические навыки. Устная практика: «Meals». Лексика: Лексический минимум по данной теме. <i>Грамматика: Re vision.</i> Пользоваться толковыми, двуязычными словарями и другими справочными материалами, в том числе мультимедийными, а также поисковыми системами и ресурсами в сети Интернет.	- задания для устного фронтального опроса; - контрольная работа; - тестовые задания; - задания, направленные на развитие лексико-грамматических навыков и навыков письма	Вопросы к экзамену
35.	Тема 35. Устная практика: «Weather».	Пользоваться толковыми, двуязычными словарями и другими справочными материалами, в том числе мультимедийными, а также поисковыми системами и ресурсами в сети Интернет. Формировать лексические, грамматические навыки. Устная практика: «Weather». Лексика: Лексический минимум по данной теме. Грамматика: Present Indefinite after if, when.	- задания для грамматических упражнений; - тестовые задания	Вопросы к экзамену
36.	Тема 36. Устная практика: «The British Museum».	Пользоваться толковыми, двуязычными словарями и другими справочными материалами, в том числе мультимедийными, а также поисковыми системами и ресурсами в сети Интернет. Формировать лексические, грамматические навыки. Устная практика: «The Brit-	- задания для грамматических упражнений; - тестовые задания	Вопросы к экзамену

		ish Museum m». Лексика: Лексический минимум по данной теме. Грамматика: Present Perfect.		
37.	Тема 37. Устная практика: «William Saxton».	Пользоваться толковыми, двуязычными словарями и другими справочными материалами, в том числе мультимедийными, а также поисковыми системами и ресурсами в сети Интернет. Формировать лексические, грамматические навыки. Устная практика: «William Saxton». Лексика: Лексический минимум по данной теме. Грамматика: Present Perfect	- задания для грамматических упражнений;	Вопросы к экзамену
38.	Тема 38. Устная практика: «At school again».	Пользоваться толковыми, двуязычными словарями и другими справочными материалами, в том числе мультимедийными, а также поисковыми системами и ресурсами в сети Интернет. Формировать лексические, грамматические навыки. Устная практика: «At school again». Лексика: Лексический минимум по данной теме. Грамматика: Revision	- задания для грамматических упражнений	Вопросы к экзамену
39.	Тема 39. Текст «Jack London».	Формировать лексические, грамматические навыки. Устная практика: «Jack London». Лексика: Лексический минимум по данной теме.	- задания для грамматических упражнений.	Вопросы к экзамену
40.	Тема 40. Текст «Robin Hood».	Уметь читать слова в транскрипционной записи. Использовать монологические высказывания (развернутые реплики) в диалогической речи. Принимать участие в диалогах различных видов (диалог-рассуждение, диалог-расспрос, диалог-	- перевод текста.	Вопросы к экзамену

		побуждение, диалог — обмен информацией, диалог — обмен мнениями, дискуссия, полемика) на заданную тему; приводить аргументацию и делать заключения. Полно и точно понимать содержание текста, в том числе с помощью словаря. Формировать лексические, грамматические навыки.		
41.	Тема 41. Text «Great Britain».	Соблюдать ударения в словах и фразах. Формировать лексические, грамматические навыки. Устная практика: «Great Britain». Лексика: Грамматика: Past Perfect.	- задания для грамматических упражнений.	Вопросы к экзамену
42.	Тема 42. Text «Scotland»	Формировать грамматические навыки. Устная практика: «Scotland». Получать самое общее представление о содержании текста, прогнозировать его содержание по заголовку, известным понятиям, терминам. Соблюдать ударения в словах и фразах. Полно и точно понимать содержание текста, в том числе с помощью словаря.	- задания для грамматических упражнений; - перевод текста;	Вопросы к экзамену
43.	Тема 43. Text: «The Greatfire of London»	Получать самое общее представление о содержании текста, прогнозировать его содержание по заголовку, известным понятиям, терминам. Полно и точно понимать содержание текста, в том числе с помощью словаря. Устная практика: «The Great fire of London». Полно и точно понимать содержание текста, в том числе с помощью словаря. Соблюдать ударения в сло-	- Перевод текста; - тестовые задания;	Вопросы к экзамену

		вах и фразах.		
44.	Тема 44. Text «More about London» «The British Museum Library».	Полно и точно понимать содержание текста, в том числе с помощью словаря. Соблюдать ударения в словах и фразах. Формировать лексические, грамматические навыки. Устная практика: 1 «More about London»; 2. «The British Museum Library». Лексика: Грамматика: Past Participle.	- Перевод текста; - задания для грамматических упражнений.	Вопросы к экзамену
45.	Тема 45. Устная практика: «The five senses» Participle. Complex object.	Формировать лексические, грамматические навыки. Устная практика: «The five senses». Лексический минимум по данной теме. Participle. Complex object.	- тестовые задания;	Вопросы к экзамену
46.	Тема 46. REVISION.	Знать особенности грамматического оформления устных и письменных текстов; Различать сходные по форме и звучанию грамматические явления (например, причастие II и сказуемое в Past Simple, причастие I и герундий, притяжательное местоимение и личное местоимение + is в сокращенной форме при восприятии на слух: his — he's и др.). Формировать лексические, грамматические навыки.	- задания для грамматических упражнений	Вопросы к экзамену
47.	Тема 47. Устная практика: «Rubber».	Полно и точно понимать содержание текста, в том числе с помощью словаря. Формировать лексические, грамматические навыки. Устная практика: «Rubber». Лексика: Complex object.	- Перевод текста; - задания для грамматических упражнений.	Вопросы к экзамену
48.	Тема 48. Устная практика: «Charles Darwin»	Полно и точно понимать содержание текста, в том числе с помощью словаря. Уметь читать слова в транскрипционной записи. Соблюдать ударения в словах	- чтение и перевод текста; - контрольное чтение.	Вопросы к экзамену

		и фразах. Полно и точно понимать содержание текста. Формировать лексические, грамматические навыки. Устная практика: «Charles Darwin». Лексический минимум по данной теме: Complex Object.		
49.	Тема 49. Устная практика: «The United Nations».	Полно и точно понимать содержание текста, в том числе с помощью словаря. Уметь читать слова в транскрипционной записи. Соблюдать ударения в словах и фразах. Полно и точно понимать содержание текста, Формировать лексические, грамматические навыки. Устная практика: «The United Nations».	- перевод текста; - контрольное чтение.	Вопросы к экзамену
50.	Тема 50. Устная практика: «Maria Curie»	Полно и точно понимать содержание текста, в том числе с помощью словаря. Уметь читать слова в транскрипционной записи. Соблюдать ударения в словах и фразах. Полно и точно понимать содержание текста, Формировать лексические, грамматические навыки. Устная практика: «Maria Curie».	- перевод текста; - вопросы для обсуждения;	Вопросы к экзамену
51.	Тема 51. Text: «A. Conan Doyle».	Полно и точно понимать содержание текста, в том числе с помощью словаря. Уметь читать слова в транскрипционной записи. Соблюдать ударения в словах и фразах. Полно и точно понимать содержание текста, Формировать лексические, грамматические навыки. Устная практика: «A. Conan Doyle». Дополнительное чтение: «Silver Blaze» after C. Doyle.	- перевод текста; - контрольное чтение.	Вопросы к экзамену

2.2. Критерии оценивания результатов обучения на различных этапах их достижения по видам оценочных средств

Балльно-рейтинговая система является базовой системой оценивания достижения обучающимися результатов обучения.

Итоговая оценка достижения обучающимися результатов обучения в рамках балльно-рейтинговой системы осуществляется в ходе текущего контроля успеваемости, промежуточной аттестации и определяется как сумма баллов, полученных обучающимися в результате прохождения всех форм контроля.

Оценка достижения обучающимися результатов обучения учебного предмета складывается из двух составляющих:

✓ первая составляющая – оценка преподавателем достижения обучающимися результатов обучения в течение семестра в ходе текущего контроля успеваемости (максимум 100 баллов). Структура первой составляющей определяется технологической картой учебного предмета, которая в начале семестра доводится до сведения обучающихся;

✓ вторая составляющая – оценка достижения обучающимися результатов обучения на экзамене (максимум – 30 баллов).

<i>4 – балльная шкала</i>	<i>«отлично»</i>	<i>«хорошо»</i>	<i>«удовлетворительно»</i>	<i>«неудовлетворительно»</i>
100-балльная шкала	85 и \geq	70– 84	51– 69	0–50

ПЕРЕЧЕНЬ ОЦЕНОЧНЫХ СРЕДСТВ

<i>№ п/п</i>	<i>Наименование оценочного средства</i>	<i>Характеристика оценочного средства</i>	<i>Представление оценочного средства в ФО-Се</i>
УСТНЫЕ ОЦЕНОЧНЫЕ СРЕДСТВА			
1.	Устный опрос	Средство контроля, организованное как специальная беседа преподавателя с обучающимся на темы, связанные с изучаемой дисциплиной, и рассчитанное на выяснение объема знаний обучающегося по определенному разделу, теме, проблеме и т.п.	Вопросы для обсуждения по темам учебного предмета
2.	Дискуссия	Средство контроля усвоения учебного материала темы, проверки теоретического уровня знаний.	Вопросы по темам учебному предмету
3.	Ролевая игра	Совместная деятельность группы обучающихся под управлением преподавателя с целью решения	Тема (проблема), концепция, роли и ожидае-

		учебных и профессионально ориентированных задач путем игрового моделирования реальной проблемной ситуации.	мый результат по каждой игре.
ПИСЬМЕННЫЕ ОЦЕНОЧНЫЕ СРЕДСТВА			
1.	Тест	Система стандартизированных заданий, позволяющая автоматизировать процедуру измерения уровня знаний и умений обучающегося.	Фонд тестовых заданий
2.	Перевод теста	Полностью обработанный перевод текста и его оригинал, которые фиксируются на бумажном носителе.	Комплект текстов
3.	Контрольная работа	Средство проверки умений применять полученные знания для решения задач определенного типа по теме или разделу	Комплект контрольных заданий по вариантам
4.	Домашнее задание	Задание, для самостоятельного выполнения после уроков. Главное назначение домашнего задания - это осознание и закрепление пройденной на уроке темы, а также формирование практических навыков самостоятельного применения знаний.	Изучение материала по учебнику, выполнение различных письменных и практических работ (упражнений), написание сочинений и других творческих работ

А) КРИТЕРИИ И ШКАЛА ОЦЕНИВАНИЯ ОТВЕТОВ НА УСТНЫЕ ВОПРОСЫ

№ n/n	Критерии оценивания	Шкала оценок	
		Количество баллов	Оценка
1.	1) обучающийся полно и аргументированно отвечает по содержанию задания; 2) обучающийся обнаруживает понимание материала, может обосновать свои суждения, применить знания на практике, привести необходимые примеры не только по учебнику, но и самостоятельно составленные; 3) излагает материал последовательно и правильно.	10	Отлично (высокий уровень достижения результатов обучения)
2.	1) полно и аргументированно отвечает по содержанию задания;	8	Хорошо (доста-

	2) обнаруживает понимание материала, может обосновать свои суждения, применить знания на практике, привести необходимые примеры не только по учебнику, но и самостоятельно составленные; 3) излагает материал последовательно и правильно, но допускает 1-2 ошибки, которые сам, же исправляет		точный уровень достижения результатов обучения)
3.	обучающийся обнаруживает знание и понимание основных положений данного задания, но: 1) излагает материал неполно и допускает неточности в определении понятий или формулировке правил; 2) не умеет достаточно глубоко и доказательно обосновать свои суждения и привести свои примеры; 3) излагает материал непоследовательно и допускает ошибки.	5	Удовлетворительно (приемлемый уровень достижения результатов обучения)
4.	обучающийся обнаруживает незнание ответа на соответствующее задание, допускает ошибки в формулировке определений и правил, искажающие их смысл, беспорядочно и неуверенно излагает материал; отмечаются такие недостатки в подготовке обучающегося, которые являются серьезным препятствием к успешному овладению последующим материалом.	0	Неудовлетворительно (недостаточный уровень достижения результатов обучения)

Б) КРИТЕРИИ И ШКАЛА ОЦЕНИВАНИЯ РЕЗУЛЬТАТОВ ТЕСТИРОВАНИЯ

<i>№ п/п</i>	<i>Критерии оценивания</i>	<i>Количество баллов</i>	<i>Шкала оценок</i>
			<i>Оценка</i>
1.	90-100% правильных ответов	9-10	Отлично (высокий уровень достижения результатов обучения)
2.	80-89% правильных ответов	7-8	Хорошо (достаточный уровень достижения результатов обучения)
3.	70-79% правильных ответов	5-6	
4.	60-69% правильных ответов	3-4	Удовлетворительно (приемлемый уровень достижения результатов обучения)
5.	50-59% правильных ответов	1-2	
6.	менее 50% правильных ответов	0	Неудовлетворительно (недостаточный уровень достижения результатов обучения)

В) КРИТЕРИИ И ШКАЛА ОЦЕНИВАНИЯ ПЕРЕВОДОВ ТЕКСТОВ

<i>№ n/n</i>	<i>Критерии оценивания</i>	<i>Шкала оценок</i>	
		<i>Количество баллов</i>	<i>Оценка</i>
1.	Перевод выполнен полностью. Нет ошибок в логических рассуждениях и переводе. Возможно наличие одной неточности или описки, не являющихся следствием незнания или непонимания учебного материала. Обучающийся показал полный объем знаний, умений в освоении пройденных тем и применение их на практике.	12-15	«Отлично» (высокий уровень достижения результатов обучения)
2.	Перевод выполнен полностью, но обоснования шагов решения недостаточны. Допущена одна ошибка или два-три недочета в переводе.	9-11	«Хорошо» (достаточный уровень достижения результатов обучения)
3.	Допущены более одной ошибки или более двух-трех недочетов в переводе.	6-8	«Удовлетворительно» (приемлемый уровень достижения результатов обучения)
4.	Перевод выполнен не полностью. Допущены грубые ошибки в переводе. Перевод выполнен не самостоятельно.	1-5	Неудовлетворительно (недостаточный уровень достижения результатов обучения)
5.	Перевод не сдан	0	0

Г) КРИТЕРИИ И ШКАЛА ОЦЕНИВАНИЯ ДОМАШНЕГО ЗАДАНИЯ

<i>№ n/n</i>	<i>Критерии оценивания</i>	<i>Шкала оценок</i>	
		<i>Количество баллов</i>	<i>Оценка</i>
1.	Работа выполнена полностью. Нет ошибок в логических рассуждениях и переводе. Возможно наличие	12-15	«Отлично» (высокий

	одной неточности или описки, не являющихся следствием незнания или непонимания учебного материала. Студент показал полный объем знаний, умений в освоении пройденных тем и применение их на практике.		уровень достижения результатов обучения)
2.	Работа выполнена полностью, но обоснования шагов решения недостаточны. Допущена одна ошибка или два-три недочета в переводе.	9-11	«Хорошо» (достаточный уровень достижения результатов обучения)
3.	Допущены более одной ошибки или более двух-трех недочетов в переводе.	6-8	«Удовлетворительно» (приемлемый уровень достижения результатов обучения)
4.	Работа выполнена не полностью. Допущены грубые ошибки в переводе. Работа выполнена не самостоятельно.	1-5	«Неудовлетворительно» (недостаточный уровень достижения результатов обучения)
5.	Работа не сдана	0	

Д) КРИТЕРИИ И ШКАЛА ОЦЕНИВАНИЯ КОНТРОЛЬНЫХ РАБОТ

№ п/п	Критерии оценивания	Шкала оценок	
		Количество баллов	Оценка
1.	Работа выполнена полностью. Нет ошибок в логических рассуждениях. Возможно наличие одной неточности или описки, не являющихся следствием незнания или непонимания учебного материала. Обучающийся показал полный объем знаний, умений в освоении пройденных тем и применение их на практике.	9-12	«Отлично» (высокий уровень достижения результатов обучения)
5.	Работа выполнена полностью, но обоснования шагов решения недостаточны. Допущена одна ошибка или два-три недочета.	6-9	«Хорошо» (достаточный уровень достижения

			результатов обучения)
7.	Допущены более одной ошибки или более двух-трех недочетов.	3-6	«Удовлетворительно» (приемлемый уровень достижения результатов обучения)
9.	Работа выполнена не полностью. Допущены грубые ошибки.	1-3	«Неудовлетворительно» (недостаточный уровень достижения результатов обучения)
11.	Работа не сдана	0	-

Е) КРИТЕРИИ И ШКАЛА ОЦЕНИВАНИЯ ДИСКУССИИ

№ п/п	Критерии оценивания	Шкала оценок	
		Количество баллов	Оценка
1.	Дан полный, развернутый ответ на поставленный вопрос, показана совокупность осознанных знаний об объекте, проявляющаяся в свободном оперировании понятиями, умении выделить существенные и несущественные его признаки, причинно-следственные связи. Ответ формулируется в терминах науки, изложен литературным языком, логичен, доказателен, демонстрирует авторскую позицию обучающегося.	12-15	«Отлично» (высокий уровень достижения результатов обучения)
2.	Дан полный, развернутый ответ на поставленный вопрос, показана совокупность осознанных знаний об объекте, доказательно раскрыты основные положения темы; в ответе прослеживается четкая структура, логическая последовательность, отражающая сущность раскрываемых понятий, теорий, явлений. Ответ изложен литературным языком в терминах науки. Могут быть допущены недочеты в определении понятий, исправленные обучающийся самостоятельно в процессе ответа.	9-11	«Хорошо» (достаточный уровень достижения результатов обучения)
3.	Дан полный, но недостаточно последовательный ответ	6-8	«Удовле-

	на поставленный вопрос, но при этом показано умение выделить существенные и несущественные признаки и причинно-следственные связи. Ответ логичен и изложен в терминах науки. Могут быть допущены 2-3 ошибки в определении основных понятий, которые обучающийся затрудняется исправить самостоятельно.		творительно» (приемлемый уровень достижения результатов обучения)
4.	Дан неполный ответ, представляющий собой разрозненные знания по теме вопроса с существенными ошибками в определениях. Присутствуют фрагментарность, нелогичность изложения. Обучающийся не осознает связь данного понятия, теории, явления с другими объектами дисциплины. Отсутствуют выводы, конкретизация и доказательность изложения. Речь неграмотная. Дополнительные и уточняющие вопросы преподавателя не приводят к коррекции ответа обучающегося не только на поставленный вопрос, но и на другие вопросы дисциплины.	1-5	«Неудовлетворительно» (недостаточный уровень достижения результатов обучения)
5.	Не явился	0	-

Ж) КРИТЕРИИ И ШКАЛА ОЦЕНИВАНИЯ НА ЭКЗАМЕНЕ

№ п/п	Критерии оценивания	Шкала оценок	
		Количество баллов	Оценка
1.	Дан полный, в логической последовательности развернутый ответ на поставленный вопрос, где обучающийся продемонстрировал знание дисциплины в полном объеме учебной программы, достаточно глубоко осмысливает дисциплину, самостоятельно и исчерпывающе отвечает на дополнительные вопросы, приводит собственные примеры по проблематике поставленного вопроса, решил предложенные практические задания без ошибок	24-30	Отлично (высокий уровень достижения результатов обучения)
2.	Дан развернутый ответ на поставленный вопрос, где обучающийся демонстрирует знания, приобретенные на занятиях, а также полученные посредством изучения обязательных учебных материалов по курсу, дает аргументированные ответы, приводит примеры, в ответе присутствует свободное владение монологической речью, логичность и последовательность ответа. Однако допускается неточность в ответе. Решил предложенные практические задания с небольшими неточностями.	17-23	Хорошо (достаточный уровень достижения результатов обучения)

3.	Дан ответ, свидетельствующий в основном о знании процессов изучаемой дисциплины, отличающийся недостаточной глубиной и полнотой раскрытия темы, знанием основных вопросов теории, слабо сформированными навыками анализа явлений, процессов, недостаточным умением давать аргументированные ответы и приводить примеры, недостаточно свободным владением монологической речью, логичностью и последовательностью ответа. Допускается несколько ошибок в содержании ответа и решении практических заданий.	10-16	Удовлетворительно (приемлемый уровень достижения результатов обучения)
4.	Дан ответ, который содержит ряд серьезных неточностей, обнаруживающий незнание процессов изучаемой предметной области, отличающийся неглубоким раскрытием темы, незнанием основных вопросов теории, несформированными навыками анализа явлений, процессов, неумением давать аргументированные ответы, слабым владением монологической речью, отсутствием логичности и последовательности. Выводы поверхностны. Решение практических заданий не выполнено, т.е. обучающийся не способен ответить на вопросы даже при дополнительных наводящих вопросах преподавателя.	0-9	Неудовлетворительно (недостаточный уровень достижения результатов обучения)

2.3. Критерии и шкала оценивания результатов обучения учебному предмету при экзамене

При экзамене:

№ п/п	Критерии оценивания	Шкала оценок	
		Сумма баллов дисциплины	Оценка
1.	Обучающийся глубоко и прочно усвоил программный материал, исчерпывающе, последовательно, четко и логически стройно его излагает, умеет тесно увязывать теорию с практикой, свободно справляется с задачами, вопросами и другими видами применения знаний, причем не затрудняется с ответом при видоизменении заданий, использует в ответе материал различной литературы, правильно обосновывает принятое нестандартное решение, владеет разносторонними навыками и	85 и выше	Отлично (высокий уровень сформированности компетенции)

	приемами выполнения практических задач по формированию компетенций.		
2.	Обучающийся твердо знает материал, грамотно и по существу излагает его, не допуская существенных неточностей в ответе на вопрос, правильно применяет теоретические положения при решении практических вопросов и задач, владеет необходимыми навыками и приемами их выполнения, а так же имеет достаточно полное представление о значимости знаний дисциплины.	75-84	Хорошо (достаточный уровень сформированности компетенции)
3.	Обучающийся имеет знания только основного материала, но не усвоил его деталей, допускает неточности, недостаточно правильные формулировки, нарушения логической последовательности в изложении программного материала, испытывает сложности при выполнении практических работ и затрудняется связать теорию вопроса с практикой.	51– 74	Удовлетворительно (приемлемый уровень сформированности компетенции)
4.	Обучающийся не знает значительной части программного материала, неуверенно отвечает, допускает серьезные ошибки, не имеет представлений по методике выполнения практической работы, не может продолжить обучение без дополнительных занятий по данному междисциплинарному курсу.	Менее 51	Неудовлетворительно (недостаточный уровень сформированности компетенции)

3. ТИПОВЫЕ КОНТРОЛЬНЫЕ ЗАДАНИЯ ИЛИ ИНЫЕ МАТЕРИАЛЫ, НЕОБХОДИМЫЕ ДЛЯ ОЦЕНКИ ЗНАНИЙ, УМЕНИЙ, НАВЫКОВ, ХАРАКТЕРИЗУЮЩИХ ЭТАПЫ ФОРМИРОВАНИЯ КОМПЕТЕНЦИЙ В ПРОЦЕССЕ ОСВОЕНИЯ ОБРАЗОВАТЕЛЬНОЙ ПРОГРАММЫ

3.1. Типовые контрольные задания для текущего контроля успеваемости обучающихся

Тема 1. Алфавит. Типы чтения гласных.

Задание 1. Перечень вопросов по теме для устного обсуждения:

1. Can you just introduce yourself to other guests?
2. Are you looking for anything in particular?
3. Is there anyone who can get me a glass of water?
4. Is there anything else I can help you with?
5. Did you attend the seminar?
6. Can you spell words?
7. Can you do something about this?

8. Are you still eating that chocolate?
9. Can you take our orders now?
10. Do you serve meals?
11. Is there anything I can get for you?
12. Did you save the time?
13. Do you stock any fashion magazine?
14. Are you a sober (serious and calm) driver?
15. Can we talk?

Задание 2. Перечень контрольных вопросов по теме:

1. Are you paying attentions?
2. Are you lost?
3. Do you have any new idea?
4. Do you have any recommendation?
5. Do you speak French/English?
6. Can you believe your eyes?
7. Did you see the show last night?
8. Are you having dinner with us this evening?
9. Do you have branded goods?
10. Can you forgive me?
11. Do you think he has forgotten?
12. Did you take any picture?
13. Can you describe the person who attacked you?
14. Can I tell my friend about this matter?
15. Do you have any question?

Read and translate the texts.

Choose the correct versions.

Text 1. Foreign Languages in Our Life

Learning a foreign language isn't an easy tiling. Nowadays it's especially important to know foreign languages. Some people learn languages because they need them for their work, others travel abroad, for the third studying foreign languages is a hobby. Everyone, who knows foreign languages can speak to people from other countries, read foreign authors in the original, which makes your outlook wider.

I study English. It's a Long and slow process that takes a lot of time and efforts. Over 300 million people speak it is as a mother tongue. The native speakers of English live in Great Britain, the United States of America, Australia and New Zealand. English is one of the official languages of the United Nations Organization and other political organizations.

English language is a wonderful language. It's the language of the great literature. It's the language of William Shakespeare, Charles Dickens and others. Half of the world's scientific literature is in English. It's the language of computers technology. The great German poet Goette once said, "He, who knows no foreign language, doesn't know his own one". That's why in order to understand oneself and environment one has to learn foreign languages.

I think that to know English today is absolutely necessary for every educated man, for every good specialist.

1. Learning a foreign language isn't an easy thing.
 - a. Английский язык очень легко выучить
 - b. Изучение иностранного языка — нелегкое дело
 - c. Изучение иностранного языка - легкое дело
2. It's a long and slow process that takes a lot of time and efforts.
 - a. Это быстрый процесс, который не отнимает много времени и усилий
 - b. Это очень долгий процесс, на который нужно годы обучения.
 - c. Это долгий и медленный процесс, который отнимает много времени и усилий.
3. It's the language of ...
 - a. the great literature.
 - b. of all world
 - c. our country
4. I think that to know English today is absolutely
 - a. necessary
 - b. unnecessary
 - c. useful
5. The native speakers of English live in ...
 - a. Russia, Italy, Japan
 - b. Great Britain, the United States of America, Australia and New Zealand.
 - c. China, Australia, New Zealand

Text 2. Television

Television, also called TV, is one of our most important means of communication. It brings moving pictures and sounds from around the world into millions of homes. The name "Television" comes from Greek word meaning "far", and a Latin word meaning "to see", so the word "television" means "to see far".

About three-fourths of the 1 500 TV stations in the US are commercial stations. They sell advertising time to pay for their operating costs and to make profit. The rest are public stations, which are nonprofit organizations. Commercial TV stations broadcast mostly entertainment programs because they must attract larger numbers of viewers in order to sell advertising time at high prices. These programs include light dramas called situation comedies; action packed dramas about life of detectives, police officers, lawyers and doctors; shows featuring comedians, dancers and singers; movies; quiz shows; soap operas; cartoons

1. Television, also called TV, is one of our most important means of communication.
 - a. Телевидение-это самое важное средство коммуникации
 - b. Телевидение коротко называют ТВ
 - c. Телевидение является одним из наших самых важных средств коммуникации
2. The name "Television" comes from Greek word

- a. Название "телевидение" происходит от греческого слова
 - b. Название "телевидение" происходит от латинского слова
 - c. Название "телевидение" происходит от итальянского слова
3. About ...of the 1 500 TV stations in the US are commercial stations.
- a. three-fourths
 - b. four-fifths
 - c. one-third
4. They sell... time to pay for their operating costs and to make profit. a. advertising
- b. different goods
 - c. programs
5. Commercial TV stations broadcast mostly... because they must attract larger numbers of viewers in order to sell advertising time at high prices.
- a. cartoons
 - b. political programs
 - c. entertainment programs

Задание 3. Напишите транскрипцию гласных звуков следующих слов:

- a) be, feel, we, me, see, meet, deed, feet, need
- b) it, is, in, ill, sit, fill, live, win, till, mill
- c) bed, pen, ten, tell, set, let, met
- d) tie, lie, my, pie, die, life, time, five, nine, smile
- e) man, bad, hat, lamp, glad, fat, cat, black, sack

Задание 4. Напишите транскрипцию следующих слов, прочтите их вслух и объясните правила чтения:

mine, type, bid, did, fine, pit, five, vine, me, meet, lend, mete, eve, seem, pep, beef, ebb, see, send, pie, type, tin, fine, pin, lip, pile, line, sit, fit, set, best, sin, fist, miss, pens, less, lends, Bess, seems, size, zest, send, pale, date, ban, tape, fate, mad, say, same, fat, day, Sam, lane, land, tame, leave, bede, beat, deed, lean, mean, seat, nice, line, pin, pine, dene, fine, man, dent, Ann, nice, bet, bed, dine, did, May, fit, style, vet, bay, sat, till, file, ease, pet, tin, veal, slip, she, meek, reel, grim, happy, pony, sack, lad, got, pond, mule, butter, ugly, rudder, sink, mill, fuss, hobby, fly, cube, seep, stove, made, pane, sand, plate, mean, heat, pine, sty, teach, close, clock, shelf, cock, tape, tone, bud, fun, fume, tube, icy, free, peg, gent, peck, skin, single, note, lot, lone, nod, code, cot, tone, cope, dot, sock, hot, pope, doll, hop, bone, lead, steel, meat, bet, lest, tip, tiny, type, mice, cell, cod, spin, cap, can, ice, came, nice, cat, neck, mice, fast, fact, space, peck, pace, kin, keen, pact, face, gate, gem, gas, age, gym, page, egg, gin, game, beg, gag, jam, Jim, Jack, Jane, sky, teem, fee, wee, bee, feel.

Темы 2-3: Тема: About myself. My family

Задание 1. Перечень вопросов по теме для устного обсуждения:

Answer the questions to practice talking about yourself, your family, your daily routine, household chores and the life of your dream

- 1. What can you tell a stranger about yourself?

2. What are three things that you enjoy doing most of all and the three things that you hate doing?
3. How big is your family?
4. What is better: to have a small family or a big family with a lot of children and other relations? Why?
5. What is your family like? Have you got any brothers and sisters? Are you good friends with them?
6. Have you got baby brothers and sisters? Do you help your mother to take care of them? What do you do?
7. What are your family's favourite pastimes? What do you like doing together?
8. What are the things you like doing together? Have you got any family traditions? What are they?
9. In what way is your family important for you?
10. What are your parents?
11. What is the life of your dream?
12. Can you realize your dreams in future?
13. What are negative aspects of living in the city?
14. What are positive aspects of living in the city?
15. What is the house of your dream?

Задание 2. Перечень контрольных вопросов по теме:

1. What are your favourite pastimes and hobbies?
2. What is an ideal family as you see it?
3. What can you tell us about your nearest and dearest?
4. Where do you prefer to live: in the country or in the city?

Задание 3. Тесты по теме. Выбрать единственный верный вариант ответа.

Тест №1

1. Liz / the text-book
 - A *Liz's text-book*
 - B *the text-book of Liz*
 - C *the Liz's text-book*
2. The roof / the house
 - A *the houses roof*
 - B *the roof of the house*
3. The rabbits / the cage
 - A *the rabbits's cage*
 - B *the rabbits' cage*
 - C *the cage of the rabbits*
4. Our dog / a new kennel
 - A *our dog's new kennel*
 - B *a new kennel of our dog*
5. The Smiths / the car
 - A *the Smiths' car*
 - B *the Smiths's car*
 - C *the car of the Smiths*
6. Charles / the book

- A *Charles' book*
- B *the book of Charles*
- C *Charle's book*
- 7. A bird / a nest
- A *a nest of a bird*
- B *a bird's nest*
- 8. those men / the umbrellas
- A *those men' umbrellas*
- B *those men's umbrellas*
- C *the umbrellas of those men*
- 9. My parents / the friends
- A *the friends of my parents*
- B *my parents's friends*
- C *my parents' friends*
- 10. Tom and Alice / the car
- A *Tom's and Alice's car*
- B *Tom and Alice's car*
- C *the car of Tom and Alice*

Test 2

- 1. Mathematics ...too difficult for me.
 - a. is
 - b. are
 - c. ---
- 3. English ... too difficult for me.
 - a. is
 - b. ---
 - c. are
- 4. The spoons ... on the table. The table ... in the room.
 - a. am; is
 - b. is; are
 - c. are; is
- 7. Mrs. Smith is very fat - ... weight over a hundred kilos!
 - a. her
 - b. she
 - c. it
- 8. Where shall ... meet, Bob?
 - a. you
 - b. you and I
 - c. we
- 9. He is quite right. I agree with ... completely.
 - a. he
 - b. him
 - c. his
- 10. One has to show ... ticket at the entrance.
 - a. you

- b. his
- c. one's
- 11. I can't eat ... chips because they are cold.
 - a. this
 - b. these
 - c. it
- 12. James took the book and opened
 - a. it
 - b. this
 - c. that
- 13. ... books are very boring.
 - a. this
 - b. that
 - c. those
- 14. ... is our classroom. It is very light and clean.
 - a. this
 - b. these
 - c. those
- 15. Have you ever been to USA?
 - a. ---
 - b. the
 - c. a
- 16. She works at this school as ...teacher.
 - a. ---
 - b. a
 - c. the
- 17. I couldn't hear her because of...noise of the train
 - a. the
 - b.---
 - c. a
- 18. I'm afraid I've broken...
 - a. the chair's leg
 - b. the leg in the chair
 - c. the leg of the chair
- 19. Sally opened the ...and entered.
 - a. kitchen's door
 - b. door of the kitchen
 - c. kitchen door
- 20. Tim took car.
 - a. his father car
 - b. his father's car
 - c. his fathers' car

Задание 3. Составьте небольшие рассказы на темы.

- 1. My Life.
- 2. My Parents.
- 3. My Sister's Family.

(Рекомендуемый объем – 10-15 предложений) **Задание 5. Ролевая игра «Interview».**

Условие: узнайте как можно больше информации о человеке, задавая общие и альтернативные вопросы.

Задание 4. Задания, направленные на развитие лексико-грамматических навыков и навыков письма

Ex.1. Поставьте вопросы к выделенным словам.

1. *My friend* is a teacher (3). 2. This is *a map* (1). 3. It's *a good map* (1). 4. That's *a bad cap* (2). 5. It's *his cap* (1).

6. The match is *on the table* (1). 7. *Her name* is Mary (2). 8. *Bess* is a good pupil (2).

Ex.2 Вставьте вместо пропусков слова, в соответствии с контекстом

Everybody knows his own language, but it is useful to know _____ languages. Some people learn languages because they need them in their work, others travel _____, for the third studying languages is a hobby. People cannot read books in _____, know more about different _____ and traditions without knowing foreign languages. If a person _____ a foreign language well, he'll be able to go to the library and take and read books by English and American writers in the original. Knowledge of foreign languages helps young people of different countries to understand each other, to develop friendship _____ them. But we should remember that learning a foreign language _____ time and patience. English is one of the world languages. English is _____ by more than 350 million people. There's a wide range of materials and tools _____ to help you with your language studies, including dictionaries, grammar books, phrasebooks.

Ex.3. Заполните пропуски предлогами, где это необходимо.

1. "Do you work ... an office?" "No, I work ... a factory." "Do you live far ... the factory?" "Yes, I live a long way ... it." 2. Mary lives near ... a large park. She often takes her son.....a walk ... the park. ... Saturdays her sister Ann usually comes to stay ... Mary ... the week-end. 3. -I usually get ... home ... six ... the evening. 4. This is a letter ... my sister. I'm going to answer ... it now. She's coming ... Moscow. I'm going to meet ... her ... Tues day evening ... seven. 5. Nick works hard ... his English. He does a lot ... exercises ... class and ... home. 6. "What are you going to do ... the week-end?" "We're going ... Klin ... the week-end". 7. Are you going to stay here ... the weekend? 8. Do you often stay ... the office ... work ... your English lessons?

Ex.4. Вставьте *much* или *many*.

1. I don't eat ... mangoes. 2. He does not eat ... fish. 3. She ate so ... dessert that she is in bed today with a stomachache. 4. That man drank so ... wine, and he smoked so ... cigarettes that he has a terrible headache today. 5. Mary must not eat too ... food because she has a weight problem. 6. My mot he says I eat too ... French fries and drink too ... beer She wants me to be healthy. 7. There is not too .. space in my flat. 8. There are not ... pictures in this room. 9. There are so ... teachers at our school, but not... of them are men. 10. Not... of these books are new. 11. Thanks awfully for the books you sent m yesterday. — Don't mention it, it wasn't ... bother. 12. ... of her advice was not useful at all. 13. He has got so ...pairs of socks. 14. Please don't put ... pep per on the meat. 15. There were too ... plates on the table. 16.1 never eat... bread with soup. 17. Why did you eat so ... ice cream?

18. She wrote us not very ... letters from the country. 19. ... of these student don't like to look up words in the dictionary. 20. E you drink ... coffee? — Yes, a lot. Do you watch TV ...? — No, not... . 21. Not... of the answers were correct. 22. How ... money did you spend last Friday 23. The students enjoyed the concert very... .

Ex.5. Вставьте *little* или *few*.

1. He has got ... friends. 2. I drink ... coffee. I don't like it. 3. We must hurry. We've got very ... time. 4. This university offers very ... scholar ships. 5. The Smiths have ... money. They aren't rich. 6. The theatre was almost empty. There were very ... people there. 7. There was ... lemonade in the bottle. There were ... peaches in the basket. 8. I have ... time, so I can't go with you. 9. He has ... English books. 10. There is ... juice in my glass. Have you got any juice? 11. There are ... bears in the zoo. 12. Tom Canty was the son of poor parents and had very ... clothes. 13. There is too ... soup in my soup plate. Give me some more, please. 14. The children returned from the wood very sad because they had found very ... mushrooms. 15. There was too ... light in the room, and I could not read. 16. There are very ... people who don't know that the Earth is round. 17. I made very ... progress on this assignment. 18. There is very ... hope of getting financial support for the research project. 19. Fortunately, very ...

passengers were injured in a traffic accident.

Ex.6. Вставьте *much*, *many*, *little* или *few*.

1. Robert wrote so ... letters that he's never going to write a letter again. 2. She ate so ... ice cream that she's going to have a sore throat. 3. His father didn't earn ... money, but he enjoyed his job. He loved teaching English very 4. There are ... cookies in the box. I should have bought them last Monday. 5. Does your sister read ... ? — Yes, she does. And your brother? — Oh, he doesn't. He has so ... books, but he reads very 6. Do you have ... work to do today? — No, not very 7. Walk quicker, please We have very ... time. 8. I am sorry to say, I have read very ... books by Walter Scott. 9. My brother is a young teacher. Every day he spends too ... time preparing for his lessons. 10. I know very ... about this writer. I is the first book I am reading. 11. The pupils of our class ask so ... questions at the lesson. They want to know everything. 12. You do not make ... mistakes ' your spelling. Do you work hard on it? — Oh, yes, I do I work very 13. He is lazy. He's done very ... today. 14. Very ... people can afford to own a plane. 15. The is ... traffic on the roads this morning. I'm so glad.

Generation Gap: Reality or a Psychological Prejudice

To my mind generation gap is rather reality than a psychological prejudice. It has always been a topical problem and it still remains urgent nowadays.

So what does a generation gap mean? It is a popular term used to describe big differences between people of a younger generation and their elders. This can be defined as occurring 'when older and younger people do not understand each other because of their different experiences, opinions, habits and behavior'. The term first came into prominence in Western countries during the 1960s, and described the cultural differences between the Baby Boomers and their parents. Although some generational differences have existed throughout history, during this era differences between the two generations grew significantly in comparison to previous times, particularly with respect to such matters as musical tastes, fashion, drug use, culture and politics.

Nowadays you will hardly find a boy or a girl satisfied with their parents. Neither will you find a grown-up, a parent not grumbling over 'younger generation' of their children. Pop music, ultra-modern clothes, noisy parties and children's wish to have more freedom become a stumbling-block on the way of mutual understanding between adults and their offspring and help foster differences between parents and teenagers. So it seems that in most families parents don't understand their children and children don't understand their parents.

According to the older generation teenagers are lazy, carefree, ungrateful, impolite and rude. They wear ridiculous clothes, listen to awful music and all they think about is parties, dates, friends and entertainment. Teenagers have very little responsibility and very few problems. But is it really so? If we look inside the mind of a teenager, we will see a very different picture. Teenagers are greatly worried about a great number of things: their appearance, relations with friends, parents and teachers, the way other people (especially their peers) treat them. They suffer from pimples, bullies, problems at school, misunderstanding with their boyfriend/girlfriend, lack of self-confidence, etc. Teenagers often don't know what they are good at and their future seems to be rather vague. Every day they face a lot of stressful situations and feel depressed. Besides they have constant pressure from betters and elders as to how they should act, behave, look and feel.

There are a lot of books and films devoted to the problem of the generation gap. One of such films is 'Freaky Friday' (2003). The wide generation gap between Tess Coleman (Jamie Lee Curtis) and her teenage daughter Anna (Lindsay Lohan) is more than evident. They simply cannot understand each other's preferences. They have absolutely different views on clothes, hair, music, duties and even people. On a Friday morning the mother and the daughter switch bodies. As they adjust with their new personalities, they begin to understand each other more and eventually they gain respect for the other's point of view. It is 'selfless love' that changes them back.

But of course there is no magic in real life, that's why there should be some other way to bridge the gap between parents and their children. To my mind communication is the best way to solve the problem. The more time adults and children spend together, the more they talk and discuss different things the better they understand each other. It is very important to be selfless and open-minded, patient and sincere. Despite the great changes in the electronic and technological environment in the last several decades, a defined gap does not separate today's generations as it did in the sixties and seventies. So the 'generation gap' can disappear. If we are a little wiser, children will find a key to the heart of their parents and vice versa.

1. Complete each sentence (A—H) with one of the endings (1—8):

- A. 'Generation gap' is a popular term used to describe
- B. The term first came into prominence
- C. Pop music, ultra-modern clothes, noisy parties and children's wish to have more freedom become
- D. According to the older generation teenagers are
- E. Teenagers are greatly worried about
- F. Besides they have constant pressure from betters and elders
- G. The more time adults and children spend together, the more they talk and discuss different things

H. Despite the great changes in the electronic and technological environment in the last several decades

1. their appearance, relations with friends, parents and teachers, the way other people treat them.

2. the better they understand each other.

3. big differences between people of a younger generation and their elders.

4. a defined gap does not separate today's generations as it did in the sixties and seventies.

5. in Western countries during the 1960s.

6. lazy, carefree, ungrateful, impolite and rude.

7. a stumbling-block on the way of mutual understanding between adults and their offspring.

8. as to how they should act, behave, look and feel.

2. Explain in other words

- to come into prominence
- generational differences
- to grumble over
- a stumbling block
- to foster differences
- lack of self-confidence
- stressful situations
- to have constant pressure from smb
- to bridge the gap

3. Answer the questions

1) Why do generational differences exist?

2) How can you describe a typical teenager/grown-up?

3) What problems do teenagers usually face?

4) What books and films devoted to the problem of the generation gap do you know?

5) What are the ways to bridge the gap between parents and children?

6) Does a defined gap separate today's generations? Why?

7) How can you characterize your relationships with your parents and grandparents? Do you understand each other's opinions, habits, behavior and preferences?

8) Do you agree that children's job is 'to try their wings' and parents' job is 'to let them fly away'? Comment on your answer.

4. Read the letters written by the teens who have problems with their parents. Give them some tips Kathie, 16.

My parents don't understand me! 'They treat me as if I were a kid though I am already 16! I want to go clubbing and bowling, I want to meet my friends and go to different parties. 'But they tell me to think more about school and my studies. 'When I go somewhere I have to be at home not later than 10 1"M. It's ridiculous and all my friends laugh at me. My father almost had a stroke when he learnt that I had a boyfriend. Jiow can I make them understand that I'm not a child anymore?

Ben, 15.

My classmates bully me. I don't know why. Maybe because I'm shy and a bit fat or wear spectacles. I told my parents about my problem but they said it was quite all right and that I had to patch things up myself. They seem to be absolutely indifferent to what's going on in my life. They don't care about what I feel or what I want. I'd like to become a computer programmer, but he says I must become a lawyer. But what about my dreams?

I'm torn between wanting to take a stand, and not wanting to upset my parents.

Nelly, 14.

My parents are too harden me. 'We have great difficulties with understanding each other. Every day I hear "Don't listen to this music', 'Don't talk to this girl - she is spoilt', "Don't invite your friends' ... Sometimes I feel irritated and we quarrel. I'm really tired of such a don't-do-it way of upbringing. My parents are convinced that everything I do is wrong. T)o I really deserve such an attitude?

5. Read the quotations below. Choose any statement and comment on it

- 'The lessons of the past are ignored and obliterated in a contemporary antagonism known as the generation gap.' (Spiro T. Agnew)

- 'Parents often talk about the younger generation as if they didn't have anything to do with it.' (Haim Ginott)

- 'Every generation needs a new revolution.' (Thomas Jefferson)

'Trouble is, kids feel they have to shock their elders and each generation grows up into something harder to shock.' (Ben Lindsey)

'Every generation revolts against its fathers and makes friends with its grandfathers.' (Lewis Mumford)

'Each generation imagines itself to be more intelligent than the one that went before it, and wiser than the one that comes after it.' (George Orwell)

'Each generation goes further than the generation preceding it because it stands on the shoulders of that generation.' (Ronald Reagan)

Look at the picture by Bidstrupp. What can you say about the artist's understanding of the problem of the generation gap? The words and word combinations in brackets can help you.

(a topical problem, to remain urgent, to exist throughout history, to grumble over younger generation, a stumbling-block, generational differences, to have different views on smth, to bridge the gap, the lessons of the

past, to shock parents, to be at war with elders, to revolt against, to make the same mistakes) **A. Give the definition of generation gap.**

B. Read the text 'Generation Gap: Reality or a Psychological Prejudice'. Comment on the title of the text.

Тема № 4. Указательные местоимения.

Задание 1. Переведите с русского языка на английский следующие предложения.

Это черный карандаш. Эта сумка черная. Дайте мне ту сумку, пожалуйста. Это шапка. Возьмите эту шапку. Дайте мне эту спичку, пожалуйста. Дайте Джейн эти карандаши. Дайте мне эти ручки и эту сумку. Возьмите эти плохие спички. Это ручка. Это черная ручка. Эта ручка черная. Это сумка. Это моя сумка. Эта сумка тол-

стая. Бен, дайте мне ту тонкую ручку. Эта квартира чистая. Это чистая квартира. Дайте Бену эти ручки и эти карандаши. Эта квартира большая. Прочитайте этот текст, пожалуйста. Пожалуйста, дайте Джейн этот текст. Возьмите эти тексты, пожалуйста.

Задание 2. Поставьте следующие словосочетания во множественное число.

This magazine, that sticker, this stamp, that sandwich, this poster, this teacup, this egg, that wall, that picture, this foot, that mountain, this lady, that window, this man, that match, this knife, this book, this family, this pie, that answer, that apartment, that teacher, that comedy.

Задание 3. Поставьте следующие предложения во множественное число.

1. This is a spider. 2. That is a snail. 3. This is a star. 4. This is a film star. 5. That is a cartoon. 6. This is a boy. 7. This is a baby. 8. That is a plate. 9. That is a flower. 10. That is a bookshelf. 11. Is this a sofa? 12. Is this a bookcase? 13. Is this a man? 14. Is that a ball? 15. Is that a train? 16. Is that a plane? 17. Is the window open? 18. Is the door closed? 19. Is the boy near the window? 20. That is not a king. 21. That is not a queen. 22. That is not a bus. 23. This isn't a mountain. 24. That isn't a goose. 25. This isn't a mouse. 26. It is a sheep. 27. It is a calendar. 28. It is a cat. 29. It is not a girl. 30. It isn't a bag. 31. It isn't a tree. 32. It is not a bad egg. 33. It is a good egg. 34. Is that a flower? 35. Is this a rose? 36. This is a teapot.

Задание 4. Поставьте альтернативные вопросы к выделенным словам

1. My pen is *thin*. 2. That note is *short*. 3. Those matches are *bad*. 4. *This* film is good. 5. His *pencil* is red.

Задание 5. Напишите 3 типа вопросов к следующим предложениям:

1. On Saturday Mr. Sandford is at home after four.
2. My brother is still in the office.
3. I never drink coffee.
4. My parents live in a very small flat.
5. The earth goes round the sun.

Задание 6. Вставьте соответствующую форму глагола «to be».

1. Peter ____ in school now.
2. This map ____ red.
3. We ____ friends.
4. My elder brother ____ a student.
5. His sister and brother _____ at the theatre.
6. Kolya, Oleg and I ____ engineers.
7. You ____ a good doctor.
8. Their lamps ____ black.
9. Your dog ____ big.
10. She ____ a teacher.

Задание 7. Поставьте альтернативные вопросы к следующим предложениям.

1. Vera and Natasha are programmers (teachers).
2. This is a blackboard (spoon).
3. I am an economist (Sasha).
4. They are schoolboys (students).

5. Their rooms are large (small).

Тема 5. My family

Задание 1. Перечень вопросов по теме для устного обсуждения:

Answer the questions to practice talking about yourself, your family, your daily routine, household chores and the life of your dream

1. What can you tell a stranger about yourself?
2. What are three things that you enjoy doing most of all and the three things that you hate doing?
3. How big is your family?
4. What is better: to have a small family or a big family with a lot of children and other relations? Why?
5. What is your family like? Have you got any brothers and sisters? Are you good friends with them?
6. Have you got baby brothers and sisters? Do you help your mother to take care of them? What do you do?
7. What are your family's favourite pastimes? What do you like doing together?
8. What are the things you like doing together? Have you got any family traditions? What are they?
9. In what way is your family important for you?
10. What are your parents?
11. What is the life of your dream?
12. Can you realize your dreams in future?
13. What are negative aspects of living in the city?
14. What are positive aspects of living in the city?
15. What is the house of your dream?

Задание 2. Перечень контрольных вопросов по теме:

1. What are your favourite pastimes and hobbies?
2. What is an ideal family as you see it?
3. What can you tell us about your nearest and dearest?
4. Where do you prefer to live: in the country or in the city?

Задание 3. Тесты по теме. Выбрать единственный верный вариант ответа.

Тест №1

1. Liz / the text-book A *Liz's text-book*
B *the text-book of Liz*
C *the Liz's text-book*
2. The roof / the house
A *the houses roof*
B *the roof of the house*
3. The rabbits / the cage
A *the rabbits's cage*
B *the rabbits' cage*
C *the cage of the rabbits*
4. Our dog / a new kennel
A *our dog's new kennel*
B *a new kennel of our dog*

5. The Smiths / the car
 A *the Smiths' car*
 B *the Smiths's car*
 C *the car of the Smiths*
6. Charles / the book A *Charles' book*
 B *the book of Charles*
 C *Charle's book*
7. A bird / a nest
 A *a nest of a bird*
 B *a bird's nest*
8. those men / the umbrellas
 A *those men' umbrellas*
 B *those men's umbrellas*
 C *the umbrellas of those men*
9. My parents / the friends
 A *the friends of my parents*
 B *my parents's friends*
 C *my parents' friends*
9. Tom and Alice / the car
 A *Tom's and Alice's car*
 B *Tom and Alice's car*
 C *the car of Tom and Alice*

Test 2

1. Mathematics ...too difficult for me.
 a. is
 b. are
 c. ---
3. English ... too difficult for me.
 a. is
 b. ---
 c. are
4. The spoons ... on the table. The table ... in the room.
 a. am; is
 b. is; are
 c. are; is
7. Mrs. Smith is very fat - ... weight over a hundred kilos!
 a. her
 b. she
 c. it
8. Where shall ... meet, Bob?
 a. you
 b. you and I
 c. we
9. He is quite right. I agree with ... completely.
 a. he

- b. him
- c. his

Задание 4. Составьте небольшие рассказы на темы.

- 1. My Life.
- 2. My Parents.
- 3. My Sister's Family.

(Рекомендуемый объем – 10-15 предложений)

Задание 5. Ролевая игра «Interview».

Условие: узнайте как можно больше информации о человеке, задавая общие и альтернативные вопросы.

Задание 6. Задания, направленные на развитие лексико-грамматических навыков и навыков письма

Ex.1. Поставьте вопросы к выделенным словам.

- 1. *My friend* is a teacher (3).
- 2. This is *a map* (1).
- 3. It's *a good map* (1).
- 4. That's *a bad cap* (2).
- 5. It's *his cap* (1).
- 6. The match is *on the table* (1).
- 7. *Her name* is Mary (2).
- 8. *Bess* is a good pupil (2).

Ex.2 Вставьте вместо пропусков слова, в соответствии с контекстом

Everybody knows his own language, but it is useful to know _____ languages. Some people learn languages because they need them in their work, others travel _____, for the third studying languages is a hobby. People cannot read books in _____, know more about different _____ and traditions without knowing foreign languages. If a person _____ a foreign language well, he'll be able to go to the library and take and read books by English and American writers in the original. Knowledge of foreign languages helps young people of different countries to understand each other, to develop friendship _____ them. But we should remember that learning a foreign language _____ time and patience. English is one of the world languages. English is _____ by more than 350 million people. There's a wide range of materials and tools _____ to help you with your language studies, including dictionaries, grammar books, phrasebooks.

Ex.3. Заполните пропуски предлогами, где это необходимо.

- 1. "Do you work ... an office?" "No, I work ... a factory." "Do you live far ... the factory?" "Yes, I live a long way ... it."
- 2. Mary lives near ... a large park. She often takes her son.....a walk ... the park. ... Saturdays her sister Ann usually comes to stay ... Mary ... the week-end.
- 3. –I usually get ... home ... six ... the evening.
- 4. This is a letter ... my sister. I'm going to answer ... it now. She's coming ... Moscow. I'm going to meet ... her ... Tues day evening ... seven.
- 5. Nick works hard ... his English. He does a lot ... exercises ... class and ... home.
- 6. "What are you going to do ... the week-end?" "We're going ... Klin ... the week-end".
- 7. Are you going to stay here ... the week-end?
- 8. Do you often stay ... the office ... work ... your English lessons?

Ex.4. Вставьте *much* или *many*.

I don't eat ... mangoes. 2. He does not eat ... fish. 3. She ate so ... dessert that she is in bed today with a stomachache. 4. That man drank so ... wine, and he smoked so ...

cigarettes that he has a terrible headache today. 5. Mary must not eat too ... food because she has a weight problem. 6. My mother says I eat too ... French fries and drink too ... beer. She wants me to be healthy. 7. There is not too ... space in my flat. 8.

There are not ... pictures in this room. 9. There are so ... teachers at our school, but not... of them are men. 10. Not... of these books are new. 11. Thanks awfully for the books you sent me yesterday. — Don't mention it, it wasn't ... bother. 12. ... of her advice was not useful at all. 13. He has got so ... pairs of socks. 14. Please don't put ... pepper on the meat. 15. There were too ... plates on the table. 16. I never eat... bread with soup. 17. Why did you eat so ... ice cream? 18. She wrote us not very ... letters from the country. 19. ... of these students don't like to look up words in the dictionary. 20. Do you drink ... coffee? — Yes, a lot. Do you watch TV ...? — No, not... . 21. Not... of the answers were correct. 22. How ... money did you spend last Friday? 23. The students enjoyed the concert very... .

Ex.5. Вставьте *little* или *few*.

He has got ... friends. 2. I drink ... coffee. I don't like it. 3. We must hurry. We've got very ... time. 4. This university offers very ... scholarships. 5. The Smiths have ... money. They aren't rich. 6. The theatre was almost empty. There were very ... people there. 7. There was ... lemonade in the bottle. There were ... peaches in the basket. 8. I have ... time, so I can't go with you. 9. He has ... English books. 10. There is ... juice in my glass. Have you got any juice? 11. There are ... bears in the zoo. 12. Tom Canty was the son of poor parents and had very ... clothes. 13. There is too ... soup in my soup plate. Give me some more, please. 14. The children returned from the wood very sad because they had found very ... mushrooms. 15. There was too ... light in the room, and I could not read. 16. There are very ... people who don't know that the Earth is round. 17. I made very ... progress on this assignment. 18. There is very ... hope of getting financial support for the research project. 19. Fortunately, very ... passengers were injured in a traffic accident.

Ex.6. Вставьте *much*, *many*, *little* или *few*.

Robert wrote so ... letters that he's never going to write a letter again. 2. She ate so ... ice cream that she's going to have a sore throat. 3. His father didn't earn ... money, but he enjoyed his job. He loved teaching English very 4. There are ... cookies in the box. I should have bought them last Monday. 5. Does your sister read ... ? — Yes, she does. And your brother? — Oh, he doesn't. He has so ... books, but he reads very 6. Do you have ... work to do today? — No, not very 7. Walk quicker, please. We have very ... time. 8. I am sorry to say, I have read very ... books by Walter Scott. 9. My brother is a young teacher. Every day he spends too ... time preparing for his lessons. 10. I know very ... about this writer. It is the first book I am reading. 11. The pupils of our class ask so ... questions at the lesson. They want to know everything. 12. You do not make ... mistakes in your spelling. Do you work hard on it? — Oh, yes, I do. I work very 13. He is lazy. He's done very ... today. 14. Very ... people can afford to own a plane. 15. There is ... traffic on the roads this morning. I'm so glad.

Тема 6: My future profession

Задание 1. Перечень вопросов по теме для устного обсуждения:

1. Where did you go to kindergarten?
2. Where did you go to elementary school?

3. Where did you go to junior high school?
4. Where did you go to high school?
5. Did you go to college or university?
 - a. Where did you go?
 - b. What did you study?
 - c. How many years did you go?
 - d. Did you work while you went there?
6. Did you enjoy going to elementary school?
7. Does your country have middle schools?
 - a. What is the age that children begin school?
 - b. How old are students they when they graduate?
8. Did you go to a good high school?
9. What do you remember about your teachers?
 - a. Who was your favorite teacher?
 - b. What teacher impressed you the most?
 - c. Do you still stay in touch with your teachers?
 - d. Did you have any teachers you didn't like?
10. How many students were in your high school?
11. Describe the students who attended your high school.
 - a. Did they have a good influence on you?
 - b. Did they make your childhood and teenage years harder or easier?
12. Were there cliques in your high school? Were there gangs?
13. Did you make friends in high school that you still keep in touch with?
14. What subjects were you good at?
15. What subjects were you bad at?

Задание 2. Перечень контрольных вопросов по теме:

1. Do you think your teachers gave too much homework? How much homework should teachers assign students?
2. Did you ride a bus or walk to school?
3. Was school ever canceled for a day when you were a child?
4. Do you think it is easier to learn as a child or as an adult?
5. Is it difficult for people without a college education to get good jobs where you live?
6. Does education guarantee a good job?
7. What are the qualities of a good student?
8. What are the qualities of a good teacher?
9. Why do you think people become teachers?
10. How much free time does a high school student in your country have?
11. Do parents home-school their children in your country?
12. What do you think of home schooling?
13. Do you know anyone who was home schooled?
14. Do you wish you had been home schooled?
15. Are teachers the only ones qualified to teach children? What makes someone qualified to teach children?

Задание 3. Тесты по теме.

Выбрать единственный верный вариант ответа.

Test 1.

Составление разделительных вопросов

1. Will you come along with us, ... you?

- a) will
- b) won't
- c) are
- d) aren't

2. Linda knows five languages, ... she?

- a) does
- b) doesn't
- c) do
- d) is

3. He can jump for 60 minutes without a break, ... he?

- a) can
- b) is
- c) isn't
- d) can't

4. We haven't got a chair, ... we?

- a) have
- b) haven't
- c) have not
- d) are

5. I didn't send a letter, ... I?

- a) didn't
- b) do
- c) am
- d) did

6. We are happy together, ... we?

- a) are
- b) do
- c) does
- d) aren't

7. She isn't nice and amiable, ... she?

- a) Is
- b) does
- c) do
- d) isn't

8. I'm tall and pretty, ... I?

- a) are
- b) am
- c) am not
- d) aren't

9. Let's change the subject, ... we?

- a) should

- b) shall
 - c) are
 - d) do
10. Nobody answered me, ...they?
- a) did
 - b) do
 - c) didn't
 - d) are

Test 2

Составление специальных вопросов 1. ... could you know that was pregnant?

- a) why
- b) how
- c) when
- d) what

2. ... were you doing last Monday at 6 o'clock?

- a) what
- b) why
- c) when
- d) who

3. ... was my dog in the evening? W... is he so muddy (грязный)?

- a) when/what
- b) where/why
- c) whom/when
- d) who/where

4. ... do you go for a trip? – Twice a year.

- a) how much
- b) how long
- c) how often
- d) how

5. ... mansion is it? – It's mine.

- a) who
- b) whom
- c) how
- d) whose

6. W... of you (ПОДСКАЗКА: кого из вас) should I reprimand (делать выговор)?

W... is to blame? a) what/whose

- b) which/who
- c) what/whose
- d) when/who

7. For ... are you going to purchase it? – For my little son.

- a) whose
- b) whom
- c) which
- d) what

8. At ... do you aim? – I aim at money and power.

- a) why
 - b) which
 - c) what
 - d) who
9. How ... do you earn? W... is your salary?

- a) many/which
- b) much/what
- c) much/why
- d) many/whose

10. W... doctor do you like most of all? – Dr. Christina or Dr. Juliet?
- a) which
 - b) when
 - c) why
 - d) whom

Задание 4. Задания, направленные на развитие лексико-грамматических навыков и навыков письма

1. Поставьте следующие словосочетания во множественное число.

This magazine, that sticker, this stamp, that sandwich, this poster, this teacup, this egg, that wall, that picture, this foot, that mountain, this lady, that window, this man, that match, this knife, this book, this family, this pie, that answer, that apartment, that teacher, that comedy.

2. Поставьте следующие предложения во множественное число.

1. This is a spider. 2. That is a snail. 3. This is a star. 4. This is a film star. 5. That is a cartoon. 6. This is a boy. 7. This is a baby. 8. That is a plate. 9. That is a flower. 10. That is a bookshelf. 11. Is this a sofa? 12. Is this a bookcase? 13. Is this a man? 14. Is that a ball? 15. Is that a train? 16. Is that a plane? 17. Is the window open? 18. Is the door closed? 19. Is the boy near the window? 20. That is not a king. 21. That is not a queen. 22. That is not a bus. 23. This isn't a mountain. 24. That isn't a goose. 25. This isn't a mouse. 26. It is a sheep. 27. It is a calendar. 28. It is a cat. 29. It is not a girl. 30. It isn't a bag. 31. It isn't a tree. 32. It is not a bad egg. 33. It is a good egg. 34. Is that a flower? 35. Is this a rose? 36. This is a teapot.

3. Поставьте альтернативные вопросы к следующим предложениям, используя слова, данные в скобках

1. Fred is a doctor (teacher) 2. Ann is my friend (Kate). 3. They are teachers (students) 4. Those cups are brown (yellow). 5. These pencils are short (long). 6. Vera and Natasha are programmers (teachers). 7. This is a blackboard (spoon). 8. I am an economist (Sasha). 9. They are schoolboys (students). 10. Their rooms are large (small).

4. Вставьте предлоги *in* или *to*

1. In winter I usually go... bed at ten o'clock because I go... school and have to get up early. But in summer, when I don't go ... school and live ... the country, I like to go ... bed late. 2. Do you like to read ... bed? 3. We did not want to stay ... town on such a hot day, so we went ... the country. 4. It is very late. Go ... bed at once. 5. Where is your little sister? — She is ... bed. Mother always puts her ... bed at eight o'clock. 6. In summer my mother does not go ... work and I don't go ... school. We live ... the country. My father goes ... work every day, so he stays ... town. But sometimes he comes ... the country after work and goes back ... town early in the morning, when I am still ... bed.

5. Вставьте подходящие по смыслу предлоги вместо пропусков.

1 There are very many German books ... their library. – В их библиотеке очень много немецких книг. 2 Our friends have seen nobody ... the beach. – Наши друзья никого не видели на пляже. 3 Your son dropped his ball ... the river. – Твой сын уронил в реку свой мяч. 4 There are no tomatoes and no cucumbers ... Jane`s plate. – На тарелке Джейн нет помидоров и огурцов. 5 John must put his pens ... his pencil-box. – Джон должен сложить свои ручки в пенал. 6 What did your teacher write ... the blackboard? – Что ваш учитель написал на доске?

7 Our children will see many interesting animals ... the Zoo. – Наши дети увидят в зоопарке много интересных животных. 8 Do you have anything ... your pockets? – У вас есть что-нибудь в карманах? 9 Mary doesn`t want to sit ... this chair. – Мэри не хочет сидеть на этом стуле. 10 Our granny is not ... the house. She is ... the garden. – Наша бабушка не в доме. Она в саду. 11 Jane puts newspapers and magazines ... the box. – Джейн кладет газеты и журналы в ящик. 12 My husband likes to sleep ... this sofa. – Мой муж любит спать на этом диване.

Тема № 7. Утвердительная форма глагола to have в настоящем времени.

Притяжательный падеж существительных.

Задание 1. Напишите транскрипцию следующих слов.

Dray, bread, rung, wink, joy, try, think, far, hot, hale, bring, hell, car, large, red, park, march, room, farmer, drill, gang, sling, prank, pink, link, drink, bark.

Задание 2. Напишите в орфографии следующие слова.

[ri:d, si η, sta:t, risk, siti, hei].

Задание 3. Напишите транскрипцию следующих слов.

New, calk, chalk, hew, wring, bright, all, small, tall, call, walk, talk, chalk, stew, wry, wreck, wrap, pewter, hewn, wrung, wring, high, might, tight.

Задание 4. Напишите в орфографии следующие слова.

[ræp, tait, fju:., wɔ:l, hai, rait, ring].

Задание 5. Переведите с английского языка на русский.

1. The book of this author. 2. The crew of the ship was small. 3. Do you like the poetry of Eliot? 4. This is a book of this author. 5. The floor of the room is brown.

Задание 6. Переведите с русского языка на английский

Слова четвертого урока, страницы той книги, новые слова тех уроков, три куска мела, цвет этой сумки, стены нашей аудитории, рабочие Киева, ножка стола.

Задание 7. Заполните пропуски личными местоимениями в объектном падеже:

1. I like the picture, I like _ 2. I know the girl, I know ____ 3. Give me these books, give _ to me. 4. Nobody except _ knows where the key is kept, and I won't tell you. 5. Ask your teacher about it, ask _

Тема № 8. Фонетика.

Специальные вопросы (What is he? What are you?).

Задание 1. Напишите транскрипцию следующих слов.

Look, took, tool, bone, hop, note, code, dot, pope, doom, shook, cook, cope, choose.

Задание 2. Напишите в орфографии следующие слова.

[pensl, buk, tu:l, tu:, tuk].

Задание 3. Прочитайте и переведите следующие предложения. Подчеркните в них слова со звуками [u:, u, ou] и объясните их правила чтения.

1. Please, take that book, Tom. 2. Are those pencils short too? – No, they aren't. 3. Is it a good book? 4. Please go to the door. 5. Open the book, Tom, and read Note five. 6. Close the book and go to the blackboard. 7. This is a room.

Задание 4. Соедините слова 1-10 с их соответствующим переводом А-Ж.

1. short	А. те
2. blackboard	В. хороший
3. book	С. длинный
4. look	Д. книга
5. long	Е. комната
6. good	Ф. они
7. go	Г. короткий
8. those	Н. идти
9. room	І. смотреть
10. they	Ж. доска

Задание 5. Слово в первом столбике найдите антоним во втором столбике.

Short	Ceiling
Good	That
These	Her
Open	Thick
Floor	Close
His	Bad
The	White
This	A Long those
Black	
Thin	

Задание 6. Поставьте вопросы к выделенным словам.

1. *My friend* is a teacher (3).
2. This is *a map* (1).
3. It's *a good map* (1).
4. That's *a bad cap* (2).
5. It's *his cap* (1).
6. The match is *on the table* (1).
7. *Her name* is Mary (2).
8. *Bess* is a good pupil (2).

Задание 7. Переведите следующие предложения на английский язык.

1. Эта девушка – моя сестра. Ее зовут Мэри. Она инженер. 2. Ваш сын инженер или рабочий? – Он рабочий. 3. Кто ваша подруга? – Катя моя подруга. – Кто она (по профессии)? – Она преподавательница. 4. Где ваш преподаватель? – Он здесь. 5. Моя сестра сейчас в Минске. Моя подруга тоже там. 6. Петр и Анна в Киеве? – Да, в Киеве навещают своих друзей. – Их сын тоже в Киеве? – Нет, он сейчас здесь. – Что он делает? 7. Кто это мальчик? – Он мой сын. 8. Кто эта девушка? – Она инженер. 9.

Этот человек врач? – Да. Как его фамилия? – Его фамилия Петров. 10. Кто ваша жена? – Она инженер. 11 Кто этот человек? – Он мой друг. 12. Кто он врач или инженер? 13. Кто эта девушка? Она ваша сестра? 14. Кто эта девушка? Она обучающийся или преподавательница? 15. Какого цвета те двери? – Они белые. 16. Чья это квартира? – Это их квартира? 17. Какая это книга? – Это большая книга. 18. Какие это тетради? – Это тонкие тетради. 19. Какая это комната? – Это большая комната. 20. Где ваши сестры? – Они дома.

Тема № 9. Фонетика.

Множественное число имен существительных.

Задание 1. Напишите транскрипцию следующих слов.

Bow, poison, joy, wow, voice, toy, boil, oil.

Задание 2. Напишите в орфографии следующие слова.

[vɔis, koi, toi, kau, aut].

Задание 3. Выпишите следующие слова в два столбика: исчисляемые существительные и неисчисляемые существительные.

Company, firm, computer, envelope, money, debt, loan, creditor, administration, country, discount, telex, investment, manufacturer, strategy, shelf, passer-by, box, salesman, roof, datum, looker-on, half, woman doctor, key, glass, leaf, advice, college, wife, child, mouse, leaf, son-in-law, fish, woman, day, city, potato, piano, man, roof.

Задание 4. Образуйте множественное число от следующих существительных.

A match, a foot, a page, a patch, a passer-by, a wife, a dish, a cage, a mass, a bench, a baby, a lady, a deer, a bag, a tie, a test, a bed, a swine, a city, datum, a day, a man, a page, a mouse, a match, an army, a cage, a party, a child, a tooth, a man, a father-in-law, fruit, a pen, a class, a story, a road, a day, a cat, a bush, a desk, a table, a plate, a fox, a room, a lady, a knife, a chair, a bus, a hero, a match, a way, a house, a family, a flag, a town, a wolf, a country, a lion, a park, a play, a dictionary, a thief, a key, a baby, a plant, a lemon, a peach, a banana, a brush, a star, a mountain, a tree, a shilling, a king, the waiter, the queen, a man, the man, a woman, the woman, an eye, a shelf, a box, the city, a boy, a goose, the watch, a mouse, a dress, a toy, the sheep, a tooth, a child, the ox, a deer, the life, a tomato, a secretary, a crowd, the airport, a theatre, the tornado, a shop, the tragedy.

Задание 5. Составьте mindmap по темам «Правила чтения», «Множественное число имен существительных».

Тема № 10. Фонетика. Местоимения some, any, no. Глагол to have в вопросительной и отрицательной форме.

Задание 1. Напишите транскрипцию следующих слов.

term, first, bird, third, stern, turn, Byrd, furs, curl, curt, serf, curb, herb, want, wash, was, watch, watt, whale, wharf, wheat, ward, when, whether, which, whiff, whip, warn, whole, warp, why, far, pert, worm, world, worship, word, worthy, Byrd, form, turn, port, stir, burn, arm.

Задание 2. Прочитайте и переведите следующие предложения. Найдите в тексте слова с буквосочетанием wh. Подчеркните одной чертой слова, в которых wh читается [w], двумя чертами когда оно читается как [h].

1. Where is he? He is in the garden. 2. Who is this girl? She is Mash Ivanova. 3. Whose name is Vasya? My friend's is. 4. What kind of man is he? He is a very good person. 5. Whom do you want to ask your question? Petrov does. 6. What do you think about today's weather? I think it's perfect. Where are you going to? I'm going to the University.

Задание 3. Прочитайте и переведите текст

My friend's family

My friend's name is Lavrov. He lives in Moscow. His family is not very large. He has a wife and two children. His wife's name is Mary and his children's name are Ann and Nick. Lavrov's wife is a young woman. She is twenty nine years old. She's a lecturer. She teaches English at the Institute of Foreign Languages. She's got very many students. She hasn't got bad students. Her students do well as a rule. My friend's daughter is a girl of ten. She goes to school. She does a lot of subjects at school. She is also learning English. She works hard and knows the language well. She doesn't make many mistakes in English. She likes reading. She also helps her mother at home. Lavrov's son is a little boy. I think he was born five or six years ago. His father takes him to a nursery school every morning.

My friend's got a sister. She's going to be a doctor, and she's leaving her Institute this year. She's married. Her husband's an engineer. My friend hasn't got any brothers. My friend's wife usually takes the children to the country in summer to stay with their grandfather and grandmother. They love their grandchildren very much. She's going to take them to the country again this summer

Задание 4. Поставьте следующие предложения в отрицательную и вопросительную формы.

1. Mary has got a family. 2. Jane has got a lot of children. 3. I've got a wife. 4. My children have got a lot of friends. 5. They have their English in the morning. 6. They had a dictation yesterday. 7. He's having dinner now. 8. I often have a lot of work to do. 9. I've got a lot of work to do today. 10. She had a lot of work to do last week.

Задание 5. Переведите предложения на английский язык, используя данные глаголы.

a) to make, to do

1. Этот обучающийся сделал мало (не сделал много) ошибок в контрольной работе вчера и получил за нее хорошую оценку. 2. Кто сделал эту работу вчера? 3. Какие (какого рода) упражнения вы делаете обычно дома?

b) to tell, to speak

1. Моя сестра очень хорошо говорит по-английски и обучает своих детей говорить по-английски. 2. Мы часто говорим о нашей работе. 3. Пожалуйста, поговорите с ней об этом вечером. 4. Я не сказал ей об этом вчера.

c) to leave, to graduate

1. Когда вы окончили школу? — Я окончил школу в 1950 году. 2. Кто из вас окончил институт в 1960 году? 3. Моя сестра окончила в прошлом году Московский университет. Сейчас она преподает немецкий язык. 4. Где вы оставили свою тет-

радь? — Мне кажется, я оставил ее вчера на работе (в учреждении). 5. Он обычно оставляет здесь свои книги.

d) to leave (for), to go

1. Мне кажется, они уехали из Москвы на прошлой неделе. 2. Мне кажется, они уехали в Минск неделю назад. 3. Когда они уезжают в Киев? 4. Они уехали в Минск три года тому назад и живут там сейчас. 5. Он уехал к своим родителям и проведет с ними лето.

e) to finish, to be over

1. Фильм окончился? 2. В котором часу окончился фильм? — В пять часов. 3. Иногда наши уроки кончаются в семь часов вечера. 4. Я хотела поговорить с ним, но уроки кончились, и его уже не было в институте.

Задание 6. Ролевая игра «Сыщик». Условие: отгадайте предмет, задавая общие вопросы

Тема № 11 «IN STREET»

Задание 1. Перевод текста

I live in Primorskaya Street. It is a long street not far from the centre of the city. In contrast to other streets my street is quiet, narrow and clean.

In spring and summer it is green. In autumn it is yellow because of the fallen leaves. The side-walks are lined with chestnut-trees. We wait till the chestnut start falling and gather them. There are no many fruit-trees here. Still, the air is fresh and nice.

There is a library in the street where I live. It's next to my house. There are two small shops in the end of the street and one big supermarket where we usually buy foods.

Лексика «In the city»:

A side-walk—*тротуар*

A chestnut—tree—*каштановое дерево*

Traffic—*дорожное движение*

Noise—*шум*

Pavement—*тротуар*

Zebra crossing—*пешеходный переход*

Traffic lights—*светофор*

Pollution—*загрязнение*

Garden—*сад*

Straight—*прямой*

Тема 12оборот There is \ There are.

Стимул:

Вам необходимо правильно выполнить упражнения. Ответ записать на бланке.

Задачная формулировка: Вставьте There is или There are.

12 months in a year.

a supermarket in the city.

a horse in the garden.

- flowers in the park.
- a bus at 12.00.
- a bicycle in the street.
- clouds in the sky.
- pupils in the school.

ИНСТРУМЕНТ ПРОВЕРКИ

Письменных упражнений

набор критериев для эталона оценки деятельности обучающихся

1. There are	1
2. There is	1
3. There is	1
4. There are	1
5. There is	1
6. There is	1
7. There are	1
8. There are	1
Итого:	8

Отлично – 8-7 баллов

Хорошо – 6 баллов

Удовлетворительно – 4-5 баллов

Плохо – менее 4 баллов.

ТЕМА № 13 WHY DO WE LEARN ENGLISH LANGUAGE?

Задание 1. Провести контрольное чтение.

It is necessary to learn foreign languages. That's why pupils have got such subject as a foreign language at school. Everybody knows his own language, but it is useful to know foreign languages.

I learn English, because I understand that I can use it. For example, if I do to England I'll be able to speak English too. English is used not only in England, but also in other countries.

I learn English because I want to read foreign literature in the original. I know and like such English and American writers as Charles Dickens, Mark Twain and others. I understand that I must learn English. If I know English well, I'll be able to go to the library and take books by English and American writers in the original.

I like to travel. But it is difficult to visit countries, when you don't know the language of these countries. If I know the language of the country, where I am going to, it will be easy do travel there. If I want to ask something, I can do it in English.

I like to read books. And I like to read newspapers, too. If I know, for example, English I'll be able to read English newspapers and magazines. Knowledge of different countries to understand each other, to develop friendship among them. For example, we have a foreign exhibition in Moscow. It is easy for me to visit this exhibition. You can see a lot of advertisement, signboard, names in the streets. They are in foreign languages. Very often they are in English. If you know English, you can read and understand them.

Now we buy many clothes from other countries. If you know English well, you can read something about the size of this or that thing. It is clear for you what it is made of.

There are a lot of films in foreign languages. If you know them, you can understand films without any help.

There are international friendship camps in the world. If you can speak foreign languages, it will be easy for you to visit such camps and speak with the boys, girls, men, women who do not know Russian.

In short, I understand that I have to learn English in a proper way and I try to do it.

Тема №14. Numerals

Задание 1. Напишите следующие числительные словами.

16, 89, 154, 985, 2841, 3462, 5816, 99852, 186954, 1861083; 1/8, 3/4, 2/3, 1/3; 0,05; 1,6;

0,007; 1942, 2001, 1957, 1992, 1996, 2004.

Задание 2. Напишите совами следующие порядковые числительные.

1-ый, 11-ый, 21-ый, 2-ой, 12-ый, 20-ый, 3-ий, 13-ый, 30-ый, 4-ый, 14-ый, 40-ой, 5-ый, 15-ый, 50-ый, 6-ой, 16-ый, 60-ый, 8-ый, 18-ый, 80-ый, 9-ый, 19-ый, 90-ый, 100-ый, 103-ий, 300-ый, 425-ый, 705-ый, 1,000-ый, 1,015-ый.

Задание 3. Переведите следующие даты на английский язык

12 января 1946 г. 23 марта 2009 г.

31 марта 1950 г. 25 мая 2000 г.

22 сентября 1948 г. 20 августа 1950 г.

21 декабря 1946 г. 11 октября 2034г.

Задание 4. Напишите следующие числительные словами.

1) 16, 89; 2) 154, 985; 3) 2841; 4) 3462; 5) 5816; 6) 99852; 7) 186954; 8) 1861083; 9) 1/8;

10) $\frac{3}{4}$.

Задание 5. Напишите на английском языке.

1. 245; 533; 816.

2. 3,562; 7,324.

3. Сто книг; сотня страниц; сотни людей.

4. Тысяча машин; тысячи людей; миллион книг.

5. $2+3=5$; $7-4=3$; $3 \times 5=15$; $10:2=5$.

6. 1 Января; 8 Марта.

7. Глава 5; автобус 6.

8. 3.45; 8.09.

9. $\frac{2}{3}$; $\frac{4}{5}$.

10. 6-ая комната

Тема 15. Тема: At school

Задание 1. Перечень вопросов по теме для устного обсуждения:

1. Are you satisfied with what's happening with your group(s)?

2. What do you think of student government?

3. What are the qualities that make you want to study for a certain professor?

4. Perhaps is it just a matter of class rules and homework demanded?

5. Do you think it's worthwhile?

6. How many students go to your college?
7. Who is your favorite teacher?
8. Do you think it's worthwhile?
9. How many subject are you taking this semester?
10. Is your college coed?
11. Are you now or have you ever been part of it?
12. Which ones?
13. What is your major? Why did you choose your major? Do you have any regrets?
14. What are the top three changes you would like to see happen at your university?
15. Are there some professors that you can learn from more easily than others?
16. What do you think of student government?
17. Does participation in student government bring any benefits to the participants?

What?

18. What are the qualities that make you want to study for a certain professor?
19. Are you as independent now as you would like to be?
20. What are the top three things you hope to get out of (get as a result of) your university days?

Задание 2. Перечень контрольных вопросов по теме:

1. Are you a member of any student groups? Which ones? What do you do? Are you satisfied with what's happening with your group(s)?
2. Are there some professors that you can learn from more easily than others?
3. What other things do upperclassmen do to freshmen? 4. What is the most difficult class you have taken so far?
5. What are three big differences between your college life so far and your high school days?
6. Are you more independent from your parents now than you were in high school?
7. Are you a member of any student groups (circles or club)?
8. Have you ever pulled an all nighter? What was the situation?
9. Do you think this style of festival is held in Western countries? Why or why not?
10. What's the most difficult class you have taken so far?
11. Have you participated in a college festival?
12. What is your typical day at college like?
13. Are you now or have you ever been part of it?
14. How did you decide which college to attend?
15. Does student government do anything important?
16. What kinds of things do freshmen have to do for "initiation?"
17. Does participation in student government bring any benefits to the participants?

What?

Задание 3. Тесты по теме. Выбрать единственный верный вариант ответа. Many, much, little, a little, few, a few

I. Choose the correct answer.

1. She puts ... sugar in her tea.
A. many

- B. few
- C. little
- 2. You should add ... oil to the potatoes.
 - A. little
 - B. many
 - C. few
- 3. We bought ... oranges in the shop.
 - A. much
 - B. a little
 - C. a few
- 4. Everyone needs ... luck.
 - A. a little
 - B. a few
 - C. many
- 5. Today we have ... lessons.
 - A. many
 - B. few
 - C. much
- 6. John needs ... sleep.
 - A. many B. much
 - C. a few
- 7. How ... did you play for your car?
 - A. many
 - B. little
 - C. much
- 8. Isn't there too ... furniture in her room?
 - A. few
 - B. much
 - C. many
- 9. Please, give me ... more minutes.
 - A. a few
 - B. a little
 - C. many
- 10. Jacob feels lonely as he has very ... friends.
 - A. much
 - B. little
 - C. few

II. Correct the errors if necessary.

1. Linda always listens to a little music before doing her lessons.
2. He has made little friends lately.
3. Sara has little opportunity to travel.
4. They had many fun at the party.
5. Only a little friends come to visit him in the hospital.
6. A few children under five can tell time correctly.
7. Could you bring me many more juice?
8. Leo has saved a few money this year.

9. She knows very few about animal life.
10. Ken likes to watch TV. He watches much TV programs.

III. Translate the sentences.

1. В тексте было много новых слов.
2. Она дала им поесть немного хлеба.
3. Немного учеников говорят на английском языке так же хорошо как она.
4. На этой улице много старых домов.
5. Он не может купить эту машину сейчас: у него очень мало денег.
6. Анна не ест много хлеба с мясом.
7. Попроси Аню перевести текст. Она немного знает французский язык.
8. Вчера мы купили много книг.
9. Ты делаешь много ошибок в диктантах.
10. Мы должны спешить. У нас очень мало времени.

Задание 4. Задания, направленные на развитие лексико-грамматических навыков и навыков письма.

Упражнения "Употребление much, many, a lot of, (a) little, (a) few"

1. Поставьте «+» при правильном использовании «much» или «many», поставьте «-» - при неверном.

1. We don't have many food in the house.
2. I can't give you many information about the company.
3. I need much apples for the pie.
4. How many people are there in your office?
5. There is much wine in the 6. She doesn't have many luggage.
7. My son earns much money now.
8. They saw many snow in the mountains.
9. I have tried diving many times in my life.
10. John will have much exams next year.

2. Используйте «much» или «many» для выражения «Сколько...?».

1. How ... days?
2. How ... sugar?
3. How ... cigarettes?
4. How ... work?
5. How ... petrol?
6. How ... children?
7. How ... theatres?
8. How ... juice?

3. Поставьте «a lot of» (много) в необходимом месте в предложении. Переведите.

1. We met interesting people at the party.
2. I ate fish for lunch.
3. She bought nice shoes for the next summer.
4. They have problems in their business.
5. There is water in the bath.

4. Перепишите вопросы, заменив some на «a little» или «a few».

1. Would you like some cheese?
2. Would you like some mineral water?
3. Would you like some strawberries?
4. Can I offer you some black coffee?
5. Can I offer you some bread?
6. Shall I bring you some biscuits?
7. Shall I bring you some plums?
8. Would you like some meat?

5. Поставьте подходящее слово из скобок.

1. There is too ... (much/many/a few) salt in the soup. (В супе слишком много соли.)
2. There are ... (much/a little/a few) sky-scrapers in our city. (В нашем городе есть несколько небоскребов.)
3. I've got ... (much/a few/a little) albums of this singer. (У меня есть несколько альбомов этого исполнителя.)
4. My job allows me to travel ... (much/many/a few). (Моя работа позволяет мне много путешествовать.)
5. We've got ... (little/many/few) free time. (У нас мало свободного времени.)
6. I have never seen so ... (much/little/many) stars in the sky. (Я никогда не видел так много звезд в небе.)
7. Anna spent ... (much/a few/a little) days in Rome. (Анна провела несколько дней в Риме.)
8. I'd like just ... (much/a few/a little) tea. (Я бы хотел лишь немного чая.)
9. There was very ... (little/few/many) rain last autumn. (Прошлой осенью было очень мало дождей.)
10. Very ... (few/little/much) Russian tourists are staying at our hotel. (Очень мало русских туристов проживает в нашем отеле.)

Тема 16/18: The time. Parts of the day. A busy day

Задание 1. Перечень вопросов по теме для устного обсуждения:

1. Are you good at managing time?
2. Do you wear a watch?
3. How long can you do without knowing the time?
4. Do you use a diary?
5. Are you good at meeting deadlines?
6. Are you usually on time for appointments?
7. Do you prefer to arrive exactly on time or a bit earlier?
8. What do you do if you arrive too early?
9. How much does waiting bother you?

Задание 2. Перечень контрольных вопросов по теме:

1. What's a waste of time for you?
2. When does time go slowly for you?
3. When does time go quickly for you?
4. Do you prefer being busy or having an easy schedule?
5. How are you going to spend your time when you retire?

6. What would you do if you had an extra hour a day?
7. What would you do if you could stop time?
8. If you had a pill to live 1,000 years, would you take it?
9. If you had a time machine, which period would you visit?
10. What day of the week is the hardest for you to spell?
11. On which day do you start work again?
12. What day is tomorrow?
13. What day was it yesterday?
14. What is your first working day of the week?
15. What day was it yesterday?
16. What is your last working day of the week?
17. What was the date yesterday?
18. What day was the day before yesterday?
19. Can you spell the days of the week?
20. What days of the week are the weekends?

Задание 3. Тесты по теме. Выбрать единственный верный вариант ответа.
Степени сравнения прилагательных

1. It was ___ music I have ever heard.

- A) more beautiful
- B) less beautiful
- C) the most beautiful
- D) beautiful
- E) most beautiful

2. I have ___ time than he does.

- A) bigger
- B) larger
- C) most
- D) less
- E) least

3. Your English is much ___ now. You've made ___ mistakes this time.

- A) best / least
- B) better / less
- C) the best / less
- D) good / less
- E) best / the least

4. Please, tell me something ___ than this old joke.

- A) interesting
- B) less interesting
- C) more interesting
- D) the most interesting
- E) the least interesting

5. It is much ___ to speak English than to understand.

- A) -
- B) the most difficult
- C) more difficult
- D) difficult

- E) most difficult
6. He is ____ among his classmates.
- A) old
B) taller
C) the youngest
D) short
E) higher
7. I make ____ mistakes now than last year.
- A) few
B) fewer
C) -
D) the fewest
E) fewest
8. It is ____ and ____ to live here than there.
- A) warm / most pleasant
B) warmer / pleasant
C) warmest / pleasanter
D) warmer / more pleasant
E) warm / more pleasant
9. Which is ____ country in the UK?
- A) industrial
B) the most industrial
C) more industrial
D) most industrial
E) industrial
10. The ____ you start, the ____ you'll finish.
- A) soon / more quickly
B) sooner / more quickly
C) sooner / quickly
D) soon / quickly
E) more sooner / more quickly

Задание 4. Задания, направленные на развитие лексико-грамматических навыков и навыков письма.

1. Вставьте as ... as или so ... as.

1. Mike is ... tall ... Pete. 2. Kate is not ... nice ... Ann. 3. My room is ... light ... this one. 4. This book is not ... thin ... that one. 5. Sergei is... old ... Michael. 6. She is ... young ... Tom's brother. 7. This woman is ... good ... that one. 8. Nick's English is not ... good ... his friend's. 9. I am not ... tall ... Pete. 10. This woman is ... young ... that one. 12. I am ... thin ... you. 13. Kate is ... lazy ... her brother. 14. This child is not ... small ... that one.

Упр. 122. Переведите следующие предложения на английский язык.

1. Этот дом такой же высокий, как тот. 2. Сегодня вода в реке не такая теплая, как вчера. 3. Ты не такой умный, как папа. 4. Индия не такая большая, как Китай. 5. Темза такая же красивая, как Нева. 6. Его бабушка не такая старая, как дедушка. 7. Яблоки такие же вкусные, как сливы, но не такие вкусные, как груши. 8. Русский

музей такой же богатый, как Эрмитаж? 9. Державин не такой знаменитый, как Пушкин.

10. Днепр не такой длинный, как Волга. 11. В прошлом году август был такой же жаркий, как июль. *Не забывайте употреблять союз than при сравнительной степени прилагательного*

Tom is taller than Kate.

Том выше Кати.

2. Переведите следующие предложения на английский язык.

1. Этот дом выше того. 2. Сегодня вода в реке холоднее, чем вчера. 3. Папа умнее тебя. 4. Китай больше Индии. 5. Его бабушка моложе дедушки. 6. Груши вкуснее яблок. 7. Наша кошка меньше нашей собаки. 8. Мой брат моложе меня. 9. В прошлом году февраль был холоднее января, 10. Днепр короче Волги. 11.

Эрмитаж богаче Русского музея.

3. Переведите следующие предложения на русский язык.

1. What is your height? You are taller than me. 2. She felt as strong as her brother. 3. We started earlier than you. 4. He was more careful than I. 5. This student is the most attentive in our group. 6. I need a warmer coat. 7. He is as tired as you. 8. He was one of the most experienced workers at the factory. 9. Better late than never. 10. She was not so attractive as her mother. 11. His work is not so difficult as mine. 12. He was the eldest in the family.

13. It is easier to swim in the sea than in the river. 14. This is the smallest room in our flat.

4. Вставьте as ... as, so ... as или than.

1. Our house is not ... big ... yours. 2. The new cinema in our district is much bigger ... the old one. 3. We are ... proud of our district ... you are of yours. 4. The house I live in is ... old ... the one my sister lives in. 5. Exercise No.2 is easier ... Exercise No.3. 6. Nevsky Prospect is more beautiful ... our street. 7. My composition is not ... long ... yours.

5. Раскройте скобки, употребляя требующуюся форму прилагательного.

1. This man is (tall) than that one. 2. Asia is (large) than Australia. 3. The Volga is (short) than the Mississippi. 4. Which building is the (high) in Moscow? 5. Mary is a (good) student than Lucy. 6. The Alps are (high) than the Urals. 7. This garden is the (beautiful) in our town. 8. She speaks Italian (good) than English. 9. Is the word "newspaper" (long) than the word "book"? 10. The Thames is (short) than the Volga. 11. The Arctic Ocean is (cold) than the Indian Ocean. 12. Chinese is (difficult) than English. 13. Spanish is (easy) than German. 14. She is not so (busy) as I am. 15. It is as (cold) today as it was yesterday. 16. She is not so (fond) of sports as my brother is. 17. Today the weather is (cold) than it was yesterday. 18. This book is (interesting) of all I have read this year. 19. January is the (cold) month of the year. 20. My sister speaks English (bad) than I do. 21. Which is the (hot) month of the year? 22. Which is the (beautiful) place in this part of the country? 23. This nice-looking girl is the (good) student in our group.

6. Раскройте скобки, употребляя требующуюся форму прилагательного.

1. Oil is (light) than water. 2. We shall wait for a (dry) day to go on the excursion. 3. A bus is (fast) than a tram. 4. Take some of these sweets: they are very (nice). They are (nice) than the sweets in that box. 5. He clearly did not like the explanation, and as he listened to it, he became (angry) and (angry). 6. He worked (hard) and (hard) as the end of the term came nearer. 7. The (tall) trees in the world grow in California. 8. Please be (care-

ful) next time and don't spill the milk again. 9. Bobby was a (quiet) child. He was (quiet) than his sister. 10. Her eyes are (grey) than mine. 11. He was the (fat) man in the village. 12. As he went on, the box became (heavy) and (heavy). 13. My sister is the (tall) girl in her class. 14. Who is the (attentive) student in your group? 15. It is autumn. Every day the air becomes (cold), the leaves (yellow). 16. This is the (beautiful) view I have ever seen in my life. 17. Your handwriting is now (good) than it was last year; but still it is not so (good) as Nick's handwriting. Nick has a (good) handwriting than you. And of course Nellie has the (good) handwriting of all.

7. Переведите следующие предложения на английский язык.

1. Здание Московского университета - самое высокое в столице. 2. Наш город не такой большой, как Киев, но он такой же красивый. 3. Невский проспект — одна из самых красивых улиц Санкт-Петербурга. 4. Кто самый младший ученик в нашей группе? — Петров. Но он самый высокий. 5. Грамматика английского языка трудная, но английское произношение труднее. 6. Магазины на нашей улице больше, чем магазины на вашей улице. 7. Наш телевизор такой же хороший, как этот. 8. Эта комната светлее той. 9. Погода сегодня хуже, чем вчера. Сегодня холоднее, и идет дождь. 10. Моя комната не такая большая, как комната моей подруги, но она светлее и теплее. 11. Какая из этих книг самая интересная? 12. Ноябрь не такой холодный месяц, как январь. 13. Мой отец — очень занятый человек. 14. Крым - одно из самых лучших мест для отдыха. 15. Сегодня он чувствует себя гораздо лучше.

Тема 19: Seasons

Задание 1. Перечень вопросов по теме для устного обсуждения:

1. What's your favourite kind of weather?
2. What do you like doing when the weather is good?
3. What do you like doing when the weather is bad?
4. How does the weather affect your health?
5. How does the weather affect your mood?
6. Do you know the weather forecast for the next week?
7. Why is it important to know future weather conditions?

Задание 2. Перечень контрольных вопросов по теме:

1. Do you like to have small talks about the weather?
2. How much do you depend on weather reports?
3. How do you feel about the weather in your country?
4. What kind of climate do you prefer when choosing a place for a holiday?
5. Have you ever thought about moving to a country with a different climate?
6. What's the hottest temperature you have ever experienced?
7. What's the coldest temperature you have ever experienced?
8. Have you ever experienced extreme weather conditions?
9. How can extreme weather conditions affect the economy of a country?
10. Are we losing our four distinct seasons in recent years?
11. If you could abolish one form of the weather, what would it be?

Задание 3. Тесты по теме. Выбрать единственный верный вариант ответа.

Test 1.

1. Она хорошо знает английский.

- a. She well knows English.
 - b. She knows English well.
 - c. She English knows well.
2. Where ... your sister work?
 - a. do
 - b. are
 - c. does
 3. What kind of books ... you read?
 - a. does
 - b. do
 - c. did
 4. "Does your son read ... ?" "Yes, he reads a lot."
 - a. many
 - b. much
 - c. very little
 5. He does not usually ask ... questions.
 - a. many
 - b. much
 - c. very little
 6. I ... near my office last year.
 - a. live
 - b. lived
 - c. lives
 7. They ... home in the evening.
 - a. returned
 - b. return
 - c. returns
 8. Did he ... the window before classes?
 - a. opened
 - b. open
 - c. opening
 9. My ... father is my grandfather.
 - a. mothers
 - b. mother's
 - c. mother
 10. My friend ...to me very often last year.
 - a. write
 - b. writed
 - c. wrote
 11. She ... in Kiev last week.
 - a. be
 - b. was
 - c. were
 12. Did you ... to the country for the last week-end or did you stay in town?
 - a. go
 - b. went

- c. going
13. A week ago my friend ... to Moscow from Leningrad.
- a. come
- b. came
- c. coming
14. We did not ... at nine o'clock.
- a. got up
- b. get up
- c. getting up
15. Fourth, forty, fourteen, four.
- a. четыре, четвертый, сорок, четырнадцать
- b. сорок, четырнадцать, четыре, четвертый.
- c. четвертый, сорок, четырнадцать, четыре.

Test 2. Choose the correct versions.

1. "Please send them this article ' . "Oh, ... I do it now?"
- a. shall
- b. must
- c. can
2. He ...out tomorrow afternoon.
- a. was
- b. will be
- c. were
3. There ... a lot of work to do tomorrow.
- a. will be
- b. was
- c. were
4. There ... a lot of people at the lecture tomorrow.
- a. were
- b. is
- c. will be
5. He said that he ... in Leningrad.
- a. lives
- b. will live
- c. lived
6. We did not know whose things they
- a. was
- b. were
- c. will be
7. He knew that Peter ... in Kiev.
- a. were
- b. will be
- c. was
8. You are busy now, ...?
- a. aren't you?
- b. are you?
- c. is you?

9. You did not see your friend yesterday, ...?
 - a. didn't you?
 - b. did you ?
 - c. will you?
10. He can read English
 - a. a little
 - b. a few
 - c. several
11. My brother is coming to Moscow in ... days.
 - a. a little
 - b. a few
 - c. any
12. I...hard for my exams. Summer session starts in a week.
 - a. work
 - b. am working
 - c. worked
13. My sister ...in fashion design.
 - a. specializes
 - b. is specializing
 - c. specialized
14. At present they ...at a new project.
 - a. work
 - b. are working
 - c. worked
15. What ...you ... by saying this?
 - a. do...mean
 - b. are meaning
 - c. meant

Задание 4. Задания, направленные на развитие лексико-грамматических навыков и навыков письма

SOME, ANY, NO exercises.

Exercise 1. Write in a, an, some or any.

1. Is there _____ milk in the crystal glass? — No, there isn't _____ milk in the crystal glass There's _____ juice in the crystal glass.

2. — Are there _____ sausages on the round plate? -There aren't _____ sausages on the round plate.

There are _____ sandwiches on the round plate.

3. -Is there _____ glass on the wooden table?

— No, there isn't _____ glass on the wooden table.

There's _____ cup on the wooden table.

Exercise 2. Write in a, an, some, any.

1. There's _____ angel on the top.

2. There are _____ ornaments on the tree.

3. Are there _____ lights on the tree?

4. There isn't _____ Christmas tree in the house.
5. There's _____ jam on the wooden table.
6. Is there _____ bread in the basket?
7. There aren't _____ vegetables in the fridge.

Exercise 3. Complete the sentences with some/any/no.

1. There is _____ tea in the crystal glass, but it is very hot.
2. There is _____ fresh milk in the fridge. I can't make porridge.
3. Are there _____ tasty apples in the bag?
4. There isn't _____ jam on the round plate.
5. There are _____ bananas on the wooden table. They are yellow.
6. There is _____ butter on the plate.
7. There is _____ cheese on the table, but there're _____ cheese sandwiches.
8. There isn't _____ sausage on the table.
9. There are _____ potatoes in the bag.
10. There aren't _____ bananas on the table, but there are _____ cucumbers there.

Exercise 4. Complete the sentences with the words

Cucumbers, tomatoes, cabbage, apples, carrots

There is some fresh _____ on the wooden table. There aren't any _____ in the big bag, but there are some _____ there. There are no green _____ on the table, but there are some tasty red _____ there.

Exercise 5. Read the sentences. Draw your picture.

There is some food in the fridge. There is some cheese on the shelf. There are some sausages to the right of the cheese. There are two cucumbers on the shelf. There is a red tomato to the left of the cucumbers. There is some cabbage behind the tomato.

Exercise 6. Choose the correct item.

1. Is there some/any butter in the fridge?
2. There isn't any/no bread in the bag.
3. There are some/any cucumbers on the table.
4. There are any/no potatoes in the box.
5. There is/are some cheese on the shelf.

Exercise 7. Ask questions to the given answers.

1. Yes, there're some yellow tomatoes in the fridge.
2. No, there isn't any hot chocolate in the cup.
3. Yes, there are some cheese sandwiches on the round plate.
4. No, there is no salt on the shelf.

Exercise 8. Fill in some/any/no.

1. There is _____ milk in the cup, but it is very cold.
2. There is _____ bread on the table. I can't make sandwiches.

3. Are there _____ oranges in the bag?
4. There isn't _____ cheese in the fridge.
5. There are _____ flowers in the vase. They are red.
6. There are _____ carrots in the fridge. I can't make soup.
7. There is _____ coffee in the cup, but it is very hot.
8. Is there _____ cheese in the fridge?
9. There isn't _____ juice in the glass.
10. There are _____ grapes on the plate. They are green.
11. They've got _____ buns in this shop.
12. I'd like _____ potatoes, please.
13. Have you got _____ ice-cream?
14. There aren't _____ boys in the team!
15. There are _____ video shops in the town!
16. This is a terrible party. There isn't _____ good music!
17. I've got _____ posters of Ricky Martin.
18. Have you got _____ posters of Britney Spears?
19. 'Sit down, please.' 'But there aren't _____ chairs!'
20. There is _____ milk in the fridge. Go to the shop and buy _____.
21. I can see _____ tomatoes in the bag. Let's make _____ salad.
22. There aren't _____ cucumbers in the fridge.
23. Would you like _____ tea?
24. Is there _____ cheese on the shelf?

Тема № 20. Present Continuous.

Задание 1. Раскройте скобки, употребляя глаголы в Present Continuous.

1. My book (to lie) _____ on the table.
2. They (to work).
3. The doctor and her patient (to talk) _____.
4. We (to cook) _____ dinner. My mother (to make) _____ a salad.
5. A young man (to drive) _____ a car. He (to listen) _____ music.
6. My grandfather (to read) _____ a book.
7. The pen (to lie) _____ on the floor.
8. You (to have) _____ a break?
9. She still (to sing) _____.
10. My book (to lie) _____ on the table.
11. They (to work) _____.
12. The doctor and her patient (to talk) _____.
13. We (to cook) _____ dinner. My mother (to make) _____ a salad.
14. A young man (to drive) _____ a car. He (to listen) _____ music.
15. My grandfather (to read) _____ a book.

Задание 2. Переведите на английский язык, употребляя глаголы в Present Continuous.

1. Мы пишем.
2. Они не читают.
3. Она не работает.
4. Вы смотрите?
5. Он не читает.
6. Они не играют на пианино.
7. Я не пеку торт. Она не поет.
9. Ее сестра не спит.
10. Бабушка не пьет чай?
11. Твои друзья пьют кофе?
12. Она работает за столом.
13. Я пишу письмо.
14. Я делаю упражнение.
15. Мальчики не плавают в бассейне.
16. Они играют в футбол?
17. Моя сестра моет пол.
18. Моя подруга помогает своему ребенку.
19. Ты помогаешь папе?
20. Ученики читают интересную историю.

Задание 3. Раскройте скобки, употребляя глаголы в Present Continuous. (NOW)

1. The boys (to run) _____ about in the garden. 2 I (to do) _____ my homework.

3. John and his friends (to go) _____ to the library. 4. Ann (to sit) _____ at her desk. She (to study) _____ geography. 5. A young man (to stand) _____ at the window. He (to smoke) _____ a cigarette. 6. The old man (to walk) _____ about the room. 7. The dog (to lie) _____ on the floor. 8. You (to have) _____ a break? 9. What language you (to study) _____? 10. Who (to lie) _____ on the sofa? 11. What they (to talk) _____ about? 12. It still (to rain) _____.

ТЕМА № 21. СТЕПЕНИ СРАВНЕНИЯ ПРИЛАГАТЕЛЬНЫХ.

ЗАДАНИЕ 1. НАПИШИТЕ СРАВНИТЕЛЬНУЮ И ПРЕВОСХОДНУЮ СТЕПЕНЬ ДЛЯ СЛЕДУЮЩИХ ПРИЛАГАТЕЛЬНЫХ:

Happy, young, shallow, difficult, dirty, patient, hot, comfortable, brave, wise, friendly, ridiculous, late, little.

Задание 1. Вставьте подходящее прилагательное в нужной степени.

A train is _____ than a bus. This text is the _____ of all. I was ill last week but today I am _____ Park Street is _____ than Market Street. This jacket is small for me. Show me a _____ one. What is the _____ thing in life? A crocodile is _____ than a water snake. Helen is the _____ girl in our class.

Задание 2. Раскройте скобки, поставив предложенное прилагательное в нужной степени.

Jill is a far _____ (intelligent) person than my brother. Kate was the _____ (practical) of the family. Greg felt _____ (bad) yesterday than the day before. This wine is the _____ (good) I've ever tasted. Jack was the _____ (tall) of the two. Jack is the _____ (clever) of the three brothers. If you need any _____ (far) information, please contact our head office. The sinking of Titanic is one of _____ (famous) shipwreck stories of all time. Please, send the books back without _____ (far) delay. The deposits of oil in Russia are by far the _____ (rich) in the world. Could you come a bit _____ (early) tomorrow? I like this song _____ (well) than the previous one. Which of these two performances did you enjoy _____ (much)? The fire was put out _____ (quickly) than we expected.

Задание 3. Подчеркните правильный вариант использования степени прилагательных old, near, far, late.

Let's take a *later/latest* train. Computers are one of the *latest/last* discoveries of the 20th century. Sorry I'm late — am I the *last/latest*? That's a *further/farther* reason to do it. This poem belongs to his *latter/later* works. Jane is 2 years older/elder than Jack. Jane is *older/elder* than Jack by two years. My *older/elder* brother is 5 years *older/elder* than me.

Where is the nearest/next post office? The teacher told us about the *latest/last* elections in this country. The *nearest/next* house to ours is 2 miles away.

ТЕМА № 22 «OLYA INVITES MARY TO HER HOUSE»

Задание 1. Прочитать и перевести текст и ответить на вопросы.

Olya and Mary are schoolgirls. Olya lives in Green Street. Her father is a doctor. The family lives near the hospital. There are two big houses there. They live in one of them. The house consists of five rooms.

The doctor's family is large. There are six of them: Father, Mother, two sons and two daughters.

One day Olya invites Mary to show her their house and she wants to arrange a picnic with the family.

"I would like to invite you to my house on Saturday. We will arrange a picnic with my family."

"Not a bad idea. Now we can decide how to organize the picnic, can't we?"

"Yes, I will be responsible for sandwiches and drink."

"O.K and I will be responsible for the sweets."

Mary thanks Olya for her invitation.

It is Saturday. The family is at home.

When Mary comes Olya welcomes her and says, "Good afternoon!"

Mary answers, "Good afternoon!"

Olya introduces Mary to her father, mother, sister and brothers. Before they have tea Olya shows her friend their house.

"This is the dining-room, it is the biggest room of the house. On the right you see Father's study, it is smaller than the other rooms. On the left there is the living-room, it is a little smaller than the dining-room. Opposite there are two bedrooms. This is our bedroom. My sister and I sleep in it. And that is my brothers' bedroom. The rooms are not large but we like them very much."

This is the kitchen and that is our bathroom. And how many rooms are there in your house?"

"We have three rooms. Our rooms are not so large as yours. We have a small house and a little garden behind the house. In the garden there are many beautiful flowers and beds with vegetables."

1. True or False.

1. This text is about Olya and Mary.
2. Mary lives in Green Street.
3. Olya's father is a doctor.
4. The doctor's family is not large.
5. Olya wants to arrange a picnic on Monday.

2. Choose the correct variant.

1. Olya wants to organize
 1. a picnic
 2. a party

3. a date and time
2. Olya will arrange a picnic with ...
 1. her friends
 2. her family
 3. her classmates
3. Mary will be responsible for ...
 1. sandwiches
 2. drink
 3. sweets
4. Olya introduces Mary to ...
 1. her brother
 2. her mother
 3. all her family
5. The dining-room is ...
 1. the smallest room
 2. the biggest room
 3. the most beautiful room

3. Fill in the missed words

1. I would like to ... you to my house on Saturday.
2. And how many ... are there in your house?
3. We have a small house and a little ... behind the house.
4. Olya and Mary are
5. The family lives near the

4. Put the sentences in the right order.

1. Olya and her sister sleep in their bedroom.
2. Near the hospital there are two big houses.
3. Olya introduces Mary to her family.
4. Mary's family has a small house and a little garden behind the house.
5. Olya invites Mary on Saturday.

5. Answer the questions.

1. Where does Olya live?
2. What is Mary responsible for?
3. How many rooms are there in the house?
4. What is Olya going to do on Saturday?
5. What is Olya responsible for?

ТЕМА: № 23 РЕФЕРАТ НА ТЕМУ «DAGESTAN»

Plan:

1. Location.
2. Flora and fauna.
3. The history.

Literature:

1. Культура и традиции народов Дагестана 4 кл. Ш.А.Мирзоев 2005г.

2. <https://www.syl.ru/article/380057/rayonyi-i-goroda-dagestana-spisok-naselennyih-punktov>

3. География Дагестана: Учебное пособие для учащихся 8 кл. Р.М.Магомедов 1991г.

ТЕМА №24 JOHN TAYLOR.

Text: Задание 1. Прочитать и перевести текст.

John Taylor is an English boy. He can speak English very well, because English is his native language. John can speak French a little, because he studies this language at school. He works hard at his French, because he wants to know this language very well. John cannot speak German at all, but he can read a little and understand German.

John likes his school. He never misses his lessons and he is never late. He is always sorry when he can't go to school.

Today John can't go to school. He can't get up, because he is ill. He must lie in bed.

Mother: John, why are you lying in bed? You must get up. It is a quarter past eight. You must go to school.

John: I can't get up, Mother. I'm hot and weak.

Mother: Oh, John, you are ill. I am afraid we must call the doctor.

John: Must I go to the hospital, Mother?

Mother: No, you needn't. You must stay in bed. The doctor must give you some medicine. (The doctor comes.)

Mother: When can John get up and go to school?

The doctor: The boy can get up after two days. He must take this medicine three times a day.

John: May I read a book?

Mother: No, you can't. Take the medicine and rest a little.

ТЕМА № 25. МОДАЛЬНЫЕ ГЛАГОЛЫ.

Задание 1. Переведите предложения на английский язык, обращая внимание на употребление модального глагола can.

1. Кто может перевести это предложение? 2. Кто из вас может пойти в кино завтра утром? — Никто из нас не может. 3. Можно войти? 4. Можно взять на минуту (for a minute) ваш учебник? — Пожалуйста (конечно). 5. Можно оставить у вас на часок моего ребенка? — Конечно! 6. Не могли бы вы мне помочь? — Пожалуйста. 7. Кто из вас может читать английские книги? — Боюсь, никто из нас не может. 8. Я тоже хотел пойти в кино, но не смог. 9. Я не могу остаться здесь сегодня. 10. Кто может ответить на мой вопрос? 11. Вы сможете обсудить эти вопросы в понедельник утром? 12. Можно задать вам вопрос? — Конечно.

Задание 2. Переведите на английский язык, употребляя модальный глагол can.

1. Я умею говорить по-английски. 2. Мой папа не умеет говорить по-немецки. 3. Ты умеешь говорить по-французски? 4. Моя сестра не умеет кататься на коньках. 5. Ты можешь переплыть эту реку? 6. Я не могу выпить это молоко. 7. Она не может вас понять. 8. Я не могу перевести это предложение. 9. Никто не мог мне помочь. 10. Где тут можно купить хлеб? 11. Я умею пользоваться компьютером.

Задание 3. Составьте небольшой рассказ, используя данные слова и слово сочетания.

How I Went to See My Friend's New Flat

to get a new flat, a week ago, a block of flats, at the corner, to go to see, to like, comfortable, a dining-room, a bedroom, a study, a kitchen, light, clean, in the middle of, the colour (of), in the corner, to the right (of), to the left (of), flowers, a picture, a radio set, a television set, near, often.

ТЕМА № 26 THE TEST

Тестовые задания

Тест "Прилагательные" по английскому языку

В каждом вопросе выберите правильный вариант ответа.

1. She is very neat and tidy. She is very ____.

- Filthy
- Forceful
- Clean
- short

2. There are too many people here today. It's too ____.

- empty
- crowded
- lonesome
- homely

3. She is not ugly. In fact, she is the opposite. She is very ____.

- Attractive
- Dim
- Aggressive
- homely

4. He is not sleepy today. Rather, he is very ____ and attentive.

- Fancy
- Alert
- Cloudy
- tall

5. That movie was not normal. It was strange and ____.

- Neutral
- Odd
- Ordinary
- common

6. His answer is not correct so he is ____.

- Wrong
- Calm
- Bent

left

7. That painting is not real. It is a copy so it's ____.

Sociable
Breakable
Fake
tiny

8. The weather is not calm and peaceful. It's thundery and ____.

Quiet
Stormy
Private
weak

9. That question was not difficult. It was ____.

Caring
Cruel
Easy
helpless

10. He is not weak and frail. He is very ____.

Feeble
Puny
Strong
tired

ТЕМА 27: ABOUT LIBRARIES

Задание 1. Перечень вопросов по теме для устного обсуждения:

1. Are you reading a good book at the moment?
2. What kind of books do you like?
3. What kind of books don't you like?
4. What's your favourite book?
5. Do you sometimes reread your favourite books?
6. How do you decide what to read?
7. Can you judge a book by its cover?
8. Do you ever recommend your favourite books to your friends?
9. Have you ever read a book that, in your opinion, was overrated?
10. Do you usually finish books you don't like at first?
11. Can you remember your first book?
12. Have you ever read a book that had a big effect on your life?
13. When did you last visit a library?
14. Will libraries disappear in the future?
15. Do you ever order books online?
16. Do you prefer e-books or traditional ones?
17. What do you think about pirating e-books?

Задание 2. Перечень контрольных вопросов по теме:

1. How many books have you read in your life?
2. Have you ever been to a book signing or met an author?

3. Who is your favorite author?
4. How many times did you read it?
5. Were you ever given a bad recommendation?
6. Who is the most famous writer from your country?
7. What books have you recommended for other people?
8. Do you often read book before go to bed?
9. What is your favorite book of all time?
10. Do you think that the internet and television will eventually make books obsolete?
11. Is there a book you just couldn't finish?
12. Have you read any of their books?
13. What was the title?
14. Have you ever tried to read a book in English?
15. What factors are important to you when choosing a book to read?
16. What is your favorite genre?
17. Is there a book that you have read more than once?
18. What is the funniest book you have ever read?
19. What was your favorite book growing up?
20. Do you watch the movie that came from a book?

Задание 3. Тесты по теме. Выбрать единственный верный вариант ответа.

Test 1.

Past Simple или Past Continuous?

1. He _____ some new shoes last month.

- A) bought
- B) buying
- C) buy
- D) buys

2. A: _____ did she _____ a job?

B: In the car factory.

- A) When / get
- B) Where / got
- C) Who / get
- D) Where / get

3. Max didn't _____ yesterday afternoon; he _____ at home.

- A) go out / stayed
- B) go out / stay
- C) went out / stayed
- D) went out / stay

4. A: _____ you _____ Jane last month?

B: No, I _____ .

- A) * / saw / didn't
- B) Did / see / didn't
- C) Did / saw / didn't
- D) Did / see / did

5. Geoffrey _____ French before, but he _____ at university now.

- A) study didn't / studies
- B) didn't study / study

- C) did not study / studies
 D) didn't studied / studies
6. I _____ a friend while I _____ the shopping
 A) was meeting / did
 B) met / was doing
 C) meet / do
 D) met / did
7. I _____ for my things when I _____ someone call my name.
 A) paid / was hearing
 B) pay / heard
 C) was paying / hear
 D) was paying / heard
8. While we _____ a drink, a waiter _____ a pile of plates.
 A) had / was dropping
 B) have / dropped
 C) have / drop
 D) were having / dropped
9. While the waiter _____ up the broken plates, he _____ his finger.
 A) picked / was cutting
 B) was picking / cut
 C) pick / cut
 D) picks / cut
10. While I _____ this morning, I _____ my money. I don't know how.
 A) shopped / lose
 B) was shopping / lost
 C) shopped / was losing
 D) shop / lose

Test 2.

Present Simple или Present Continuous?

1. Where _____ on holidays?
 A) you go
 B) do you go
 C) do you going
 D) are you go
2. I _____ lots of books every year.
 A) will read
 B) am reading
 C) read
 D) am going to read
3. We _____ to a party next Saturday.
 A) go
 B) goes
 C) are going
 D) went
4. _____ to go out tonight?

- A) Do you want
 B) Are you wanting
 C) Is you want
 D) Would you want
5. Every morning Tessa _____ at 7.30.
 A) is getting up
 B) got up
 C) get up
 D) gets up
6. Oh, someone _____ in my seat!
 A) is sitting
 B) sits
 C) will sit
 D) sit
7. I'm sorry. I can't help you at the moment. I _____ dinner.
 A) will cook
 B) am cooking
 C) cook
 D) cooked
8. In Britain people _____ on the right.
 A) are driving
 B) drives
 C) drive
 D) drove
9. What _____ in your free time?
 A) are you doing
 B) do you do
 C) you do
 D) are you do
10. Jack's a policeman but he _____ a uniform.
 A) doesn't wear
 B) isn't wearing
 C) no wear
 D) wears

Задание 4. Задания, направленные на развитие лексико-грамматических навыков и навыков письма.

1. Раскройте скобки, употребляя глаголы в одном из следующих времен: *Present Continuous, Present Simple, Past Simple* или *Future Simple*.

1. Various kinds of sports (to be) popular in Russia. 2. Both children and grown-ups (to be) fond of sports. 3. What (to be) the matter with her? She (to be) so excited. -- I (not to know). 4. Where you (to go)? - - I (to go) to the Dynamo stadium to see the match which (to take) place there today. 5. You (to know) that very interesting match (to take) place last Sunday? 6. He (to go) to the south a week ago, 7. When I (to be) about fifteen years old, I (to enjoy) playing football. 8. Our football team (to win) many games last year. 9. Where (to be) Boris? - He (to play) chess with his friend. 10. I (to be) sorry I (to miss) the

match yesterday. But I (to know) the score. It (to be) 4 to 2 in favour of the Spartak team. 11. Nellie (to leave) for Moscow tomorrow, 12.1 (to be) in a hurry. My friends (to wait) for me. 13. You (to be) at the theatre yesterday. You (to like) the opera? — Oh yes, I (to enjoy) it greatly. 14. You (to go) to London next summer? **Past Continuous Tense (Past Progressive Tense)**

2. Раскройте скобки, употребляя глаголы в Present Continuous или Past Continuous

1. I (to write) an English exercise now. 2. I (to write) an English exercise at this time yesterday, 3. My little sister (to sleep) now. 4 My little sister (to sleep) at this time yesterday. 5. My friends (not to do) their homework now. They (to play) volley-ball. 6. My friends (not to do) their homework at seven o'clock yesterday. They (to play) volley-ball. 7. You (to eat) ice-cream now? 8. You (to eat) ice-cream when I rang you up yesterday? 9. What your father (to do) now? 10. What your father (to do) from eight till nine yesterday? 11. Why she (to cry) now? 12. Why she (to cry) when I saw her yesterday? 13. She (to read) the whole evening yesterday. 14. She (not to read) now, 15. Now she (to go) to school. 16. What you (to do) now? —I (to drink) tea. 17. You (to drink) tea at this time yesterday? — No, I (not to drink) tea at this time yesterday, I (to eat) a banana. 18. My sister is fond of reading.

She (to read) the whole evening yesterday, and now she (to read) again, 19. Look! My cat (to play) with a ball. 20.

When I went out into the garden, the sun (to shine) and birds (to sing) in the trees.

3. Раскройте скобки, употребляя глаголы в Past Simple или Past Continuous.

1.1 (to play) computer games yesterday. 2. I (to play) computer games at five o'clock yesterday. 3. He (to play) computer games from two till three yesterday. 4. We (to play) computer games the whole evening yesterday. 5. What Nick (to do) when [you came to his place? 6. What you (to do) when I rang you up? 7. I (not to sleep) at nine o'clock yesterday. 8. What he (to do) yesterday? - - He (to read) a book. 9. What he (to do) the whole evening yesterday? --He (to read) a book. 10. She (to sleep) when you came home? 11. My brother (not to play) tennis yesterday. He (to play) tennis the day before yesterday. 12. My sister (not to play) the piano at four o'clock yesterday. She (to play) the piano the whole evening. 13. When I came into the kitchen, mother (to cook). 14. She (to cook) the whole day yesterday. 15. We (to wash) the floor in our flat yesterday. 16. We (to wash) the floor in our flat from three till four yesterday. 17. You (to do) your homework yesterday? 18. You (to do) your homework from eight till ten yesterday? 19. Why she (to sleep) at seven o'clock yesterday? 20. He (to sit) at the table the whole evening yesterday.

4. Раскройте скобки, употребляя глаголы в Past Simple или Past Continuous.

1. I (to go) to the cinema yesterday. 2.1 (to go) to the cinema at four o'clock yesterday. 3. I (to go) to the cinema when you met me. 4. I (to do) my homework the whole evening yesterday. 5. I (to do) my homework when mother came home. 6. I (to do) my homework yesterday. 7.1 (to do) my homework from five till eight yesterday. 8. I (to do) my homework at six o'clock yesterday. 9. I (not to play) the piano yesterday. I (to write) a letter to my friend.

10. I (not to play) the piano at four o'clock yesterday. I (to read) a book. 11. He (not to sleep) when father came home. He (to do) his homework. 12. When we were in the country last summer, I (to go) to the wood one day. In the wood I (to find) a little fox cub. I (to bring) it home. I (to decide) to tame the cub. Every day I (to feed) it and (to take) care of

it. I (to tame) it the whole summer. Now the fox cub is quite tame. It lives in my house. 13. When I (to go) to school the day before yesterday, I met Mike and Pete. They (to talk) and (to laugh). They told me a funny story. Soon I (to laugh), too. I still (to laugh) when we came to school. After school I (to tell) this story at home. My father and mother (to like) it very much.

5. Раскройте скобки, употребляя глаголы в *Past Simple* или *Past Continuous*.

1. When I (to come) home, my little sister (to sleep). 2. When Nick (to come) home, his brother (to play) with his toys. 3. When mother (to come) home, I (to do) my homework. 4. When father (to come) home, Pete (to sleep). 5. When mother (to come) home, the children (to play) on the carpet. 6. When I (to get) up, my mother and father (to drink) tea. 7. When I (to come) to my friend's place, he (to watch) TV. 8. When I (to see) my friends, they (to play) football. 9. When I (to open) the door, the cat (to sit) on the table. 10. When Kate (to open) the door, the children (to dance) round the fir-tree. 11. When Tom (to cross) the street, he (to fall). 12. When I (to go) to school, I (to meet) my friend. 13. When we (to go) to the cinema, we (to meet) grandmother. 14. When grandmother (to go) home, she (to see) many children in the yard. 15. When Henry (to walk) about in the forest, he (to find) a bear cub. 16. When we (to walk) about in the forest, we (to see) a hare. 17. When I (to wash) the floor, I (to find) my old toy under the sofa. 18. When granny (to read) a book on the sofa, she (to fall) asleep. 19. When I (to play) in the yard, I suddenly (to see) my old friend. 20. When Nick (to run) about in the yard, he (to fall).

6. Раскройте скобки, употребляя глаголы в *Past Simple* или *Past Continuous*.

1. They (to drink) tea when I (to come) home. 2. He (to walk) along the river when a boat (to pass). 3. The old man (to think) about his plan when he (to fall) asleep. 4. We (to listen) to an interesting lecture yesterday. 5. When I (to enter) the classroom, the teacher (to write) words on the blackboard and the pupils (to copy) them into their exercise-books. 6. They (to get) ready to go out when it (to begin) raining. 7. Yesterday at one o'clock I (to have) lunch at the canteen. 8. When he (to come) in, I (to do) my exercises. 9. What you (to do) at eight o'clock yesterday? 10. At this time yesterday I (to go) home. 11. You (to sleep) when I (to go) out. 12. He (to read) on the sofa when I (to come) in and (to sit) down beside him. 13. I (to walk) along the street with my friend when a tram (to pass). 14. She (to look) out of the window when I (to see) her. 15. We (to answer) the teacher's questions when the headmistress (to enter) the classroom.

7. Раскройте скобки, употребляя глаголы в *Past Simple* или *Past Continuous*.

1. When I (to ring) up my friend, he (to sleep). 2. When grandfather (to watch) TV, he (to fall) asleep. 3. When my friend (to come) to see me, I (to do) my homework. 4. When I (to go) to the stadium, I (to meet) Kate and Ann. 5. When Nick (to ring¹) me up yesterday, I (to help) mother. 6. When the children (to walk) through the wood, they (to see) a fox. 7. When I (to come) home, my sister (to wash) the floor. 8. When Mike (to play) in the yard, he (to find) a ball. 9. When I (to draw) yesterday, I (to break) two pencils. 10. When I (to meet) Tom, he (to go) to the shop. 11. When I (to look) out of the window, the children (to play) hide-and-seek. 12. I (to go) to the theatre yesterday. 13. At seven o'clock yesterday I (to go) to the theatre. 14. What you (to do) at 5 o'clock yesterday? -I (to play) the piano. 15. When I (to come) to school, the children (to stand) near the classroom. 16. We (to play) in the yard the whole evening yesterday. 17. When I (to prepare) breakfast in the

morning, I (to cut) my finger. 18. Last year I (to go) to the United States. 19, You (to go) to Great Britain last year?

-- No, I (to go) to France. 20. What you (to do) yesterday? — I (to translate) a very long article.

8. Раскройте скобки, употребляя глаголы в *Past Simple* или *Past Continuous*.

1. He (to get) up at seven o'clock yesterday. 2. Father (to come) home at six o'clock yesterday. 3. I (to read) a book at six o'clock yesterday. 4. She (to fall) asleep at eleven o'clock yesterday. 5. Mother (to drink) tea at eleven o'clock yesterday. 6. Father (to watch) TV at ten o'clock yesterday. 7. I (to go) to bed at nine o'clock yesterday. 8. I (to finish) my homework at nine o'clock yesterday. 9. I (to play) the piano at five o'clock yesterday. 10. He (to begin) to do his homework at four o'clock yesterday. 11. She (to wash) the floor at four o'clock yesterday. 12. I (to meet) Nick at three o'clock yesterday. 13. When I (to come) home, Kate (to play) the piano. 14. When I (to meet) John, he (to go) to the railway station. 15. When I (to go) to the museum, I (to see) a big crowd of people in the street. 18. They (to play) in the yard in the evening yesterday. 17. They (to play) in the yard the whole evening yesterday. 18. I (to clean) my teeth at eight o'clock in the morning yesterday. 19. We (to go) to the wood in summer. 20. When the teacher (to open) the door of the classroom, the pupils (to sit) at their desks.

9. Раскройте скобки, употребляя глаголы в *Past Simple* или *Past Continuous*.

1. At this time yesterday I (to sit) at the theatre. 2. He (to come) back to St. Petersburg on the 15th of January. 3. I (to go) to the institute when I (to see) him. 4. At this time yesterday we (to have) dinner. 5. He (to write) a letter when I (to come) in. 6. He (to make) a report when I (to leave) the meeting. 7. Yesterday he (to write) a letter to his friend. 8. When I (to look) at them, they (to smile) at me. 9. What you (to do) at six o'clock yesterday? 10. I (to go) to bed at half past eleven. 11. Yesterday the lesson (to begin) at nine o'clock. 12. The cat (to take) a piece of fish and then (to run) away. 13. He (to read) a newspaper when I (to come) in. 14. Yesterday I (to get) up at seven o'clock. 15. The train (to start) at fifteen minutes to ten. 16. He (to put) on his coat and cap, (to open) the door and (to go) out.

10. Раскройте скобки, употребляя глаголы в *Past Simple* или *Past Continuous*.

1. I (to feed) my cat with fish yesterday. 2. What you (to do) at four o'clock yesterday? — I (to feed) my cat. 3. What your brother (to do) yesterday? -He (to play) computer games. 4. I (to begin) repairing my camera at six o'clock yesterday. 5. At five o'clock yesterday Helen (to cook) soup. 6. We (to play) badminton from nine till eleven yesterday. 7. Kate (not to go) for a walk yesterday. She (to write) a composition the whole day yesterday. 8. When your father (to come) home yesterday? He (to come) home at seven o'clock. 9. When my father (to come) home yesterday, my mother (to make) supper. 10. We (not to go) on a tramp last summer. 11. What you (to do) when your sister (to come) home yesterday? 12. You (to have) supper at nine o'clock yesterday? 13. He (not to go) to the shop yesterday. 14. Nick (to go) to bed at ten o'clock yesterday. 15. Rick (to sleep) at eleven o'clock yesterday. 16. When we (to play) in the yard yesterday, it suddenly (to start) raining heavily. 17, I (to see) Mike when he (to cross) the street. 18. He (to begin) repairing his bicycle in the morning yesterday. 19. He (to repair) his bicycle the whole day yesterday. 20. He (to finish) repairing¹ his bicycle in the evening yesterday,

11. Раскройте скобки, употребляя глаголы в *Past Simple* или *Past Continuous*.

1. They (to meet) at the station two hours ago, 2. Where you (to spend) last Sunday? 3. We (to be) in a hurry because only twenty minutes (to be) left before the beginning of the per-

formance. 4. I (to play) the violin when my friend (to come) in. He (to invite) me to the theatre and I (to accept) the invitation with pleasure. 5. He (to ring) up his friend and (to ask) him about the homework, 6. When I (to come) to the theatre, my friend already (to wait) for me. 7. Last Sunday we (to go) skiing in the country. There (to be) already a lot of snow in the fields and we (to enjoy) ourselves. We (to ski) for two hours and a half.

12. Раскройте скобки, употребляя глаголы в *Past Simple* или *Past Continuous*.

1. They (to translate) a difficult text yesterday, 2. I (to open) the window at six o'clock yesterday, 3. You (to go) to the cinema yesterday? 4. I (not to see) Mike last week. 5. When I (to open) the door, my friends (to sit) around the table. 6. When you (to begin) doing your homework yesterday? 7. We (to discuss) the latest news from three till four yesterday. 8. When I (to read) the newspaper yesterday, I (to find) an interesting article on UFOs, 9. Lena (to sweep) the floor on Sunday. 10. Lena (to sweep) the floor from eleven till twelve on Sunday. 11. They (to go) to the wood last Sunday? 12. When they (to sail) down the river they (to sail) a little island. 13. We (to work) the whole morning yesterday, 14. Mother (to cook) dinner at three o'clock yesterday. 15. She (to finish) cooking at four o'clock yesterday. 16. At half past four yesterday we (to have) dinner. 17. You (to watch) TV yesterday? - - Yes, we (to watch) TV the whole evening yesterday. 18. When you (to go) to bed yesterday? 19. I (to go) to bed at ten o'clock yesterday. 20. At half past ten yesterday I (to sleep). 21. When I (to come) home from school yesterday, my little brother (to sit) on the floor with all his toys around him. He (to play) with them. I (to tell) him to put his toys into the box as he (to make) too much noise.

ТЕМАТИКА КРУГЛЫХ СТОЛОВ, ДИСКУССИЙ

1. Children's books
2. Detective books
3. Non-fiction books
4. Self-help books
5. Reviews
6. Biography
7. The saddest books
8. A Recommendation from a friend
9. War
10. History
11. Modern Literature

ТЕМА № 28 YURA MEETS VADIM.

Text : Задание 1. Перевод текста

Yura Voronin and Vadim Somov live in the country. They live on different farms. One day Yura meets Vadim near the post office. Vadim tells Yura that he was in town last week. He was there with his friends Sasha and Zina for three days. They were at the youth conference in the club. They were all very pleased with the conference. The friends had a lot of interesting talks with people who were there.

The weather was fine all the time, and they had a good time in town.

Yura: Hallo. Vadim!

Vadim: Hallo, Yura. I am glad to see you. How are you?

Yura: Very well, thank you. And you?

Vadim: Fine, thank you. How is Lena?

Yura: I'm afraid she is ill. She must stay in bed for two weeks more, the doctor says. She is afraid to be behind in her work at school, because she misses a lot of lessons now. You know Lena always works hard and she is one of the best pupils in the 8th form. She does not want to study worse than she did it before.

Vadim: Oh, I'm sorry to hear that.

Yura: Where are you coming from?

Vadim: From school.

Yura: So late?

Vadim: We had five lessons, and after classes there was a class meeting.

Yura: Oh, I see.

Vadim: Mother is waiting for me for dinner. Goodbye, Yura.

Yura: Goodbye.

ТЕМА № 29. PAST INDEFINITE.

Задание 1. Перепишите предложения в Past simple tense

1. Land is a limited resource. 2. There are different land use issues. 3. Misuse of land leads to several problems. 4. The advantage includes people's benefit. 5. Bottom-up planning means active participation of land users. 6. Land use policy depends upon the competing demands for land. 7. Physical aspects involve natural resource management.

Задание 2. Переведите на русский язык и перепишите в прошедшем времени.

Peter *is* a student at Moscow University. He usually *gets up* at seven o'clock, *shaves* and *washes* in the bathroom and *has* breakfast. At a quarter to eight he *leaves* for college. He *goes* there by bus. It *takes* him half an hour to get there. He usually *has* lunch in the University canteen. Peter often *stays* in the library till nine o'clock in the evening. At half past nine he *comes* home.

Задание 3. Переведите на английский язык, обращая внимание на Past Simple Tense.

1. Погода была прекрасная. Было тепло и солнечно. Мои дети были в школе, а мой муж был на работе. Я была в саду. Там было много красивых цветов. Это было в мае. Я была счастлива. 2. Я ученик. Он лётчик. 3. Она доктор. 4. Мы школьники. 5. Вы рабочие. 6. Я дома. 7. Он в институте. 8. Она была в кино? 9. Мы были в парке. 10. Они были в театре?

Задание 4. Раскройте скобки, употребляя глаголы в Past Simple.

1. He (to look) at her for a moment with surprise.
2. She (not to smile) when she (to see) him.
3. On the way home she usually (to buy) a slice of honey cake at the baker's.
4. The stranger (to climb) into his car and (to drive away), and when he (to notice) later that his speedometer (to indicate) seventy-five, he (to laugh) at himself but (not to slow down).
5. When he (to arrive) he (to find) the patient to be a small boy of nine years of age.
6. A quarter of an hour later he (to hear) voices.
7. A little before nine o'clock I (to descend) to the ground floor.
8. On the fifteenth of October Andrew (to set out) alone for London.

9. Clapper (to stare) at the photograph without a change of expression for at least half a minute.
10. When Eddy (to leave) in the morning he (to take) her photograph with him.
11. Their children (to clean) the yard and then they (to play) basketball.
12. They (to wait) for the bus. The bus (to arrive) at 8 o'clock.
13. Last Monday they (to visit) their friends.
14. What your neighbours (to do) yesterday?
15. The little girl (to cry) a little and then (to smile).

Задание 5. Раскройте скобки, употребляя глаголы в Present Simple или Past Simple.

1. They (to have) a nice weekend last week.
2. What your sister (to do) every Sunday? – She (to meet) with her friends.
3. His brother (to come) yesterday? – No, he (not to come). He (to be busy).
4. You (to get) up early on Sunday? – Yes. But last Sunday I (to sleep) till ten o'clock.
5. How many lessons you (to have) every day?
6. Your brother (to be) a teacher? – Yes, he (to become) a teacher two years ago.
7. She (not to understand) the teacher at the last lesson.
8. You (to go) to the theatre? – Not very often. Usually we (to go) there once a month.
9. He usually (to sleep) well. But last night he (to sleep) badly.
10. As a rule I (to walk) to the institute but yesterday I (to take) a bus.
11. She (to buy) a new dress yesterday? – No, she (not to buy) it.
12. They (to sell) their house a week ago? – I (not to know).
13. She (to be) ill now. She (to eat) an ice-cream yesterday.
14. When you (to leave) the office yesterday?
15. They (to be) happy to see you now?

Задание 6. Преобразуйте предложения в вопросительные и отрицательные.

1. The children listened to their mother very attentively.
2. Peter went home at once.
3. She did her homework quite correctly.
4. The children ran to the river to bathe.
5. The postman knocked at the door.
6. They looked at me angrily.
7. We left the house early that morning.
8. She told him everything at once.

Задание 7. Поставьте вопросы к выделенным словам.

1. *He was in Kiev last week.* (3) 2. *My friend wrote to me very often last year.* (4) 3. *They were at their office yesterday morning.* (3) 4. *Our students read a lot of English books last year.* (4) 5. *He took his son out on Monday evening.* (2) 6. *Comrade Petrow spoke to us about the plan yesterday.* (4) 7. *The students usually go home after classes.* (3)

ТЕМА 30. DAILY ROUTINE/ A BUSY DAY

Задание 1. Перечень вопросов по теме для устного обсуждения:

1. What do you do in your spare time?
2. Do you like outdoor activities?
3. What outdoor activities do you most like to do?

4. How often do you do that?
5. What outdoor sports do you like? (Why?)
6. How much time do you spend outdoors every week?
7. How often do you do outdoor activities?
8. What (types of) outdoor activities are popular in your country?

Задание 2. Перечень контрольных вопросов по теме:

1. What time do you usually go to bed at night? Why?
2. What time do you usually get up in the morning? Why?
3. What do you often eat for breakfast? Why?
4. What time do you usually arrive at school or work?
5. What do you usually eat for lunch? Why?
6. Where do you usually eat lunch?
7. What time do you usually get home from school or work?
8. About how many hours of TV do you watch TV every day?
9. What is your favorite TV show?
10. About how many hours are you on-line every day?
11. What is your favorite website?
12. Can you cook? How often do you cook? Can you cook well?
13. Tell me about your best friend. How often do you see him/her?
14. What time do you usually eat dinner?
15. What hobbies do you have?
16. What time do you usually go to bed at night?

Задание 3. Задания, направленные на развитие лексико-грамматических навыков и навыков письма

A Vital Part of Daily Life: Mobile Phones

Mobile phones have changed people's lives. They give us an opportunity to stay in touch and to be reachable everywhere. If you are going to be late, you can just call your relatives, friends or colleagues or send them a text message. It is very easy and comfortable, especially for the busy modern lifestyle. So a mobile phone has become a vital part of our daily lives and it is difficult to imagine how people lived without mobile phones in the past.

The modern mobile phone is a more complex version of the two-way radio which was a very limited means of communication. As soon as the callers moved out of range of each other's broadcast area, the signal was lost. In the 1940s, scientists began using a number of radio masts located around the countryside to pick up signals from two-way radios. A user would always be within range of one of the masts. If he moved too far away from one mast, the next mast would pick up the signal. Scientists called each mast's reception area a separate 'cell'; this is why mobile phones are also called 'cell phones'.

However, 1940s technology was still quite primitive, and the 'telephones' were enormous boxes which had to be transported by car. In 1973 Dr Martin Cooper invented the first practical mobile phone for handheld use in a non-vehicle setting. Using a modern, if somewhat heavy portable handset, Cooper called his rival, Dr. Joel S. Engel, to announce his success.

Until the early 1990s, most mobile phones were too large to be carried in a pocket, so they were typically installed in vehicles as car phones. Since digital components became miniature and more sophisticated batteries were developed, mobile phones have become smaller

and lighter. So the large plastic bricks of the 80s turned into smooth little objects that could be put into pockets and bags. In the mid-90s almost everyone had a mobile phone.

1. Read the following sentences and circle TRUE or FALSE:

- 1) The modern mobile phone is a more complex version of the two-way radio. - T F
- 2) In 1973 Dr. Joel S. Engel invented the first practical mobile phone for handheld use in a non-vehicle setting. - T F
- 3) Until the early 1990s, most mobile phones were smooth little objects that could be put into pockets and bags. - T F
- 4) In the mid-90s very few people had a mobile phone. - T F
- 5) Nowadays the mobile phone is often called the Fourth Screen. - T F
- 6) The first SMS text message was sent from a computer to a mobile phone in 1992 in Finland. - T F
- 7) There are no standard rules for writing SMS messages. - T F
- 8) Scientists persuade that there is a significant harmful health effect from mobile phone radiation. - T F

2. Complete each sentence (A—H) with one of the endings (1—8):

- A. If you are going to be late, you can just
- B. In the 1940s, scientists began using a number of radio masts located around the countryside to
- C. 1940s technology was still quite primitive, and the 'telephones' were
- D. Since digital components became miniature and more sophisticated batteries were developed, mobile phones
- E. The most commonly used data application on mobile phones is
- F. The 160-character limit on text messages has led to
- G. The objective of SMS is to
- H. Mobile phones use
 1. enormous boxes which had to be transported by car.
 2. pick up signals from two-way radios.
 3. a new, abbreviated version of English similar to a rebus.
 4. call your relatives, friends or colleagues or send them a text message.
 5. convey a comprehensible message as quickly as possible.
 6. have become smaller and lighter.
 7. electromagnetic radiation in the microwave range.
 8. Short message service (SMS).

3. Answer the questions

- 1) Why do people use mobile phones?
- 2) Why do we sometimes call mobile phones 'cell phones'?
- 3) What were the first telephones like?
- 4) What were mobile phones like in the 80s? How did they change in the 90s?
- 5) How has the text message altered the way we write in English?
- 6) What opportunities do modern mobiles give to their users?
- 7) Why do we call mobile phones the Fourth Screen or the Seventh of the Mass Media?
- 8) Why do many people worry about mobile phones?

9) Why are mobile phones a vital part of daily life for an enormous amount of people?

10) Can you live without your mobile phone? Why?

4. Read what different people say about mobile phones. Give your own pros and cons

I can't live without my mobile phone. Thanks to it I can be reachable everywhere and I can never miss something important. If I need some help, I just call my friends and they rush to rescue me. If I have a meeting and I'm late, I can send an SMS with my excuses. It is very fast and convenient. I'm fond of taking photos and sending them to my friends. The only problem is that I spend too much money on my mobile phone.' Ann, 22, student.

I have two children and a mobile phone makes my life much easier. If I worry about my kids, I can call them and make sure they are all right. But I begin to hate my mobile phone on weekends and on holidays. I feel that I have no privacy when I know that every minute my friends, colleagues and my boss can call me and find me wherever I am. Sometimes I feel so exhausted that I go to bed earlier and forget to turn off my mobile phone. As a rule I'm awakened as soon as I fall asleep because somebody has forgotten to tell me something. Some people don't understand that I'm not obliged to answer their calls 24 hours a day.' Katherine, 35, shop assistant. PROS CONS

5. Read some information about abbreviations and emoticons which people use writing SMS messages.

Say what abbreviations and emoticons you know

In SMS messages a lot of words can be shortened. They can also be combined with numbers to make them shorter, for example 'later' turns into 'l8er'.

ТЕМА 31. MEANS OF TRANSPORT

Задание 1. Перечень вопросов по теме для устного обсуждения:

1. What comes to mind when you hear the word 'transportation'?
2. What's your favourite method of transportation?
3. What transportation problems are there in your country?
4. What will the transportation of the future be like?
5. What would life be like if all public transportation in your country stopped?
6. Are you happy with transportation services in your country?
7. What do you think of the transportation in other countries?
8. How many different kinds of transportation have you been on?
9. Will the quality of transportation in your country get better or worse?
10. What was transportation like when you were a kid?
11. If life is a highway, what mode of transportation are you using?
12. What do you think is the most dangerous form of transportation and why?
13. Which transportation do you prefer – air, sea or road?
14. If you were a mode of transportation, what would you be?
15. What form of transport is worst for the environment?

Задание 2. Перечень контрольных вопросов по теме:

1. At what age does the average person obtain a driver's license?
2. Can you ride a motorcycle?
3. Do you drive a car often?
4. Have you ever gotten a parking ticket?

5. Are there speed limits in your country? If so, what is the average speed limit?
6. Do you have a bicycle?
 - a. If so, when did you get it?
 - b. How much did it cost?
 - c. How often do you ride it?
 - d. What color is it?
7. Do you have a car?
 - a. If not, does your family have a car?
8. Do you have a driver's license? If so, when did you get it?
9. Do you often ride public transportation during rush hour?
10. Do you often use public transportation?
11. Do you ride a bicycle more than once a week?
12. Do you always wear a seat belt?
 - a. Even if you are riding in the rear seat?
 - b. How about on a bus?
13. Does your mother have a driver's license?
14. Have you ever been in a traffic accident?
15. Have you ever been stopped for speeding?
 - a. (Have you ever gotten a speeding ticket?)

Задание 3. Тесты по теме. Выбрать единственный верный вариант ответа.

Test 1. Choose the correct versions

1. Jane heard ... into the table.
 - a. that he bumped
 - b. him bump
 - c. him bumping
2. Some firms expect ... twelve hours?
 - a. the guards to work
 - b. that the guards work
 - c. the guards work
3. Don't you feel the house ...?
 - a. to shake
 - b. shaking
 - c. shook
4. The crowd parted to let the happy couple ... through.
 - a. going
 - b. to go
 - c. go
5. I saw him ... the road and ... down a staircase that led to the Underground.
 - a. crossing ... disappeared
 - b. crossed ... disappearing
 - c. crossing ...disappearing
6. What kind of world do we want our children ... from us?
 - a. to inherit
 - b. inherit
 - c. inheriting

7. Experienced teachers help you ... quickly.
 - a. learn
 - b. to learn
 - c. learning
8. I was sitting on my windowsill, eating bread and cheese and watching the sun....
 - a. going down
 - b. go down
 - c. to go down
9. You should use the money to make your home... lovely.
 - a. to look
 - b. looking
 - c. look

Test II. Choose the correct versions.

1. "Please send them this article ' . "Oh, ... I do it now?"
 - a. shall
 - b. must
 - c. can
2. He ...out tomorrow afternoon.
 - a. was
 - b. will be
 - c. were
3. There ... a lot of work to do tomorrow.
 - a. will be
 - b. was
 - c. were
4. There ... a lot of people at the lecture tomorrow.
 - a. were
 - b. is
 - c. will be
5. He said that he ... in Leningrad.
 - a. lives
 - b. will live
 - c. lived
6. We did not know whose things they
 - a. was
 - b. were
 - c. will be
7. He knew that Peter ... in Kiev.
 - a. were
 - b. will be
 - c. was
8. You are busy now, ...?
 - a. aren't you?
 - b. are you?
 - c. is you?

9. You did not see your friend yesterday, ...?
 - a. didn't you?
 - b. did you ?
 - c. will you?
10. He can read English
 - a. a little
 - b. a few
 - c. several
 - a.

Test 3. Complete the following sentences using the most appropriate forms of the verbs.

1. Jack has got a headache. He ... sleep well recently.
 - a) can't
 - b) couldn't have
 - c) hasn't been able to
2. I ... sleep for hours when I was a little girls.
 - a) could
 - b) am able to
 - c) can
3. Tom ... play tennis well but he ... play a game yesterday because he was ill.
 - a) couldn't, could
 - b) can, was able
 - c) can, couldn't
4. I didn't want to be late for the meeting. We ... meet at 5 sharp.
 - a) were to
 - b) had to
 - c) could
5. Where are my gloves? — I ... put them on because it's cold today.
 - a) can't
 - b) have to
 - c) needn't
6. You ... take an umbrella today. The Sun is shining.
 - a) needn't
 - b) mustn't
 - c) can't
7. I'm sorry, you didn't invite me to your birthday party. You ... invite me next time.
 - a) must
 - b) should
 - c) need to
8. Well, it's 10 o'clock. I ... go now.
 - a) can
 - b) has to
 - c) must
9. You ... smoke so much.
 - a) would
 - b) can't
 - c) shouldn't

10. We have got plenty of time. We ... hurry.

- a) must
- b) needn't
- c) should

Задание 4. Задания, направленные на развитие лексико-грамматических навыков и навыков письма

1. Выберите из скобок герундий или инфинитив.

1. I am planning ... (to visit/visiting) my granny next week. (Я планирую навестить бабулю на следующей неделе.)
2. When they finish ... (to eat/eating) their lunch, they'll go to the office. (Когда они закончат обедать, они отправятся в офис.)
3. He suggested ... (to buy/buying) some food. (Он предложил купить немного продуктов.)
4. Does Sally enjoy ... (to go/going) to the gym? (Сэлли нравится ходить в тренажерный зал?)
5. Don't put off ... (to write/writing) a report till the end of the month. (Не откладывай написание доклада до конца месяца.)
6. John refused ... (to answer/answering) my question. (Джон отказался отвечать на мой вопрос.)
7. My brother intends ... (to get/getting) married soon. (Мой брат намеревается скоро жениться.)
8. I think she didn't mean ... (to hurt/hurting) you. (Думаю, она не хотела обидеть тебя.)
9. Keep ... (to beat/beating) the eggs. (Продолжай взбивать яйца.)
10. Fred can't afford ... (to travel/travelling) this year. (Фред не может себе позволить в этом году путешествовать.)
11. We expect ... (to leave/leaving) tomorrow. (Мы собираемся уехать завтра.)
12. Mary decided ... (to fly/flying) to Venice. (Мэри решила полететь в Венецию.)
13. The sportsmen hope ... (to get/getting) the best results. (Спортсмены надеются добиться лучших результатов.)
14. Are you going to give up ... (to smoke/smoking)? (Ты собираешься бросать курить?)
15. They don't want ... (to have/having) any more children. (Они больше не хотят иметь детей.)

2. Выберите инфинитив с частицей to или без нее.

1. We can ... (speak/to speak) Spanish. (Мы умеем говорить по-испански.)
2. He often makes me ... (feel/to feel) guilty. (Он часто заставляет меня чувствовать виноватой.)
3. You have ... (be/to be) friendly and polite. (Ты должен быть дружелюбным и вежливым.)
4. She must ... (stay/to stay). (Она обязана остаться.)
5. The lawyer will ... (call/to call) you later. (Юрист позвонит вам позже.)
6. I'd like ... (send/to send) him a present. (Я бы хотела послать ему подарок.)
7. You'd better ... (move/to move) faster. (Тебе лучше двигаться быстрее.)

8. We heard somebody ... (enter/to enter) the apartment. (Мы слышали, как кто-то вошел в квартиру.)
9. Mother wants ... (paint/to paint) the walls in the kitchen. (Мама хочет покрасить стены на кухне.)
10. We decided ... (sell/to sell) the car. (Мы решили продать машину.)
11. He always fails ... (keep/to keep) his word. (Он всегда не сдерживает слово.)
12. I am trying ... (lift/to lift) this heavy stone. (Я пытаюсь поднять этот тяжелый камень.)
13. Let me ... (give/to give) you some advice. (Позволь мне дать тебе совет.)
14. It may ... (cost/to cost) too much. (Это может стоить слишком много.)
15. She saw him ... (cross/to cross) the street. (Она видела, как он переходит улицу.) **3.**

Составьте предложения, выбрав начало из первого столбца и окончание – из второго.

- | | |
|------------------------|--------------------------------|
| 1. She is interested | a) drinking alcohol. |
| 2. I would like | b) to seeing my daughter. |
| 3. You should give up | c) being ill. |
| 4. We really enjoy | d) laughing at her. |
| 5. I'm looking forward | e) to living in a dirty house. |
| 6. He is used | f) talking to drunk people. |
| 7. She pretended | g) swimming in the sea. |
| 8. Pamela is good | h) to have a cup of coffee. |
| 9. I couldn't help | i) in surfing the Internet. |
| 10. She avoids | j) at riding a horse. |

4. Translate the sentences into English.

1. Вы должны бросить курить.
2. Вечеринка была замечательная. Вам следовало прийти.
3. Ты можешь решить эту проблему.
4. Тебе следует навестить своего больного друга.
5. Тебе следовало навестить своего больного друга, но ты не навестил.
6. Не хотите еще чая?
7. Я вынужден был сделать это.
8. Я не знаю, почему мы спешили. Нам не нужно было спешить.
9. Я бы хотел пойти с тобой.
10. Ты можешь делать все, что хочешь.
11. Ольге нужно уделить больше внимания занятиям по английскому языку.
12. Я не уверен, но возможно он неправ.
13. Ему разрешили взять машину своего отца в прошлую пятницу.
14. Я могу считать до 50 на испанском.

ТЕМА 32. CLOTHES. FASHION

Задание 1. Перечень вопросов по теме для устного обсуждения:
 About how much money do you spend on clothes a year?
 Do you like shopping for new clothes?

Do you often buy new clothes?

Do you prefer to go shopping or just browse? Why? 5. Do you think men should be allowed to wear skirts?

What piece of clothing do you spend your money on the most? Why?

Do you read fashion magazines?

Do you sometimes wear a hat?

Do you think it is important to wear fashionable clothes?

Do you think it is important to be in fashion?

Do you wear jewelry?

If so, what kind of jewelry do you wear?

How often do you wear jewelry?

What is your most valuable piece of jewelry?

Do you wear the same color clothes now that you wore ten years ago?

Do you wear the same size clothes this year as you wore last year?

Do you think people feel different when they wear different clothes?

Have you ever made your own clothes?

If so, what did you make?

Do you often make your own clothes?

How many pairs of gloves do you have?

1. Questions on Styles, Clothing and Fashion-based Stereotypes

What would you think of a woman who cut off all her hair and went around bald as a fashion statement?

What do you think of a man who is bald for fashion's sake?

What do you think of women who wear short mini-skirts?

Do you think that the clothes we wear reflect what is inside us?

What do you think of people who always and only wear black?

What do you think of people with tattoos?

Do you have a tattoo?

Do you know someone with a tattoo?

What do you think of people with body piercing?

Do you have pierced ears?

Would you pierce other parts of your body?

What would you think of a high school student who always wore very conservative clothes?

What type of clothing do you wear when you are angry and you want to express yourself?

What colors do you choose to wear when you are happy?

Would you dress the same as you do in your country if you went to America for a visit?

Do you dress the same when you are depressed as you do when you are very happy?

a. In what ways do you dress differently?

If you went out with a group of high school friends, would you dress differently then if you went out with your grandmother and her friends?

In what ways does your Grandmother dress differently then you?

When you get old do you think you will dress like your grandmother or grandfather?

Задание 2. Перечень контрольных вопросов по теме:

1. Is it possible for women to wear too much make-up?
 - a. When is a person wearing too much make-up?
 - b. What do you think of men who wear make-up?
2. Is it possible to be beautiful without wearing any make-up, earrings or other accessories?
3. Do fashionable clothes really change the way a person looks?
4. What differences have you noticed in the fashions here and in your country?
5. What do you think of men who wear tights?
6. What do you think about secondhand clothes?
 - a. Why do you think people buy secondhand clothes?
 - b. Have you ever been to a store that sells secondhand clothes?
 - c. Have you ever bought secondhand clothes?
 - d. Would you buy secondhand clothes?
7. When and where did you buy an article of clothing you're wearing right now? Why did you choose it?
8. What would you think if the mother of the groom wore black at a wedding?
 - a. What would you think if a bride wore red?
 - b. Should a bride's dress be long or do you think it could be the length of a regular skirt?
9. What items of clothing do you consider provocative in this country?
 - a. What types of clothing are provocative in your country?
 - b. Do you ever dress this way?
10. What do you think of men wearing high heels?

Задание 3. Тесты по теме. Выбрать единственный верный вариант ответа.

Test 1.

1. If I ___ my entrance exams I ___ the happiest man in the world.
 - A) shall pass / would be
 - B) passed / am
 - C) passed / would have been
 - D) will pass / be
 - E) pass / shall be
2. What ___ you ___ if the train ___ in time?
 - A) will be / doing / come
 - B) did / will not come
 - C) do / didn't / come
 - D) have / done / came
 - E) will / do / doesn't come
3. If you ___ tickets we ___ Paris.
 - A) will buy / shall visit
 - B) bought / visit
 - C) buys / visited
 - D) were buying / should visit
 - E) buy / shall visit
4. If you are free, watch the film they ___ on TV.
 - A) shows

- B) showed
 C) are showing
 D) had showed
 E) have showed
5. If my friend ____ to our town next year I ____ him the sights of the city.
 A) shall come / show
 B) comes / shall show
 C) has come / is showing
 D) is coming / will show
 E) come / shows
6. If he ____ in Tokyo he ____ us.
 A) was / will visit
 B) were / would visit
 C) will be / will visit
 D) is / would visit
 E) are / will visit
7. What would you do if a millionaire ____ you a lot of money.
 A) gave
 B) give
 C) will give
 D) giving
 E) gives
8. If I ____ the car myself I ____ you use it.
 A) needed / would let
 B) don't need / would let
 C) didn't need / wouldn't let
 D) didn't need / would let
 E) doesn't need / would let
9. If I ____ you I ____ never her.
 A) am / shall forgive
 B) was / don't forgive
 C) were / would forgive
 D) had been / forgave
 E) shall be / would have forgiven
10. Many people would be out of work if that factory ____ down.
 A) had been closed
 B) were closed
 C) was closing
 D) is closed
 E) will be closed

Задание 4. Задания, направленные на развитие лексико-грамматических навыков и навыков письма

Future Simple. Exercises.

Упражнение 1. Write in I'll, we'll, he'll, she'll, they'll, it'll.

- I'd like to see animals. I think _____ go to the zoo today.
- Wendy likes dinosaurs. I think _____ go to the Natural History Museum.

3. We like dancing. I think _____ go to the disco.
4. My parents want to buy presents. I think _____ go to the gift shop. ' 5. Jim likes walking. I think _____ go to the park.
6. Put on your scarf and hat. I think _____ be cold today.
7. I want to watch a cartoon. I think _____ go to the cinema tomorrow.
8. Mike is ill. I don't think _____ go for a walk with him.

Упражнение 2 Постройте предложения о том, чем будут заниматься члены Вашей семьи в воскресенье. It will be Sunday tomorrow. Say what you and your family will do, making use of the following table.

Упражнение 3. Поставьте глаголы в скобках в форме **Future Simple (Indefinite)**

1. I think we _____ two return tickets. (to buy)
2. Kate _____ ten tomorrow. (to be)
3. My aunt _____ to Canada next summer. (to go)
4. I _____ you in the evening. (to phone)
5. I'm sure our 3-day tour _____ more than 5000 roubles. (to cost)

Упражнение 4. Вставьте 'll или won't.

1. Lucy was born in 1995. In 2007 she _____ be 12.
2. It's sunny today. It _____ rain.
3. Kelly is eleven today. She _____ be twelve until next year.
4. Rob is nine. He _____ be ten on his next birthday.
5. This month is May. It _____ be June next month.
6. Jenny: 'Mum, the bus is late. I _____ be home until eight o'clock.
7. It's 25 degrees today. It _____ snow tomorrow.
8. I sent the letter this afternoon. It _____ arrive until tomorrow.

Упражнение 5. Read the sentences in A and decide what to do. Use **I think I'll...** and the words in B. Прочитайте предложения в колонке A и найдите решение в колонке B. Напишите свои решения начиная с I think I'll...

Упражнение 6. Сделайте предложения помощи, используя Future Simple.

- 1 It's hot in here.
- 2 These boxes are heavy.
- 3 The windows are dirty.
- 4 I haven't got any money.

Упражнение 7. Complete the sentences. Use 'll or won't.

- Amy's brother is thirteen. He _____ be fourteen on his next birthday.
 I bought a lottery ticket, but I _____ win
 My dad is thirty-nine. He _____ be forty on his next birthday.
 My sister Mary is fifteen. She _____ be sixteen until next year.
 My brother's clever. He _____ pass all his exams.
 It's raining now. But it _____ be sunny later.
 Debbie and Bob are always late. They _____ arrive until eight o'clock.

Упражнение 8. *Опишите свои планы на день. Write about your plans for this afternoon.*

Begin like this:

First I'll have dinner. Then I'll go for a walk. After that ...

Упражнение 9. *Напишите в будущем времени.*

1. You can speak to him. _____ to him.
2. You can dance there. _____ there
3. We must stay here. _____ here
4. I can help you. _____ you
5. She must make sandwiches. _____ sandwiches.
6. She can read English books. _____ English books.
7. They can go to the party. _____ to the party.
8. They must invite their friends _____ their friends.
9. You can buy food there. _____ food there.
10. We can grow vegetables. _____ vegetables.

Упражнение 10. *Напишите свои мысли по поводу будущего ваших одноклассников. Write predictions about your classmates' future.*

Example:

I think Nick will be an engineer.

Упражнение 11. *Что Вы будете делать на летних каникулах. What will you do in the summer holidays? Use the words from the box.*

go to the theatre, go to the river, go to the zoo, collect pebbles, read books, read magazines, watch films, make friends, go sunbathing, write a diary I'll _____

I don't think I'll _____

Упражнение 12. *Вы на острове, что Вы будете делать? You are on an island. What do you think you'll do?*

1. Will you live in a cave or in a village? I think I'll live in a cave.
2. Will you sleep on the grass or in the tree? I think I'll _____ .
3. Will you eat caterpillars or snakes? _____
4. Will you go fishing or collect fruit? _____
5. Will you wash in the sea or in the river? _____
6. Will you ride a horse or an ostrich? _____
7. Will you make friends with dolphins or with parrots?

8. Will you drink milk or water? _____

Упражнение 13. *Напишите предложения помощи. Write sentences offering help. Use the words in the box.*

answer it, help you, close the window, buy you a drink, get you some fruit The phone is ringing. I'll answer it.

1. It's cold in here
2. I can't do my Maths homework.

3. I'm really thirsty.
4. I'm hungry.

ТЕМА №33. THERE IS/ THERE ARE. PARTS OF A HOUSE.

Задание 1. Прочитайте и переведите текст.

My sister's flat

My sister left her Institute two years ago and went to work to Norilsk. She is an engineer and works at a factory. She got a very comfortable flat last month in a new block-of-flats. It's on the third floor. I got a letter from my sister on the fifth of March with several pictures of the city and her flat.

This is a picture of my sister's flat. Look at it. There's a study and a bedroom in it? But there isn't a sitting-room or a dining-room. She has a living-room and she uses it as a sitting-room and a dining-room. There is also a kitchen and a bath-room in her flat, but you can't see them in this picture-

This is her living-room. The walls in the room are yellow. The ceiling's white and the floor's brown. You can see a square table in the middle of the room. There's a vase of flowers on it. There's an armchair and a lamp in the corner. There's also a piano in the room. My sister plays the piano very well. She loves music.

To the right of the piano you can see a door. It's open.

- Can you see a writing-table? - Yes, I can.
- Are there any books on it?
- Yes, there are some.- What else is there on the writing table?
- There is a telephone and a radio set on it.
- Is the television set on the table too? - No, I can't see it.
- Is there a sofa in the room? - No? There isn't a sofa, but there's a bookcase in the corner.
- Which room's this? - It's the study.

To the left of the piano you can also see a door. It's open too.

- Are there many things in that room?
- No, there aren't
- Which room's that? - It's the bedroom.
- Is my sister's flat comfortable?
- How many rooms are there in her flat?

Задание 2. Поставьте следующие предложения в отрицательную и вопросительную формы.

1. There's a blackboard in our classroom. 2. There are some English books on the table. 3. There were very many mistakes in your dictation. 4. There's a new grammar rule in Lesson Four. 5. There was a telegram on the table. 6. There was too little ink in my pen to write two letters. 7. He can skate. 8. They can come at five. 9. I can go to the theatre tonight. 10. My friend can play chess.

Задание 3. Переведите предложения на английский язык, обращая внимание на употребление оборота **there is (there are)**.

А. 1. В нашем городе много школ и пять институтов. 2. В прошлом году в нашем классе было двадцать учеников, а сейчас в нем только пятнадцать. 3. На том столе много журналов? — Нет, только два. 4. В этой комнате два окна. 5. Какие книги на

том столе? - На нем русские и английские книги. 6. На нашем заводе много инженеров. 7. На этом столе нет (никаких) тетрадей. 8. Сколь ко мальчиков и девочек в нашем классе? — Двенадцать мальчиков и восемь девочек. 9. Пять лет тому назад около нашего дома не было школы, а (но) теперь здесь большая новая школа.

Задание 4. Переведите на английский язык.

1. Многие семьи в Великобритании живут в пригороде.
2. Наша кухня просторная. Там есть плита, посудомоечная машина, холодильник и шкаф для посуды.
3. Наша квартира находится на седьмом этаже девятиэтажного дома.
4. К сожалению, в нашем доме нет лифта, и я каждый день поднимаюсь на пятый этаж.
5. У меня нет гаража, поэтому я оставляю свою машину на парковке.

Задание 5. Кейс-задача «House or flat: what is best».

ТЕМА 34. MEALS

Задание 1. Перечень вопросов по теме для устного обсуждения:

1. About how many different color foods did you eat for dinner last night?
 - Do you think about color when you are preparing a meal?
2. Are there any foods that you wouldn't eat as a child that you eat now?
3. Are you a good cook?
4. Are you a vegetarian?
5. Are you concerned about your daily calorie intake when choosing something to eat?
6. At what times do you usually eat your meals?
 - Breakfast?
 - Lunch?
 - Dinner?
7. Can you cook well?
8. Did you drink coffee this morning?
9. Did you eat lunch today?
10. Do you always eat dinner with your family?

Задание 2. Перечень контрольных вопросов по теме:

1. What is the food you like about your country?
2. What is the last meal you cooked for someone else?
3. What is the most expensive meal you have ever eaten?
4. What is the most expensive restaurant that you have ever been to?
 - What did you eat there?
 - When did you go?
 - Who did you go with?
5. What is the most unusual thing you've ever eaten? Did it taste good or bad?
6. What is the strangest thing you have ever eaten?
7. What is your favorite food?
 - Please describe your favorite food.
8. What is your favorite dessert?
9. What is your favorite fast food restaurant?
10. What is your opinion of Chinese food?
 - American food? British food?

- India food?
- Greek food?

Задание 3. Тесты по теме. Выбрать единственный верный вариант ответа.

Test 1.

1. Will you come along with us, ... you?

- a) will
- b) won't
- c) are
- d) aren't

2. Linda knows five languages, ... she?

- a) does
- b) doesn't
- c) do
- d) is

3. He can jump for 60 minutes without a break, ... he?

- a) can
- b) is
- c) isn't
- d) can't

4. We haven't got a chair, ... we?

- a) have
- b) haven't
- c) have not
- d) are

5. I didn't send a letter, ... I?

- a) didn't
- b) do
- c) am
- d) did

6. We are happy together, ... we?

- a) are
- b) do
- c) does
- d) aren't

7. She isn't nice and amiable, ... she?

- a) Is
- b) does
- c) do
- d) isn't

8. I'm tall and pretty, ... I?

- a) are
- b) am
- c) am not
- d) aren't

9. Let's change the subject, ... we?

- a) should

- b) shall
 - c) are
 - d) do
10. Nobody answered me, ...they?
- a) did
 - b) do
 - c) didn't
 - d) are

Test 2.

Выберите подходящее по смыслу слово

1. ... could you know that was pregnant?
- a) why
 - b) how
 - c) when
 - d) what
2. ... were you doing last Monday at 6 o'clock?
- a) what
 - b) why
 - c) when
 - d) who
3. ... was my dog in the evening? W... is he so muddy (грязный)?
- a) when/what
 - b) where/why
 - c) whom/when
 - d) who/where
4. ... do you go for a trip? – Twice a year.
- a) how much
 - b) how long
 - c) how often
 - d) how
5. ... mansion is it? – It's mine.
- a) who
 - b) whom
 - c) how
 - d) whose
6. W... of you (ПОДСКАЗКА: кого из вас) should I reprimand (делать выговор)? W... is to blame? a) what/whose
- b) which/who
 - c) what/whose
 - d) when/who
7. For ... are you going to purchase it? – For my little son.
- a) whose
 - b) whom
 - c) which
 - d) what
8. At ... do you aim? – I aim at money and power.

- a) why
 - b) which
 - c) what
 - d) who
9. How ... do you earn? W... is your salary?

- a) many/which
- b) much/what
- c) much/why
- d) many/whose

10. W... doctor do you like most of all? – Dr. Christina or Dr. Juliet? a) which
- b) when
 - c) why
 - d) whom

Test 3.

1. While they were on holiday their house was broken _____ and some valuable paintings were stolen. A) down

- B) into
- C) about
- D) away

2. After a bitter discussion they went _____ each other.

- A) to
- B) at
- C) off
- D) over

3. No one really believed it when the news came that Titanic had _____.

- A) gone away
- B) gone down
- C) gone out D) gone by

4. By the way, Bill, how much did that Regency desk go _____ in the auction on Saturday?

- A) away
- B) for
- C) in
- D) off

5. A: And another thing I'd like to say is that...

B: Sorry to _____, Mr. Green, but you're wanted on the phone.
It's your wife.

- A) butt in
- B) get through
- C) stop over
- D) go over

6. By the way, Clive _____ (paid a short visit) but you were out.
So I told him to come and see you tomorrow.

- A) fall for
- B) called by

- C) get by
D) cut down in
7. I was just getting out of the bath when the lights _____.
A) went up B) went off
C) went away
D) went down
8. Don't eat that cheese - it's _____!
A) gone away
B) gone out
C) gone off
D) gone down
9. He had such a strong accent that it was very difficult to _____ what he was saying. A) make up
B) make out
C) make over
D) make for
10. When the meeting had finished, they went _____ the plan once again. A) up
B) on
C) over
D) down
11. Lucille is _____ a difficult period at work right now.
A) going into
B) going over
C) going out of
D) going through.
12. Could you hand _____ a minute? I'll be right back.
A) on
B) in
C) up
D) on to
13. Now, James, are you quite sure that I'm not putting you _____ (putting you to any trouble)? A) after
B) by
C) out
D) over
14. The police are still looking for the three prisoners who _____ (escaped from) jail at the weekend. A) broke out of
B) set off
C) take up
D) cross out
15. My boss has _____ playing golf three afternoons a week.
A) taken over
B) taken to
C) taken for
D) taken out

Задание 4. Задания, направленные на развитие лексико-грамматических навыков и навыков письма

1. Составьте к данным ответам правильные вопросы, подставив подходящее слово.

1. How ... is your husband? – He is 42 years old.
2. How ... are your earrings? - \$ 25.99.
3. How ... is Moscow from Kazan? – It's about 800 km.
4. How ... do you go to the swimming-pool? – Twice a week.
5. How ... have you lived in Barcelona? – For 15 years.
6. How ... children do you have? – I have one son and two daughters.
7. How ... was he driving when the police saw him? – 100 km per hour.
8. How ... does it usually take you to get to your office from here? – Half an hour or so.
9. How ... wine is there in the bottle? – It's almost empty.
10. How ... is the blue whale? – It's about 150 tons.

2. Выберите из скобок подходящее слово. Переведите предложения.

1. How ... (many/much) cigarettes do you smoke a day?
2. How ... (many/much) money do you have today?
3. How ... (far/long) will it take us to go to the beach?
4. How ... (far/long) is Los Angeles from here?
5. How ... (far/long) have they been married?
6. How ... (fast/old) are the pyramids in Egypt?
7. How ... (often/big) do you go to the theatre?
8. How ... (tall/wide) is the river Volga?

3. Составьте вопросительные предложения, расставив слова по порядку. Переведите вопросы.

1. does – for dinner – Emma – have – what – usually ?
2. this – how much – is – sweater ?
3. they – start work – do – what time ?
4. how – go – does – to the Institute – Sally ?
5. languages – you – do – how many – foreign – speak ?
6. is – why – so – your sister – nervous ?
7. where – live – do – your parents ?
8. favourite – your – is – who – writer ?
9. old – are – how – your pupils ?
10. sandwich – which – you – like – would ?

4. Поставьте вопросительные слова.

1. ___ kind of bike have you got?
2. ___ river is longer: the Volga or the Mississippi?
3. ___ did you get here: by metro or by bus?
4. ___ is your little son crying?
5. ___ was the weather like yesterday?
6. ___ did you find my bag? – Under the bed.
7. ___ is your girlfriend speaking to?
8. ___ are your jeans? – They are very expensive.
9. ___ tall is that sportsman? – Over 190 cm.
10. ___ time do you finish school?

5. Какое вопросительное слово необходимо для составления вопроса к выделенным словам? Например: He phoned Michael. (Он позвонил Майклу.) – Whom? (Кому?)

1. Kevin likes Italian food so much.
2. We can go to the beach on Friday.
3. They went to New-York by car.
4. My flat is on the fifth floor. 5. The tickets cost 40 euros.
6. I am so sad because my dog is ill.
7. She danced with Tim at the party.

ТЕМА №35. WEATHER.

Задание 1. Put the verbs in the brackets into the Present Indefinite or the Future Indefinite Tense.

- 1) If Peter _____ (come) to my place, we _____ (go) to play in the yard.
- 2) If Peter _____ (not come) to my place, I _____ (watch) TV.
- 3) If Frank's parents _____ (have) their holidays in summer, they _____ (go) to the seaside.
- 4) If they _____ (have) their holidays in winter, they _____ (stay) at home.
- 5) If the fog _____ (thicken), Harold _____ (put up) the tent for the night.
- 6) When I _____ (finish) my work, I _____ (go) to the cinema. We _____ (buy) this book as soon as our mother _____ (give) us some money.
- 7) When we _____ (come) to your place you _____ (show) us your present.
- 8) I _____ (return) you your ring when you _____ (ask) me.
- 9) I _____ (wait) for my friend until he _____ (come) from the shop.
- 10) My father _____ (start) writing before the sun _____ (rise).
- 11) As soon as you _____ (finish) your study I _____ (present) you with a new flat.

Задание 2. Put the verb in the brackets in the correct tense to form the First Conditional.

Maria is a girl from your country. She is studying English and she'd like to visit an English-speaking country.

- 8) If Maria _____ (go) abroad, she _____ (go) to England or America. 9) She _____ (visit) London if she _____ (go) to England.
- 10) If she _____ (stay) in London, she _____ (spend) much money.
- 11) She _____ (not be able) to stay for long if she _____ (spend) all her money.
- 12) If her holiday _____ (be) very short, she _____ (not practice) her English.
- 13) It _____ (be) a pity if she _____ (not try) to speak English.

Задание 3. Connect the sentences with when or if to form the first conditional.

Jack will come. We shall play chess. — When Jack comes, we shall play chess. 7) All the pupils will come to school tomorrow. We shall write a test then.

8) I'll meet Ann after school. I'll give her my album.

9) You'll not do your homework. The teacher will be angry.

10) Mike won't come today. We'll play football without him.

11) I'll finish school with good marks. My father will take me to the seaside.

12) My school record may not be very good. Mom will be very upset.

Задание 4. Make conditional sentences.

13) I'll buy a colour film and take a lot of pictures if

14) I'll have a party and we can dance to music if

15) I'll go camping in the Lake District if

16) Molly'll learn a lot of things if

17) I shan't sit with you at the same desk unless

18) I'll send her a letter as soon as

19) If he does his homework every day he

20) If he comes in the afternoon we

21) If you live in a big city what?

22) If Milly gives me her address, I

23) If you don't stop talking, the teacher

Задание 5. Раскройте скобки в условных предложениях I типа и поставьте глаголы в правильную форму.

Ex: If it ... (rain), we ... (stay) at home. (Если пойдет дождь, мы останемся дома.) – If it rains, we shall stay at home.

6. If he ... (practice) every day, he ... (become) a champion. (Если он будет тренироваться каждый день, он станет чемпионом.)

7. She ... (help) us if we ... (ask). (Она поможет нам, если мы попросим.)

8. If they ... (have) enough money, they ... (open) a restaurant next year. (Если у них будет достаточно денег, они откроют ресторан в следующем году.)

9. I ... (not talk) to you anymore if you ... (insult) me. (Я не буду с тобой больше разговаривать, если ты обидишь меня.)

10. If Bob ... (not keep) his word, Anna ... (be angry) with him. (Если Боб не сдержит слово, Анна разозлится на него.)

ТЕМА № 36: THE BRITISH MUSEUM. PRESENT PERFECT

Задание 1. Вставьте соответствующую форму глагола to be:

1. My name ___ Maria, and I ___ a student at London University. My husband ___ a student here, too. We ___ from Britain. We ___ from Argentina.

2. Susie and Joshua ___ from South America. They ___ from Cape Town in South Africa.

3. Anya and Costas ___ from Europe. Anya ___ from Warsaw in Poland. Costas ___ from Poland. He ___ from Athens in Greece. I and I'm from Italy, I'm a student at Milan University. Here, I'm with my girlfriend. Her name's Claudia, and she ___ a student too.

Задание 2. Вставьте соответствующее притяжательное местоимение:

1. I'm an actor. ... job is very interesting. 2. We have a dog. ... name is Blackie. 3. We live in a small village. ... house is very pretty. 4. My sister works in a theatre. She loves ... job.

Задание 3. Вставьте глагол to be в форме Present Simple.

1. She ... a student. She ... a good student.

2. Where ... you from? – I ... from Moscow.

3. My mother ... not a teacher.

4. ... your brother at school? – Yes, he ... 5. My friend ... an engineer. He ... at work.

6. Nick ... not a college student. He ... a school boy. He ... at school now.

7. Helen ... a painter. She has some fine pictures. They ... on the wall.

8. ... this your book? – This book ... not mine. My book ... in my bag.

9. These ... his newspapers.

10. My uncle ... an office worker.

11. ... your parents at home? – No, they ... not.

12. Michael has a brother. His brother ... 30. He ... a worker. He ... at home.

Задание 4. Образуйте отрицательную и вопросительную форму предложений.

1. I visit my parents very often.

2. They live in Great Britain.

3. He goes to school by bus.

4. She lives in this house.

5. He wants to be a doctor.

6. They play tennis every Sunday.

7. We work every day.

8. My sister goes to bed at nine.

9. Usually I have dinner very late.

10. My brother watches TV every evening.

11. She likes classical music.

12. We go to the theatre once a month.

Задание 5. Раскройте скобки, употребляя глагол в форме Present Simple.

1. My working day (to begin) at seven o'clock.

2. I (not to walk) to work every morning.
3. She (to do) her morning exercises every day.
4. He (to speak) German.
5. I (to visit) my friend every week.
6. Her first class (to start) at eight o'clock.
7. Ann (not to read) a lot.
8. He always (to invite) his friends to his birthday party.
9. I (to go) for a walk every day.
10. She (to wash) her car once a week.
11. - ... your brother (live) in Moscow? - No, he (not). He live in Kiev.
12. There ... a policeman at the door.
13. - ... you (like) reading books? - Yes, I I (like) to read very much.
14. She ... pretty and friendly.
15. There ... some mistakes in your dictation.
16. Where ... the nearest bus stop, please?
17. - ... the shops open at 8 o'clock? - No, they ... closed.
18. It (sound) interesting.
19. You ... a teacher, aren't you?
20. The Hays (seem) to be a really happy family.

Задание 6. Раскройте скобки, употребляя глаголы в Present Continuous или Present Simple.

1. He (to work) in the center of the city.
2. I (to write) an exercise now.
3. You (to go) to school on Saturdays?
4. We (not to dance) every day.
5. They (to play) in the room now?
6. Where he (to live)? - He (to live) in a village.
7. He (to sleep) now?
8. They (to read) many books.
9. The children (to eat) soup now.
10. He (to help) his mother every day.
11. You (to play) the piano well?
12. Look! Kate (to dance) now.
13. His father (not to watch) TV at the moment. He (to sleep) because he (to be) tired.
14. Where your cousin (to work)? - He (to work) at school.
15. Your friend (to do) his homework now?

Задание 7. Раскройте скобки, используя правильную форму глагола:

1. My parents (not to live) in Moscow.
2. He (not to like) Chinese food.
3. Your cousin (to speak) Italian?
4. You (to help) your brother with the homework?
5. I'm a flight attendant. I (to travel) a lot.

Задание 8. Переведите предложения на английский язык:

1. Он никогда не выходит из дома (to leave the house).
2. Он всегда дома.
3. Он редко бывает дома.
4. Она редко смотрит телевизор (to watch TV).
5. Он никогда не просыпается поздно (late).

6. Мой кот всегда умывается.
7. Кто дает вам английские книги? – Мой преподаватель.
8. Кто из них работает в той компании? – Петров.
9. Кто приходит сюда утром? – Мы.
10. Чей сын изучает английский язык? – Наш сын.
11. Кто из вас изучает немецкий язык? – Иванов и Петров.
12. Кто разговаривает с вашим преподавателем сейчас? – Мой приятель.

Задание 9. Поставьте вопросы к выделенным словам:

1. Our teacher always speaks English in class (3).
2. We sometimes have English in the Evening (1).
3. My friends work at the Ministry of Foreign Trade. (3).
- We often have dictations in class (2).
5. They do a lot of exercises at home (2).
6. We are having our English now.

Задание 10. Составьте ситуации, используя данные слова и словосочетания.

1. *In the Morning*: to live, in the centre, to go, the office, to meet friends
2. *Before Classes*: to have one's English, in the evening, to go into the classroom, to speak to smb., to speak Russian
3. *In Class*: to have one's English, in the morning, to do exercises, a lot of, to have a dictation, sometimes
4. *At Home*: usually, to speak Russian, to do exercises, to copy out the new words, to learn the new words, often

Задание 11. Расскажите о своих занятиях, используя как можно больше слов и выражений урока. Начните с описания вашей аудитории.

Задание 12. Спросите вашего одноклассника по-английски:

1. где он живет, чем занимается, где работает;
2. какой иностранный язык он изучает, когда у него бывают уроки (утром или вечером), часто ли он пишет на уроке, много ли делает упражнений, часто ли разговаривает на уроке по-английски;
3. много ли английских книг он читает; часто ли говорит по-английски после уроков, по-русски или по-английски разговаривает дома.

Суммируйте полученные сведения в кратком сообщении.

Задание 13. Игра «Teacher». Условие: спросите вашего одноклассника, как перевести на английский язык следующие слова и словосочетания, попросите назвать по буквам те которые из названных слов, поблагодарите за каждый правильный ответ.

Образец: —What's the English for 'диктант'?

—A dictation.‖

—Please spell the word.‖

—D — i — c — t — a — t — i — o — n." —Thank you.‖ жить, работать, утром, вечером, на уроке, до урока, после урока, изучать, иностранный язык, делать упражнения, писать диктант, заниматься, первый, грамматика, стоять, редко, центр, когда

Тесты по теме:

Test 1.

1. Anna ... a good job.
- A) finds
- B) has found

- C) founded
D) have found
2. I ... a new flat a few months ago.
A) bought
B) have been buying
C) have bought
D) buy
3. ... Paul Simon's latest record?
A) Have you heard
B) Have you been hearing
C) Did you hear
D) Are you heard
4. Sorry. I ... one of your glasses.
A) have broken
B) broke
C) break
D) have been breaking
5. ... you ever ... to London?
A) has / been
B) have / been
C) have / were
D) have / be
6. I ... not ... him since June.
A) did / see
B) did / seen
C) have / saw
D) have / seen
7. They ... John yesterday.
A) met
B) have met
C) meetted
D) has met
8. Mary ... Paris for London in 2013.
A) has left
B) have left
C) left
D) leaved
9. I haven't done it
A) yet
B) already
C) just
D) since
10. She's ... the letter. She ... it yesterday.
A) wrote / wrote
B) written / written
C) wrote / written

D) written / wrote

ТЕМА №37: WILLIAM CAXTON. PRESENT PERFECT

Задание 1. Поставьте глаголы в скобках в Present Perfect.

He ____ (finish) training. She _____ (score) twenty points in the match. We ____ (watch) all the Champions League matches this season. That's amazing! She _____ (run) fifteen kilometers this morning! She _____ (buy) some really nice rollerblades! Oh, no! I _____ (lose) my money! My mum _____ (write) shopping list. It's on the kitchen table. Dad, you _____ (eat) my biscuit! I'm tired. I ____ (watch) three X-Files videos. Hurry up! They _____ (start) the film! Mary _____ (study) hard this year, so she'll pass her exams. Oh no! She _____ (drop) the plate! The garden is very green. It ____ (rain) a lot this month. These are my favourite trousers. I _____ (have) them for five years. Tom's my best friend. I _____ (know) him for three years. They _____ (live) in Miami for two years. Jo has earache. He _____ (have) it since 7 o'clock. Brad _____ (live) in Chicago since 1998.

Задание 2. Поставьте глаголы в скобках в Present Perfect negative.

I ____ (not clean) my football boots. They ____ (not start) their meal. I ____ (not do) my homework. He ____ (not win) all his matches this year. My brother and I _____ (not see) any films this week. It's my birthday party today. I _____ (not invite) many people. He ____ (not wash) his hands. They're very dirty. Mum's really angry. We ____ (not tidy) our room! I can't play with my friends this evening. I _____ (not finish) my homework. I _____ (not visit) New York for three years. Where's Alison? We _____ (not see) her since yesterday. Dad _____ (not take) a holiday since last August. John _____ (not play) the violin since he was school.

Задание 3. Complete the sentences. Use for or since.

- 1) lived in Washington _____ 1997.
- 2) Ben has studied English _____ three years.
- 3) They haven't visited their grandparents ____ months.
- 4) Julie's ill. She's been in bed ____ Tuesday.
- 5) My dad has had his car ____ sixteen.
- 6) It's been ten years _____ we moved to Oxford.

Задание 4. Пользуясь опорными словами, а также словами for и since составьте предложения в Present Perfect Simple.

- 1) Kate/be/in bed/a long time.
- 2) She / not eat / anything / this morning.
- 3) She / not see / her friends / a week.
- 4) She / stay / at home / Tuesday.
- 5) She / have / a red nose / three days.
- 6) She / not play / basketball / last weekend.
- 7) She / not do / any school work / Monday.

ТЕМА №38. AT SCHOOL AGAIN

Задание 1. Put the passive sentences in order.

in a lot of schools / are / used / Computers

_____ of plastic / made / are / CDs
_____ seen / The information / on a screen/can be
_____ are / very quickly / The answers / calculat-
ed
_____ played / The game / is / on a com-
puter
_____ with a modem / are / sent / E-mails
_____ is / on a disk / Information /
stored
_____ sent / Text messages / are / using mobile
phones
_____ to get information / used / is / The Inter-
net

Задание 2. Answer the questions using the words in brackets.

Do many tourists come to Britain? (is visited)

Where is the __garden of England? (is situated)

Does it snow in the mountains of Wales? (are covered with)

What language do people in Scotland speak? (is spoken)

Are there many seas around the country? (is surrounded by / is washed by)

Do they make world-famous crafts and clothes in Scotland? (are made)

Do many people know about the beautiful mountains and lakes of Wales? (are known all over the world)

Why is the green colour a symbol of Northern Ireland? (is covered)

Задание 3. Translate into English.

Слова написаны на доске.

_____ Эта книга продается во всех магазинах

_____ сто отправляют письма?

_____ приносят газеты?

_____ парк всегда показывают туристам.

_____ не дают в нашей школе.

_____ сты не учат наизусть.

Ему ча-

Когда

Этот

Завтрак

Эти тек-

Задание 4. Вставьте вместо пропусков слова, в соответствии с контекстом:

Everybody knows his own language, but it is useful to know _____ languages. Some people learn languages because they need them in their work, others travel _____, for the third studying languages is a hobby. People can not read books in _____, know more about different _____ and traditions without knowing foreign languages. If a person _____ a foreign language well, he'll be able to go to the library and take and read books by English and American writers in the original. Knowledge of foreign languages helps young people of different countries to understand each other, to develop friendship _____ them. But we should remember that learning a foreign language _____ time and patience.

English is one of the world languages. English is _____ by more than 350 million people. There's a wide range of materials and tools _____ to help you with your language studies, including dictionaries, grammar books, phrasebooks.

ТЕМА №39. JACK LONDON. BROWN WOLF-AFTER

ТЕМА №40. ROBIN HOOD. PAST CONTINUOUS

Задание 1. Раскройте скобки, употребляя глаголы в форме Past Continuous.

1. Around me people (to talk) German, Italian and English.

2. Robert (to talk) to some of the other guests on the terrace when Hardy came.

3. Michael (to look) at his watch.

4. All night long the stars (to glitter).

5. Lizzie (to eat) and didn't raise her head.

6. He drank some of the wine and ate several chunks of bread while he (to wait) for his dinner to come up.

7. The family (to prepare) for the party.

8. She (to argue) that only Belinda knew how to treat men.

9. A few minutes later Dixon (to hurry) through the streets to his bus stop.

10. They moved across the room, which (to start) to fill up, to a vacant corner.

Задание 2. Прочитайте текст и ответьте на вопросы.

Tom was sleeping in his bed when somebody stole his car. His wife was watching TV in the living-room. His mother, Mrs. Crown, was talking on the phone in her bedroom. His father, Mr. Crown, was playing cards with his neighbors. Tom's son was listening to mu-

sic with his headphones. And Tom's daughter was taking a shower. The dog wasn't barking.

1. Was Tom sleeping?

Crown talking on the phone in Tom's bedroom?

Crown playing chess or cards?

Tom's son listening to?

ter was taking a bath, wasn't she?

barking?

2. What was his

3. Was Mrs.

4. Was Mr.

5. What was

6. Tom's daugh-

7. Was the dog

Задание 3. Раскройте скобки, поставив глаголы в форму Past Continuous.

1) While I _____ (to copy) the exercise, my friends _____ (to describe) a picture.

2) When we came in, the children _____ (to clean) their desks.

3) We met her at the bus stop. She _____ (to wait) for the bus.

4) Some of the children _____ (to ski) while other children _____ (to skate). Everybody _____ (to have) a lot of fun.

5) When we came the family _____ (to get) everything ready for Christmas. Bob and Helen _____ (to decorate) the Christmas tree.

6) The girls _____ (to feed) the birds in the garden while the boys _____ (to make) a bird-house.

Задание 4. Из имеющихся слов составьте вопросы к готовым ответам. Все вопросы должны быть в Past Continuous.

1. Where | the white bears | swimming | were ? - In the swimming pool.

1. It | was | raining ? - Oh, no. It wasn't. The sun was shining brightly.

2. The elephant | what | eating | was ? - Some grass and fruit.

3. What | was | playing with | the monkey ? — With a small ball.

many lions | sleeping in the cage? — Both of them.

4. Were | how

Задание 5. Составьте вопросы в Past Continuous. Используйте вопросительные слова в скобках.

1. Were you watching TV at 11 o'clock last night? (when)

speaking about books at the lesson. (what, where)

2. After school they were practising a new game. (alternative)

3. When I came, Nick was cleaning his room, (what)

4. He was returning to his camp with a pail of water. (where?)

Задание 6. Прочитайте и переведите диалог:

— Good morning! Can I help you?

— Good morning. I have a sore throat.

— Is it difficult to breathe?

— Oh, yes, it is. It is difficult to swallow and breathe.

— Do you have a high temperature?

— No, I don't. Have you taken any medicine?

— Not yet.

— When did you fall ill?

— I fell ill two days ago.

— Will you open your mouth and show me your tongue? You are really ill.

— What should I do to get well?

— You should take warm milk with butter or mineral water and buy a good medicine for cold. You will also take vitamins.

— When should I visit you again?

— You will visit me in a week.

— Thank you very much.

— You are welcome.

Задание 7. Ролевая игра «At the hospital»:

Task: you want to visit a doctor because you have health problems (a sore throat, a bad cold, etc.). You need the doctor's ad-. The doctor will ask you some questions Don't forget to ask the doctor:

- What you should do to be healthy; - When you will visit the doctor again.

Remember to:

- be active and polite;
- get the needed information by asking questions; □ talk for 1,5-2 minutes.

Student

1. I suffer from a headache (quinsy, a sore throat, a broken leg an earache, a toothache). 2. I have a stomachache (a bad cold, the flu, a pain in heart, a pain in the chest, a pain in the lungs, a backache, high temperature, a pain in the neck).

1. What shall I take for to recover from my cold?

2. What should I do to get well (to be healthy)?

3. When should I visit you again?

Doctor

1. Can I help you? What's the matter?

2. Are you sneezing (coughing)?

3. Do you have a high temperature?

4. Is it difficult for you to swallow (to breathe)?
5. When did you fall ill?
6. Did you take any medicine (aspirin)?
7. Does it hurt to move? 8. Do you take regular exercises?
9. Do you have a pain in the stomach (in the chest)?
10. Do you regularly take your blood pressure?

Doctor's advice: после собеседования доктор дает каждому больному необходимую инструкцию, которую он читает вслух и говорит, что он сможет сделать, а что нет. (I can do it. I can't do it.)

Примерные карточки

Headache

- take the medicine three times a day;
- have a walk outdoors;
- never smoke to be healthy;
- take regular exercises;
- get up early and go to bed early;
- take a cool (cold) shower;
- take a good medicine for headache; — take vitamins; — have a good rest.

Quinsy, flu, sore throat, high temperature, cough, pain in the chest (lungs)

- stay in bed for 3 days (for a week, till the next day);
- drink warm milk with butter (honey, mineral water);
- take temperature twice a day;
- take (buy) a good medicine for colds;
- take vitamins;
- visit a doctor in three days (on Monday, next week).

Toothache

- buy the medicine for a toothache;
- go to the dentist (immediately);
- clean your teeth every morning and every evening;
- eat the right (healthy) food;
- too many sweets are bad for your teeth.

Stomachache

- take (buy) a medicine for a stomachache;
- eat the right food (healthy food, dairy products);
- keep to a diet, the wrong food makes you ill; — have a good rest;
- never smoke to keep fit.

Pain in the heart.

- have a rest;
- call a doctor if you have a strong pain in the heart;
- take the medicine (tablets) regularly;
- take vitamins, eat the healthy food (a lot of fruits and vegetables);
- take regular exercises;
- never smoke to keep fit;
- take blood pressure twice a day; — stay in bed for two days. **Примерная таблица:**

Name	Illness	Doctor's advice

ТЕМА №41. GREAT BRITAIN. PAST PERFECT.
ТЕМА №42. SCOTLAND. THE GERUND.

Задание 1. Поставьте глаголы из скобок в форму Past Perfect.

He never ... (be) to Oxford before. (Он никогда раньше не был в Оксфорде.)

When I found my camera the butterfly already ... (fly away). (Когда я нашел фотоаппарат, бабочка уже улетела.)

_____ Sandra ... (suffer) from pneumonia for many years. (Сандра страдала от пневмонии в течение многих лет.)

Tony ... (not appear) on TV before that. (Тони никогда раньше не появлялся на ТВ.)

My cousin ... (buy) the tickets before we came. (Мой кузен купил билеты до того, как мы пришли.)

I was too tired because my working day ... (start) at six. (Я слишком устал, потому что мой рабочий день начался в шесть.)

Задание 2. Поставьте глаголы из скобок в форму Past Simple и Past Perfect, обращая внимание на последовательность действий.

Ex: When my mum ... (appear), my father already ... (start) the car. – When my mum appeared, my father had already started the car. (Когда мама появилась, мой папа уже завел машину.)

1. When the police ... (arrive), we already ... (catch) the thief.

2. Jack ... (finish) the test before the bell ... (ring).

3. When Anna ... (come) to say good-night, her children already ... (fall asleep).

4. Scott already ... (prepare) the dinner when her husband ... (get) home from work.

5. When Brad and Susan ... (get married), they ... (know) each other for 3 years.

6. She ... (not enjoy) the film because she ... (read) the book before.

7. Our apartment ... (be) in a mess because I ... (have) a birthday party the night before.

8. We ... (not go) to a restaurant because we ... (spend) all our money on clothes.

9. Mary ... (can't go) skating after she ... (break) her leg.

10. Larry ... (be late) because he ... (get stuck) in a traffic jam.

Задание 3. Choose the past simple or the present perfect:

1. We _____ (go) to the theatre last week.
2. Yesterday I _____ (have) dinner with a friend.
3. I _____ (never / taste) champagne.
4. When I _____ (be) a child, I _____ (love) ice skating.
5. I _____ (not/ have) any coffee today – I feel very sleepy!
6. I _____ (not / drink) any coffee yesterday.
7. I _____ (read) all his books – I think he's a wonderful writer.
8. What _____ (do) at the weekend?
9. I _____ (always / love) tea – I drink it every day.
10. What subject _____ (she / study) at university?
11. John _____ (lose) his bus pass – can he borrow some money?
12. How long _____ (you / know) Susie for?
13. He _____ (be) married for ten years (but he got divorced).
14. _____ (you / ever / go) to Central Park in New York?
15. How many books _____ (she / write) so far?

Задание 4. Раскройте скобки и поставьте глаголы в Past Simple или Past Perfect.

1. It was the first time I (see) this film.
2. It was quite at home when I (get), so I (go) straight home.
3. He was driving along the forest when suddenly he (see) a car which (break) down, so we (stop) to see if we could help.
4. Mary (lend) Dick some money only after he (promise) to give it back the next day.
5. I (intend) to repair the car, but I ran out of time.
6. David (eat) Chinese food before so he (know) what to order.
7. He (open) the door that he (unlock) before.
8. When she (open) the fridge she (find) that her flat mate Lucy (drink) all the milk.
9. This was the third cake you (eat) this morning. The minister hardly (start) his speech he was interrupted.

Задание 5. Переведите предложения на английский

1. Когда он приехал, мы уже пообедали.
2. Он предложил перекусить, перед тем как начнем готовиться к экзамену, так как он ничего не ел с утра.
3. Она как раз вошла в дом, как только я ей позвонила.
4. Алиса пожаловалась, что набрала вес.
5. Впервые она была такой доброй с детьми.
6. Я надеялся, что они мне сообщат результат встречи. Но они не позвонили.
7. Когда я проснулся, жена уже отвела дочку в школу.
8. Он намеревался начать свое дело, но потратил деньги.
9. Я обнаружила, что забыла зонтик в автобусе, когда пошел дождь.
10. Это был единственный раз, когда я опоздал на работу.

ТЕМА № 43: THE GREAT FIRE OF LONDON

The London of the middle of the 17th century was a city of narrow, dirty streets. The streets were so narrow that it was often possible for a person at a window on one side of the street to shake hands with a neighbor on the other side. Rubbish lay piled up in dark comers. It is no wonder that epidemics were common.

The greatest epidemic was the plague which broke out in 1655. It was a sad time for London. Every house in which there were sick people was shut up, no one was allowed to go in or out, and the door of the house was marked with a red cross.

The following year the Great Fire took place. It broke out late on a Saturday night in a street not far from London Bridge. The summer had been dry; a hot east wind was blowing and the fire spread quickly.

The fire burned for five days and destroyed the greater part of the city. But it did the city good, as it cleared away the old wooden houses and the dirty, narrow streets.

A monument near London Bridge still marks the spot where the fire broke out. Sir Christopher Wren, the famous architect of that day, took part in rebuilding the city. Wider streets and brick houses were built. The old church of St. Paul was among the buildings destroyed by the fire. In its place Wren built the present St. Paul's Cathedral. He lays buried under the roof of his own great work. These words are written on his tomb: "If you want to see his monument, look around".

rubbish — мусор

it is no wonder — неудивительно

epidemics — эпидемия

common — обычный, часто случающийся

the plague — чума

to break out — возникнуть, разразиться

cross — крест

to spread (spread) — распространяться

to clear away — здесь: to destroy уничтожить

to bury — хоронить

tomb — могила

Тест:

1. There were several fires in London's history.

1) True

2) False

3) Not stated

2. The king's baker immediately warned the neighbours about the fire.

1) True

2) False

3) Not stated

3. The Lord Mayor ordered to destroy lots of buildings to stop the fire.

1) True

2) False

3) Not stated

4. Wren's plan of London's rebuilding was approved by the king.
1) True
2) False
3) Not stated
5. Christopher Wren agreed to create a monument to remind people about the Great Fire.
1) True
2) False
3) Not stated
6. There is a statue of King Charles II on top of the monument.
1) True
2) False
3) Not stated
7. Tourists can go up to the top of the London Monument.
1) True
2) False
3) Not stated
8. The London Monument is the only one in the capital dedicated to the Great Fire.
1) True
2) False
3) Not stated

TEMA №44 MORE ABOUT LONDON

London is the capital of England, the capital of Great Britain, and the capital of the United Kingdom. It is the largest town in Europe and one of the oldest towns in the world. The old Celts gave it its name, the Romans! made it the centre of their new colony, the Germanic invaders tried to burn and to destroy it, the victorious Normans made it the capital of the country.

The central part of London is full of historical remains. Nearly every building, every bridge, every street, palace, house, and stone — each of them has its own story, its own past. In London past and present are so mixed together that they cannot easily be separated and when you are in London you see the past in the present and the present in the past. The oldest part of London is called the City. In the City the streets and pavements are very narrow and the traffic is very heavy on weekdays. That is because the most important London firms and banks have offices there. But at weekends the City is almost dead. The most fashionable and the most expensive part to live in is the West End. It is situated between the City and Hyde Park. The City and the West End are the heart of London; they are the parts which everybody who comes to London must see and wants to see, because they are more interesting than any other part of London. All the most interesting buildings, shops and offices are situated here.

The Tower of London, the Bank of England, the Mansion House where the Lord Mayor lives, the Law Courts, and many interesting old churches are situated in the City. The

Houses of Parliament with Big Ben, Westminster Abbey, the National Gallery and many theatres and good shops are in the West End.

London has many bridges over the Thames, more than twenty but the most interesting of them all is the Tower Bridge situated near the Tower of London.

The Tower of London is an old castle, with high walls, high towers, small windows and large gardens. Once it was a royal residence, a strong fortress and a state prison. Here many important people, among them two wives of Henry VIII, were imprisoned and beheaded.

One of the oldest and the most famous places of London is St. Paul's Cathedral. It has been destroyed and rebuilt several times since the original construction in the 7th century. It stands in the centre of the so-called Little Britain. A large part of Little Britain was destroyed during the war: the houses that were close to the Cathedral's walls disappeared and for the first time in centuries St. Paul's Cathedral's beauty can be seen.

Задание 1:

A1. Match the words on the left to the appropriate translation to the right. (Установите соответствия между словами в левой колонке и их переводом в правой)

- | | |
|-------------|-------------|
| 1. monument | a) голос |
| 2. capital | b) памятник |
| 3. voice | c) башня |
| 4. tower | d) столица |

A2. Mark the sentences with the Present Continuous Tense. (Отметьте предложения в Present Continuous Tense.)

1. Travelling is not a waste of time.
2. They are staying in Ritz Hotel now.
3. She doesn't like her work.
4. Cinema is a place where people watch films.

A3. Choose the appropriate verb. (Выберите подходящий по смыслу глагол.)
People always ... famous people in the streets.

1. invite
2. offer
3. recognize
4. take

A4. Mark the inappropriate verb. (Отметьте глагол, не подходящий по смыслу.)
I... that handsome appearance can help you in your future job.

1. know
2. believe
3. prefer
4. suppose

B1. Finish the sentence. (Закончите предложение.)

My best friend wants to be a _____.

C1. Ask your friend why she/he wants to visit an English – speaking country? (Спроси своего друга, почему он/она хочет посетить англоязычную страну.)

Задание 2:**Decide which is correct: a, b, or c.**

1. The capital of Great Britain is:

1. Paris b) London c) Moscow

2. The population of London is more than

1. 10 million b) 5 million c) 7 million

3. An important date in English history is 1666 when

1. the Normans of France conquered England b) William the Conqueror became King of England c) it was one the worst fires in history, the Great Fire of London.

4. The Fire of London burnt for

1. 10 days and destroyed 20,000 houses b) 4 days and destroyed 13,000 houses c) 7 days and destroyed 16,000 houses.

5. The oldest part of London is

1. the City b) Westminster c) the East-End

6. The Queen of England lives in

1. Hampton Court Palace b) Buckingham Palace c) The Tower of London.

7. In front of Buckingham Palace there is

1. Nelson's Column b) Albert Memorial c) the Queen Victoria Memorial

8. The Prime Minister lives in

1. # 10 Downing Street b) Parliament Square c) Whitehall

9. Whitehall is

1. a fine building b) a wide street leading to Parliament Square c) a famous museum

10. The Bloody Tower is in

1. the Tower of London b) the Houses of Parliament c) Westminster Abbey.

Задание 3: Match 1 – 15 with a – o.

1. The City of London	1. was built after the Great Fire of London
2. Buckingham Palace	2. is for Queen Elizabeth home where she often stays at Christmas and Easter.
3. Trafalgar Square	3. was a fortress, a palace, a prison, a zoo, and now it is a museum.
4. Royal Opera House	4. is where the Queen lives.
5. St Paul's Cathedral	5. was built to remember the battle of Trafalgar.
6. Oxford Street	6. is London's biggest art museum.
7. The National gallery	7. is the lake in the middle of Hyde Park.
8. Windsor Castle	8. is one of the most famous libraries in the world.
9. Westminster Abbey	9. is Britain's main banking centre.
10. The Speaker's Corner	10. is London's main shopping centre.
11. The Tower of London	11. is in Covent Garden.
12. Regent's Park	12. is famous for its lake as well as for London Zoo.
13. The Serpentine	13. is the largest private collection in the world.
14. The Queen's Gallery	14. is in Hyde Park where anyone can make a speech.
15. The British Museum	15. is famous for the Poet's Corner.

ТЕМА №45 УПРАЖНЕНИЯ COMPLEX OBJECT

Выберите правильный вариант

Задание 1.

I saw her ... into the building.

- to come
- coming
- come

Задание 2.

I believed you ... three mobile phones.

- to have
- having
- have

Задание 3.

He made me ... the window.

- to close
- closing
- close

Задание 4.

I saw them ... in the park.

- to play
- playing

- play

Задание 5.

She believes Mark ... a good guy.

- to be
- being
- be

Задание 6.

I saw you ... in the park. Everybody liked it!

- to dance
 - to dancing
- dance

Задание 7.

Mr. Smith saw his friends ... the classroom.

- to leave
- leaving
- leave

Задание 8.

His mum wants him ... his homework.

- to do
- doing
- do

Задание 9.

Shh! I hear someone

- to cry
- crying

- cry

Задание 10.

He can't make me ... this!

- to do
- doing
- do

Задание 11.

I like him ... this task so well.

- to do
- doing
- do

Задание 12.

His mum allowed him ... home late tonight.

- to come
- coming
- come

Задание 13.

Mr. Brown would like his son ... a surgeon.

- to become
- becoming
- become

Задание 14.

I want my son ... more languages.

- to learn
- learning
- learn

Задание 15.

Don't let him ... you.

- to fool
- fooling
- fool

Задание 16.

I expect the weather ... good today.

- to be
- being

- be

Задание 17.

I felt someone ... me on the shoulder.

- to touch
- touching
- touch

Задание 18.

I heard her ... a famous English song.

- to sing
- singing
- sung

Задание 19.

I know her ... a good student.

- to be
- being
- be

Задание 20.

Rainy weather makes me ... bad.

- to feel
- feeling
- feel

ТЕМА № 46 ПОВТОРЕНИЕ ПРОЙДЕННОГО МАТЕРИАЛА**Задание 1. Прочитайте/переведите текст**

My friend's name is Peter. He and I are doctors now, but eleven years ago, we were students at a Medical college in Moscow.

We lived in a long way from the college, but we liked to walk there in fine weather.

Our classes usually lasted until four o'clock in the afternoon, and then we worked hard at home. We sometimes stayed after classes to play volleyball, but on weekdays we were usually at home by 9 o'clock. We received many medical journals and often discussed interesting articles in them.

In his third year, Peter decided to be a children's doctor, and now he works at a children's hospital in Kiev. He loves his work and often writes to me about it.

Ответьте на вопросы Whose name is Peter?

What does he do?

Was he a doctor eleven years ago?

When did he decide to be a children's doctor?

Does he like his work?

Задание 2. Переведите на английский язык следующие глаголы.

Благодарить, открывать, смотреть, закрывать, жить, работать, изучать, учить, переводить, ходить (пешком), возвращаться, оставаться, продолжаться, получать, заканчивать, обсуждать, отвечать, повторять, переписывать.

Задание 3. Закончите предложения, используя слова из рамки.

Barman, postman, receptionist, interpreter, pilot, accountant, shopkeeper, nurse, manager, architect, journalist

1. A _____ delivers letters.
2. A _____ sells things.
3. A _____ looks after money.
4. A _____ serves drinks.
5. A _____ gives people information.

Задание 4. Установите соответствие между определением и названием профессии.

- 1) someone who studies or works in physics

- 2) someone who designs clothes
 - 3) someone who works at the reception desk of a hotel
 - 4) someone who changes spoken words from one language to another
 - 5) someone whose job is to manage a company
 - 6) someone who gets cash or pays out money in a shop
 - 7) someone who writes computer programs
 - 8) someone who can count well and keeps the money records of a business
 - 9) someone whose job is to design buildings
- a programmer b manager c physicist d architect e receptionist f interpreter j cashier h accountant
i fashion designer

ТЕМА № 47 RUBBER.

Translate the text.

We all know what rubber is. We have seen it on the wheels of cars; we have used it to rub out mistakes in drawing; we have played games with rubber balls. When we press a piece of rubber we change its shape. But as soon as we stop pressing, the rubber springs back to its first shape; we therefore say that rubber is elastic.

Rubber was first used to make rubber balls. In 1492, Columbus sailed from Spain and discovered America. One of the many strange things which he and his men saw in America was a game played with rubber balls. They noticed that the rubber balls bounced much better than the balls which they had used in their own country. When they sailed home again they told their friends that the balls were made from the gum of a tree. Hundreds of years had passed before rubber was used in Europe and other parts of the world. Small pieces of rubber were brought to Europe, and kept by people who liked to collect strange things; but no one thought that rubber could be useful. Then an artist found out that rubber would rub out pencil marks. That was one of the first uses of rubber, and that is how it came to be called 'rubber'. Rubber trees grow only in countries where it is very hot and very damp. These countries are near the equator; so it was in the countries near the equator that men went out to hunt for the rubber trees. It was not easy to find the trees. In those hot damp lands, trees of many kinds grow so close together that it is difficult to travel through the forests. The men who were hunting for rubber trees found them growing wild in South America, in Central America, and in West Africa. Nearly all the world's rubber came from the great forests of America and West Africa.

Write down a new words.

bounce - попрыгивать,
close - близко
cross - пересекать
discover - открытие
draw - рисовать
find - находить
gum - смола
hunt - охотиться
hunter - охотник

mistake- ошибка
pause- пауза
rubber- резина
rub out- стирать
shape- форма
sink- топить
spring out- возвр.ся
therefore- следоват.но
wheel - колесо

ТЕМА № 48 CHARLES DARWIN.

Прочитать и перевести текст

Charles Darwin (1809—1882)

A hundred years ago people believed that plants and animals had always been as they are now. They thought that all the different sorts of living things, including men and women, were put in this world by some mysterious power a few thousand years ago.

It was Charles Darwin, born at Shrewsbury on the 12th of February, 1809, who showed that this was just a legend. As a boy Darwin loved to walk in the countryside, collecting insects, flowers and minerals. He liked to watch his elder brother making chemical experiments. These hobbies interested him much more than Greek and Latin, which were his main subjects at school.

His father, a doctor, sent Charles to Edinburgh University to study medicine. But Charles did not like this. He spent a lot of time with a zoologist friend, watching birds and other animals, and collecting insects in the countryside.

Then his father sent him to Cambridge to be trained as a parson. But Darwin didn't want to be a doctor or a parson. He wanted to be a biologist.

In 1831 he set sail in the Beagle for South America to make maps of the coastline there. Darwin went in the ship to see the animals and plants of other lands. On his voyage round the world he looked carefully at thousands of living things in the sea and on land and came to very important conclusions.

This is what he came to believe. Once there were only simple jelly-like creatures living in the sea. Very slowly, taking hundreds millions of years, these have developed to produce all the different kinds of animals and plants we know today. But Darwin waited over twenty years before he let the world know his great ideas. During that time he was carefully collecting more information. It showed how right he was that all living things had developed from simpler creatures.

He wrote a famous book 'The Origin of Species'.

People who knew nothing about living things tried to make fun of Darwin's ideas.

The development of science has shown that Darwin's idea of evolution was correct.

Read the text : Charles Darwin and say /What you know about Charles Darwin?

ТЕМА № 49 THE UNITED NATIONS.

Прочитать и перевести текст

The United Nations is an international organisation of countries. It was created for many reasons:

- There should be peace and security in the world after the Second World War.
- Countries should be friendly to each other.
 - Countries should help each other solve problems.
 - Human rights should be respected everywhere in the world.

After the Second World War the allied countries got together to discuss in which ways such an organization could be created. In 1945 50 countries got together in San Francisco and signed an agreement that created the United Nations. The United States invited the new UN to set up its headquarters in New York. The building was finished in 1952 and has been the permanent seat of the UN until today.

Membership

Membership is open to all peace - loving nations. Today there are about 200 countries in the UN - only very few have not become members.

Switzerland joined the UN in 2002 because the Swiss always wanted to be neutral.

The main parts of the UN

There are 5 main parts in this organization:

- The General Assembly
- The Security Council
- The Economic and Social Council
- The International Court of Justice
- The Secretariat

All countries get together in the General Assembly. It normally meets once a year, but it doesn't have any real power. It discusses problems and recommends ways to solve them. In the General Assembly each country has one vote.

The Security Council is the main body of the UN. It gets together almost every day and it has the most power. Member countries must do what the Security Council decides. There are 15 members in this council – five of them are permanent: The United States, Russia, China, France and Great Britain. These countries have a right to veto anything. The other 10 members change all the time. They stay in the Security Council for 2 years.

The Security Council makes very important decisions and all the countries have to obey them. It tries to keep peace in the world and also tries to solve conflicts that endanger world peace. It also sends peacekeepers to countries where there is trouble.

The World Court makes decisions when two countries argue about something. It has independent judges that are elected by the UN.

The Secretary General has a lot of power in the UN. He is the highest official and is elected for five years by the General Assembly. He often travels around the world to settle conflicts between countries.

At present, Ban Ki-moon is Secretary General of the UN. He was elected in 2006 and comes from South Korea. Austria also had a man in charge of the UN. Kurt Waldheim was Secretary General from 1972 to 1981.

The United Nations also has many other organisations The International Atomic Energy Agency (IAEA) tries to find out if countries have atomic weapons. Its seat is in Vienna. The World Health Organisation is a UN programme to help control diseases all over the world. UNICEF is an organisation to help children in need in poor countries.

The United Nations needs a lot of money to keep up all of these organisations and programmes. It gets most of its money from the world's rich countries like the United States (about 25%), Japan, Germany, France, Great Britain and Italy. A lot of the money is used for peacekeeping missions.

In the past few years—after the end of the Cold War—the United Nations have played a more important role in the world. In 1991, the UN voted to take action against Iraq, which invaded Kuwait. But if important countries do not agree in the Security Council, like in the Iraq War of 2003, the United Nations cannot do very much to prevent conflicts.

Прочитать и перевести текст

Maria Curie

Maria Curie was born in Warsaw on the 7th of November, 1867. Her father was a teacher of science and mathematics in a school in the town, and from him little Maria Sklodovska — which was her Polish name — learnt her first lessons in science. Maria wanted to study at the Sorbonne in Paris, and after many years of waiting she finally left her native land for Paris in 1891.

In Paris Maria began a course of hard study and simple living. She determined to work for two Master's degrees — one in physics, the other in mathematics. So she had to work twice as hard as any other student. Yet she did not have enough money to live on, and soon her strength was weakened, because she had no proper food and warmth. She lived in a small room in the poorest part of Paris. Night after night, after her hard day's work at the University she would climb to her poorly furnished room and work at her books for hours. Her meals were poor, sometimes no more than a few cherries, which she ate as she studied. Though she was often weak and ill under this hard life, she worked in this way for four years. Nothing could turn her from the way she had chosen.

Among the many scientists Maria met and worked with in Paris was one — Pierre Curie. Pierre Curie, born in 1859 in Paris, was the son of a doctor, and from his childhood he was interested in science.

At sixteen he was a Bachelor of Science, and he took his Master's degree in physics when he was eighteen. When he met Maria Sklodovska he was thirty-five years old and was already famous in Europe for his discoveries in magnetism. But in spite of the honour he had brought to France by his discoveries, the French Government could only give him a very small salary, and the University of Paris refused him a laboratory of his own for his research work.

Pierre Curie and Maria Sklodovska loved science more than anything else. Very soon they became the closest friends. They always worked together and discussed the many problems of their work. After a little more than a year they fell in love with each other, and in 1895 Maria Sklodovska became Madame Curie.

By this time Maria Curie had got her Master's degree in physics and mathematics, and was busy with research on steel. She now wanted to get a Doctor's degree.

For some time Pierre and Maria Curie were interested in the work of a French scientist named Becquerel. There is a metal called uranium which, as Becquerel discovered, emits rays very much like X-rays. These rays made marks on a photographic plate when it was covered in black paper. The Curies kept wondering about these rays of uranium. There were many questions that puzzled Maria Curie and her husband. Here, they decided, was the subject for Maria's Doctor's thesis.

The research was carried out under great difficulty. Madame Curie had to use an old store-room at the University as her laboratory — she was refused a better room. Here it was cold, there was no proper apparatus and the room was too small for research work. But Maria Curie had to make the best of it. Soon she discovered that the mysterious rays of uranium were much more peculiar than she believed. They were like no other known rays.

Maria Curie began to examine every known chemical body. After repeating her experiments time after time she found that a mineral called pitchblende emitted much more powerful rays than any she had found.

As Maria Curie had examined every known chemical element and none of them had emitted such powerful rays as pitchblende, she could only decide that this mineral must contain some new element. Here was a mystery. Scientists had said that every element was already known to them. But all Maria Curie's experiments proved one thing. Pitchblende must contain some new and unknown element. There was no other explanation for the powerful rays which it emitted. Scientists call the property of giving out such rays 'radio-activity', and Madame Curie decided to call the new element 'radium', because it was more strongly radio-active than any known metal.

Madame Curie-Sklodovska died in 1934. She was the leading woman scientist, the greatest woman of her time and was the first person who received the Nobel Prize twice.

Вопросы для обсуждения:

1. She died of ... poisoning .
2. She enjoyed her term and could send ... to her father and her sister.
3. She met soon Pierre Curie, a young
4. Maria was the youngest of five children in the
5. In 1906 her husband died in an
6. In 1911 she got a Nobel Prize in
7. Maria died in ... 1934 in Paris.
9. Maria became a ... to a family.
10. They won a Nobel Prize in ... in 1903.
11. Maria's sister Bronya was studying medicine in
12. Maria Curie was born in Warsaw, ... in 1867.
13. Her ... died in 1877.
14. Marie and Pierre started examining ... and other elements.
15. When her sister Bronya got married, she invited Maria to live with them and study at the
16. Pierre and Marie fell in ... immediately and got married.
17. Maria studied Physics and
18. We all owe Marie Curie our respect and
19. Her ... worked as teachers.

ТЕМА № 51 TEXT: «A.CONAN DOYLE».

Прочитать и перевести текст

Arthur Conan Doyle was a famous British writer best known by the series of books about Sherlock Holmes. At the same time he led a medical career and supported spiritualism. The author of subtle detective stories was born on May 22nd, 1859, in the family of Irish Catholics. He got his middle name in honor of his father's uncle, who was a writer and painter. His mother, Mary Foley, was passionate about literature and books. She had a great talent of a narrator that Arthur inherited. The future writer had to grow in a strange family, as his father suffered from alcoholism and had psychological problems. They often

experienced financial difficulties. When the boy was 9, some rich relatives offered to pay his education at a noble Jesuit college.

While studying, Arthur developed hatred of class and religious prejudice, as well as physical punishment. The only happy moment were connected with the encouraging letters he received from his mother. At school his favourite pastimes were cricket and storytelling. The classmates often gathered around him and spent hours listening to his fictional stories. In 1876, he graduated from college and returned to his native Edinburgh. At that time his father was in bad condition and had to be placed in a psychiatric hospital. Under the influence of Dr. Waller, who rented a room in their house, Arthur decided to pursue medical career and entered the University of Edinburgh. There, he met future writers R. L. Stevenson and J. Barrie. As a student, he tried his talent in literary field.

The first story that he wrote was “The Mystery of Sasassa Valley”. He created it under the influence of his favourite writers’ works. At that time he admired E. A. Poe and B. Harte. The same year he wrote “The American Tale” which was published in “London Society” journal. In 1880, he travelled and worked as a doctor on a ship’s board. This period of his life was later described in his autobiography. A year later he explored the western coastline of Africa working on a steamship’s board. In 1882, he opened the first medical cabinet in Portsmouth. In his free time he wrote detective stories. In 1885, he married Louise Hawkins. A year later, he seriously took up literature. Soon, he published “A Study in Scarlet” story, where for the first time he mentioned Sherlock Holmes and Dr. Watson.

In 1891, Doyle decided to quit his medical practice and concentrate on writing. The same year the magazine “Strand” asked him to write more detective stories about Sherlock Holmes. Starting from 1892 he travelled a lot with his family. At the same time he was working on the novel “Uncle Barnak”. In 1896, Arthur was again in England and he wrote his first theater play called “Sherlock Holmes”. In 1906, his wife died and he remarried the next year. With his new wife he had three more children. During the World War I, Doyle lost many friends and close relatives. In the early 1920s, he took up spiritualism and lectured this science in many countries. His last book “The Maracot Deep and Other Stories” was written in 1929. The writer died on July 7th, 1930 of a heart attack.

3.2. Типовые контрольные задания для промежуточной аттестации обучающихся

Перечень вопросов к экзамену:

1. Алфавит. Типы чтения гласных.
2. Устная практика: «About myself».
3. «About myself». Фонетика: I, I:/air.ear, u, our.
4. Указательные местоимения.
5. Устная практика: «My family».
6. «My future profession». Специальные вопросы. What are you?
7. Утвердительная форма глагола to have в настоящем времени.
8. Специальные вопросы (What is he? What are you?).
9. Множ. число имен существительных.
10. Местоимения: some, any, no. Глагол to have в вопросительной и отрицательной форме.
11. Устная практика: «In the street».

- 12.оборот there is /are.
13. Устная практика: «We learn English». Грамматика: Present Indefinite.
14. Текст «Bob and Rose». Грамматика: Present Indefinite. Числительные.
15. Устная практика: «Jane Brown», «At school».
16. Устная практика: «The time».
17. «Parts of the day».
18. Устная практика: «Parts of the day» 2.
19. Устная практика: «Seasons».
20. Устная практика: «Oleg's working day». Грамматика: Present Continuous.
21. Грамматика: Степени сравнения многосложных прилагательных.
22. Устная практика: «Olay invites Mary to her house». Степени сравнения многосложных прилагательных.
23. «Dagestan».
24. Устная практика: «John Taylor».
25. Модальные глаголы.
26. The Test.
27. Устная практика: «About libraries». Грамматика: Some, any, no, every.
28. Устная практика: «Yura meets Vadim».
29. Устная практика: «Victor couldn't go to the match»: Past Indefinite модальных глаголов.
30. Текст: «A busy day»
31. Текст: «Means of transport». Лексика:
32. Устная практика: «Clothes».
33. «Their's».
34. Текст «Meals»
35. Устная практика: «Weather».
36. Устная практика: «The British Museum».
37. Устная практика: «William Saxton».
38. Устная практика: «At school again».
39. Текст «Jack London».
40. Текст «RobinHood».
41. Текст «Great Britain».
42. Текст «Scotland».
43. Текст: «The Great fire of London».
44. Текст «More about London» «The British Museum Library».
45. Устная практика: «The five senses» Participle. Complex object.
46. REVISION: упр.4, 5.
47. Устная практика: «Rubber».
48. Устная практика: «Charles Darwin».
49. Устная практика: «The United Nations».
50. Устная практика: «Maria Curie».
51. Устная практика: «A.Conan Doyle».

IV. МЕТОДИЧЕСКИЕ МАТЕРИАЛЫ, ОПРЕДЕЛЯЮЩИЕ ПРОЦЕДУРЫ ОЦЕНИВАНИЯ ЗНАНИЙ, УМЕНИЙ, НАВЫКОВ, ХАРАКТЕРИЗУЮЩИЕ ЭТАПЫ ФОРМИРОВАНИЯ КОМПЕТЕНЦИЙ

Процедура оценивания – порядок действий при подготовке и проведении аттестационных испытаний и формировании оценки.

Процедура промежуточной аттестации проходит в соответствии с Положением о промежуточной (рубежной) аттестации знаний обучающихся и обучающихся ДГУНХ.

Аттестационные испытания проводятся преподавателем (или комиссией преподавателей – в случае модульной учебного предмета), ведущим лекционные занятия по данной дисциплине, или преподавателями, ведущими практические и лабораторные занятия (кроме устного экзамена). Присутствие посторонних лиц в ходе проведения аттестационных испытаний без разрешения ректора или проректора не допускается (за исключением работников университета, выполняющих контролирующие функции в соответствии со своими должностными обязанностями). В случае отсутствия ведущего преподавателя аттестационные испытания проводятся преподавателем, назначенным письменным распоряжением по кафедре.

Инвалиды и лица с ограниченными возможностями здоровья, имеющие нарушения опорно-двигательного аппарата, допускаются на аттестационные испытания в сопровождении ассистентов-сопровождающих.

Во время аттестационных испытаний обучающиеся могут пользоваться программой учебной учебного предмета, а также с разрешения преподавателя справочной и нормативной литературой, непрограммируемыми калькуляторами.

Время подготовки ответа при сдаче зачета/экзамена в устной форме должно составлять не менее 40 минут (по желанию обучающегося ответ может быть досрочным). Время ответа – не более 15 минут.

При подготовке к устному экзамену экзаменуемый, как правило, ведет записи в листе устного ответа, который затем (по окончании экзамена) сдается экзаменатору.

При проведении устного экзамена экзаменационный билет выбирает сам экзаменуемый в случайном порядке.

Экзаменатору предоставляется право задавать обучающимся дополнительные вопросы в рамках программы учебного предмета текущего семестра, а также, помимо теоретических вопросов, давать задачи, которые изучались на практических занятиях.

Оценка результатов устного аттестационного испытания объявляется обучающимся в день его проведения. При проведении письменных аттестационных испытаний или компьютерного тестирования – в день их проведения или не позднее следующего рабочего дня после их проведения.

Результаты выполнения аттестационных испытаний, проводимых в письменной форме, форме итоговой контрольной работы или компьютерного тестирования, должны быть объявлены обучающимся и выставлены в зачётные книжки не позднее следующего рабочего дня после их проведения.

**Лист актуализации фонда оценочных средств учебного предмета
«Иностранный язык»**

Фонд оценочных средств учебного предмета пересмотрен,
обсужден и одобрен на заседании методической комиссии

Протокол от « _____ » _____ 20 ____ г. № _____

Председатель метод. комиссии _____

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