ГАОУ ВО «ДАГЕСТАНСКИЙ ГОСУДАРСТВЕННЫЙ УНИВЕРСИТЕТ НАРОДНОГО ХОЗЯЙСТВА»

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КАФЕДРА АНГЛИЙСКОГО И РУССКОГО ЯЗЫКОВ

ФОНД ОЦЕНОЧНЫХ СРЕДСТВ

ПО ДИСЦИПЛИНЕ «ИНОСТРАННЫЙ ЯЗЫК»

СПЕЦИАЛЬНОСТЬ - 38.02.01 «ЭКОНОМИКА И БУХГАЛТЕРСКИЙ УЧЕТ» (ПО ОТРАСЛЯМ)

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Сертификат: 00A9E2DAF91A2F57E988B751E574CFCC
Владелец: Бучаев Ахмед Гамидович
Действителен: с 23.09.2025 до 17.12.2026

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Составитель **-** Магомедова Карина Мурадовна, старший преподаватель кафедры английского и русского языков ДГУНХ.

Внутренний рецензент: Батырмурзаева Ума Мамашевна, кандидат филологических наук, доцент кафедры английского и русского языков ДГУНХ.

Внешний рецензент: Абдуллабекова Умсалимат Багаутдиновна, кандидат филологических наук, научный сотрудник ДФИЦ РАН.

Фонд оценочных средств дисциплины «Иностранный язык» разработан в соответствии с требованиями федерального государственного образовательного стандарта высшего образован среднего профессионального образования по специальности *38.02.01 Экономика и бухгалтерский учет (по отраслям), утвержденного приказом Министерства образования и науки Российской Федерации от 24 июня 2024г. №437, в соответствии с приказом от 24 августа 2022г., №762 «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 по дисциплине «Иностранный язык» размещен на официальном сайте www.dgunh.ru.

Магомедова К.М. Фонд оценочных средств по дисциплине «Иностранный язык» для специальности 38.02.01 «Экономика и бухгалтерский учет» (по отраслям) – Махачкала: ДГУНХ, 2026 г. - 84с.

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Рекомендован к утверждению руководителем образовательной программы СПО – программы подготовки специалистов среднего звена по специальности 38.02.01 Экономика и бухгалтерский учет (по отраслям), к.э.н. Алиханова Р.А.

Одобрен на заседании кафедры английского и русского языков 24 февраля 2026 г. протокол №6.

Содержание

Назначение фонда оценочных средств 4
I. ПЕРЕЧЕНЬ ПЛАНИРУЕМЫХ РЕЗУЛЬТАТОВ ОСВОЕНИЯ ОБЩЕОБРАЗОВАТЕЛЬНОЙ ДИСЦИПЛИНЫ В СООТВЕТСТВИИ С ФГОС СПО НА ОСНОВЕ ФГОС СОО 5
II. ОПИСАНИЕ ПОКАЗАТЕЛЕЙ И КРИТЕРИЕВ ОЦЕНИВАНИЯ КОМПЕТЕНЦИЙ НА РАЗЛИЧНЫХ ЭТАПАХ ИХ ФОРМИРОВАНИЯ, ОПИСАНИЕ ШКАЛ ОЦЕНИВАНИЯ 6
2.1 Структура фонда оценочных средств для текущего контроля успеваемости и промежуточной аттестации 6
2.2 Критерии оценивания результатов освоения дисциплины на различных этапах их достижения по видам оценочных средств 10
2.3. Критерии и шкала оценивания результатов обучения по дисциплине при экзамене / зачете / дифференцированном зачете 19
III. ТИПОВЫЕ КОНТРОЛЬНЫЕ ЗАДАНИЯ ИЛИ ИНЫЕ МАТЕРИАЛЫ, НЕОБХОДИМЫЕ ДЛЯ ОЦЕНКИ РЕЗУЛЬТАТОВ ОСВОЕНИЯ ДИСЦИПЛИНЫ, ХАРАКТЕРИЗУЮЩИХ ЭТАПЫ ФОРМИРОВАНИЯ КОМПЕТЕНЦИЙ В ПРОЦЕССЕ ОСВОЕНИЯ ОБРАЗОВАТЕЛЬНОЙ ПРОГРАММЫ 20
3.1. Типовые контрольные задания для текущего контроля успеваемости обучающихся 20
3.2. Типовые контрольные задания для промежуточной аттестации обучающихся 71
IV. МЕТОДИЧЕСКИЕ МАТЕРИАЛЫ, ОПРЕДЕЛЯЮЩИЕ ПРОЦЕДУРЫ ОЦЕНИВАНИЯ РЕЗУЛЬТАТОВ ОСОВЕНИЯ ДИСЦИПЛИНЫ, ХАРАКТЕРИЗУЮЩИЕ ЭТАПЫ ФОРМИРОВАНИЯ КОМПЕТЕНЦИЙ..... 84

Назначение фонда оценочных средств

Фонд оценочных средств (ФОС) составляется в соответствии с требованиями ФГОС СПО для проведения промежуточной аттестации обучающихся по дисциплине «Иностранный язык» на соответствие их учебных достижений поэтапным требованиям соответствующей основной профессиональной образовательной программы (ОПОП). ФОС является составной частью рабочей программы дисциплины.

Фонд оценочных средств для проведения промежуточной аттестации обучающихся по дисциплине «Иностранный язык» включает в себя: перечень компетенций с указанием этапов их формирования в процессе освоения ОПОП; описание показателей и критериев оценивания компетенций на различных этапах их формирования, описание шкал оценивания; типовые контрольные задания или иные материалы, необходимые для оценки знаний, умений, навыков и (или) опыта деятельности, характеризующих этапы формирования компетенций в процессе освоения ОПОП; методические материалы, определяющие процедуры оценивания знаний, умений, навыков и (или) опыта деятельности, характеризующих этапы формирования компетенций.

Фонд оценочных средств 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 студенты должны иметь равные возможности добиться успеха.

Основными параметрами и свойствами ФОС являются:

- предметная направленность (соответствие предмету изучения конкретной учебной дисциплины);
- содержание (состав и взаимосвязь структурных единиц, образующих содержание теоретической и практической составляющих учебной дисциплины);
- объем (количественный состав оценочных средств, входящих в ФОС);
- качество оценочных средств и ФОС в целом, обеспечивающее получение объективных и достоверных результатов при проведении контроля с различными целями.

I. ПЕРЕЧЕНЬ ПЛАНИРУЕМЫХ РЕЗУЛЬТАТОВ ОСВОЕНИЯ ОБЩЕОБРАЗОВАТЕЛЬНОЙ ДИСЦИПЛИНЫ В СООТВЕТСТВИИ С ФГОС СПО НА ОСНОВЕ ФГОС СОО

Освоение содержания дисциплины «Иностранный язык» обеспечивает достижение обучающимися следующих результатов:

Код и наименование формируемых компетенций	Планируемые результаты освоения	
	Общие	Дисциплинарные (предметные)
ОК 01. Выбирать способы решения задач профессиональной деятельности применительно к различным контекстам	**ОР1** - готовность к активной деятельности технологической и социальной направленности, способность инициировать, планировать и самостоятельно выполнять такую деятельность; **ОР2** - интерес к различным сферам профессиональной деятельности. **ОР3** - Овладение универсальными учебными познавательными действиями	**ДР1** - владеть основными видами речевой деятельности в рамках тематического содержания речи профессий. **ДР2** - создавать устные связные монологические высказывания **ДР3** - воспринимать на слух и понимать звучащие до 3,5 минут аутентичные тексты, содержащие отдельные неизученные языковые явления, не препятствующие решению коммуникативной задачи, с разной глубиной проникновения в содержание текста **ДР4**- читать про себя и понимать несложные аутентичные тексты разного вида, жанра и стиля объемом 700-900 слов, содержащие отдельные неизученные языковые явления, с различной глубиной проникновения в содержание текста **ДР5**- владеть фонетическими навыками: различать на слух и адекватно, без ошибок, ведущих к сбою коммуникации, произносить слова с правильным ударением и фразы с соблюдением их ритмоинтонационных особенностей, в том числе применять правило
ОК 04. Эффективно взаимодействовать и работать в коллективе и команде	**ОР1**- готовность к саморазвитию, самостоятельности и самоопределению; **ОР2**- овладение навыками учебно- исследовательской, проектной и социальной деятельности; **ОР3** - овладение универсальными коммуникативными действиями	**ДР1**- уметь вести разные виды диалога **ДР2** - иметь опыт практической деятельности в повседневной жизни

ОК 09. Пользоваться профессиональной документацией на государственном и иностранном языках	**ОР1**- наличие мотивации к обучению и личностному развитию; **ОР2**- овладение универсальными учебными познавательными действиями **ОР3** - формирование научного типа мышления, владение научной терминологией, ключевыми понятиями и методами; **ОР4** - осуществлять целенаправленный поиск переноса средств и способов действия в профессиональную среду	**ДР1** - воспринимать на слух и понимать звучащие до 3,5 минут аутентичные тексты, содержащие отдельные неизученные языковые явления, не препятствующие решению коммуникативной задачи, с разной глубиной проникновения в содержание текста: с пониманием основного содержания, пониманием нужной/интересующей/запрашиваемой информации; **ДР2** - -владеть навыками распознавания и употребления в устной и письменной речи не менее 1650 лексических единиц **ДР3** - -иметь опыт практической деятельности в повседневной жизни

II. ОПИСАНИЕ ПОКАЗАТЕЛЕЙ И КРИТЕРИЕВ ОЦЕНИВАНИЯ КОМПЕТЕНЦИЙ НА РАЗЛИЧНЫХ ЭТАПАХ ИХ ФОРМИРОВАНИЯ, ОПИСАНИЕ ШКАЛ ОЦЕНИВАНИЯ

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

№ п/п	***Контролируемые темы дисциплины***	***Код контролируемой компетенции***	***Планируемые результаты обучения, характеризующие этапы формирования компетенции***	***Наименование оценочного средства***	
				Текущий контроль успеваемости	***Промежуточная аттестация***
1.	**Раздел 1** Тема №1.1 Повседневная жизнь семьи. Внешность и характер членов семьи	**ОК 01** **ОК 04** **ОК 09**	**ОК 01** Общие результаты: ОР1, ОР2, ОР3 Дисциплинарные результаты: ДР1, ДР2, ДР3, ДР4, ДР5 **ОК 04** Общие результаты: ОР1, ОР2, ОР3 Дисциплинарные результаты: ДР1, ДР2 **ОК 09** Общие результаты: ОР1, ОР2, ОР3, ОР4 Дисциплинарные	Выполнение тестовых заданий, грамматических и лексических упражнений Коллоквиум	Контрольные вопросы (Задания 1,2) Тестирование (Задание 3)

			результаты: ДР 1, ДР2, ДР3		
2.	**Тема 1.2** Молодёжь в современном обществе. Досуг молодёжи увлечения и интересы	**ОК 01** **ОК 04** **ОК 09**	**ОК 01** Общие результаты: ОР1, ОР2, ОР3 Дисциплинарные результаты: ДР1, ДР2, ДР3, ДР4, ДР5 **ОК 04** Общие результаты: ОР1, ОР2, ОР3 Дисциплинарные результаты: ДР1, ДР2 **ОК 09** Общие результаты: ОР1, ОР2, ОР3, ОР4 Дисциплинарные результаты: ДР 1, ДР2, ДР3	Решение фонетических упражнений Выполнение тестовых заданий, грамматических и лексических упражнений	Контрольные вопросы (Задание 1) Дискуссии (Задание 2) Тестирование (Задание 3)
3.	**Тема 1.3** Условия проживания в городской и сельской местности	**ОК 01** **ОК 04** **ОК 09**	**ОК 01** Общие результаты: ОР1, ОР2, ОР3 Дисциплинарные результаты: ДР1, ДР2, ДР3, ДР4, ДР5 **ОК 04** Общие результаты: ОР1, ОР2, ОР3 Дисциплинарные результаты: ДР1, ДР2 **ОК 09** Общие результаты: ОР1, ОР2, ОР3, ОР4 Дисциплинарные результаты: ДР 1, ДР2, ДР3	Выполнение тестовых заданий, грамматических и лексических упражнений Коллоквиум	Контрольные вопросы (Задание 1) Дискуссии (Задание 2) Тестирование (Задание 3)
4.	**Тема 1.4** Покупки: одежда, обувь и продукты питания	**ОК 01** **ОК 04** **ОК 09**	**ОК 01** Общие результаты: ОР1, ОР2, ОР3 Дисциплинарные результаты: ДР1, ДР2, ДР3, ДР4, ДР5 **ОК 04** Общие результаты: ОР1, ОР2, ОР3 Дисциплинарные	Выполнение тестовых заданий, грамматических и лексических упражнений Аудирование и чтение	Контрольные вопросы (Задание 1) Дискуссии (Задание 2) Тестирование (Задание 3)

			результаты: ДР1, ДР2 **ОК 09** Общие результаты: ОР1, ОР2, ОР3, ОР4 Дисциплинарные результаты: ДР1, ДР2, ДР3		
5.	**Тема 1.5** Здоровый образ жизни и забота о здоровье: сбалансированное питание. Спорт. Посещение врача	**ОК 01** **ОК 04** **ОК 09**	**ОК 01** Общие результаты: ОР1, ОР2, ОР3 Дисциплинарные результаты: ДР1, ДР2, ДР3, ДР4, ДР5 **ОК 04** Общие результаты: ОР1, ОР2, ОР3 Дисциплинарные результаты: ДР1, ДР2 **ОК 09** Общие результаты: ОР1, ОР2, ОР3, ОР4 Дисциплинарные результаты: ДР 1, ДР2, ДР3	Выполнение тестовых заданий, грамматических и лексических упражнений Проведение контрольной работы Коллоквиум	Контрольные вопросы (Задание 1) Дискуссии (Задание 2) Тестирование (Задание 3)
6.	**Тема 1.6.** **Туризм. Виды отдыха**	**ОК 01** **ОК 04** **ОК 09**	**ОК 01** Общие результаты: ОР1, ОР2, ОР3 Дисциплинарные результаты: ДР1, ДР2, ДР3, ДР4, ДР5 **ОК 04** Общие результаты: ОР1, ОР2, ОР3 Дисциплинарные результаты: ДР1, ДР2 **ОК 09** Общие результаты: ОР1, ОР2, ОР3, ОР4 Дисциплинарные результаты: ДР 1, ДР2, ДР3	Выполнение тестовых заданий, грамматических и лексических упражнений Аудирование и чтение	Контрольные вопросы (Задание 1) Дискуссии (Задание 2) Тестирование (Задание 3)
7.	**Тема 1.7** **Страна, страны изучаемого языка**	**ОК 01** **ОК 04** **ОК 09**	**ОК 01** Общие результаты: ОР1, ОР2, ОР3 Дисциплинарные результаты:	Выполнение тестовых заданий, грамматических и	Контрольные вопросы (Задание 1) Дискуссии (Задание 2)

			ДР1, ДР2, ДР3, ДР4, ДР5 **ОК 04** Общие результаты: ОР1, ОР2, ОР3 Дисциплинарные результаты: ДР1, ДР2 **ОК 09** Общие результаты: ОР1, ОР2, ОР3, ОР4 Дисциплинарные результаты: ДР 1, ДР2, ДР3	лексических упражнений Коллоквиум	Тестирование (Задание 3)
8.	**Тема 1.8** Россия	**ОК 01** **ОК 04** **ОК 09**	**ОК 01** Общие результаты: ОР1, ОР2, ОР3 Дисциплинарные результаты: ДР1, ДР2, ДР3, ДР4, ДР5 **ОК 04** Общие результаты: ОР1, ОР2, ОР3 Дисциплинарные результаты: ДР1, ДР2 **ОК 09** Общие результаты: ОР1, ОР2, ОР3, ОР4 Дисциплинарные результаты: ДР 1, ДР2, ДР3	Проведение контрольной работы Проведение опроса по изученному материалу	Контрольные вопросы (Задание 1) Дискуссии (Задание 2) Тестирование (Задание 3)
9.	**Раздел 2. Тема 2.1** Современный мир профессий Проблемы выбора профессий. Роль иностранного языка в вашей профессии	**ОК 01** **ОК 04** **ОК 09**	**ОК 01** Общие результаты: ОР1, ОР2, ОР3 Дисциплинарные результаты: ДР1, ДР2, ДР3, ДР4, ДР5 **ОК 04** Общие результаты: ОР1, ОР2, ОР3 Дисциплинарные результаты: ДР1, ДР2 **ОК 09** Общие результаты: ОР1, ОР2, ОР3, ОР4 Дисциплинарные результаты: ДР 1, ДР2, ДР3	Выполнение тестовых заданий, грамматических и лексических упражнений Коллоквиум	Контрольные вопросы (Задание 1) Дискуссии (Задание 2) Тестирование (Задание 3)

10.	**Тема № 2.2** Государственные учреждения, бизнес и услуги	**ОК 01** **ОК 04** **ОК 09**	**ОК 01** Общие результаты: ОР1, ОР2, ОР3 Дисциплинарные результаты: ДР1, ДР2, ДР3, ДР4, ДР5 **ОК 04** Общие результаты: ОР1, ОР2, ОР3 Дисциплинарные результаты: ДР1, ДР2 **ОК 09** Общие результаты: ОР1, ОР2, ОР3, ОР4 Дисциплинарные результаты: ДР1, ДР2, ДР3	Выполнение тестовых заданий, грамматических и лексических упражнений Коллоквиум	Контрольные вопросы (Задание 1) Дискуссии (Задание 2) Тестирование (Задание 3)

2.2 Критерии оценивания результатов освоения дисциплины на различных этапах их достижения по видам оценочных средств

Балльно-рейтинговая система является базовой системой оценивания сформированности компетенций обучающихся.

Итоговая оценка сформированности компетенции(й) обучающихся 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 сформированности компетенции(й) по дисциплине складывается из двух составляющих:

✓ первая составляющая – оценка преподавателем сформированности компетенции(й) в течение семестра в ходе текущего контроля успеваемости (максимум 100 баллов). Структура первой составляющей определяется технологической картой дисциплины, которая в начале семестра доводится до сведения обучающихся;

✓ вторая составляющая – оценка сформированности компетенции(й) обучающихся на экзамене (максимум – 30 баллов) или на зачете (максимум – 20 баллов).

4 – балльная шкала	***«отлично»***	***«хорошо»***	***«удовлетворительно»***	***«неудовлетворительно»***
100-балльная шкала	85 и ≥	70 – 84	51 – 69	0 – 50
Бинарная шкала	Зачтено			Не зачтено

ПЕРЕЧЕНЬ ОЦЕНОЧНЫХ СРЕДСТВ

№ п/п	наименование оценочного средства	характеристика оценочного средства	Представление оценочного средства в фонде
УСТНЫЕ ОЦЕНОЧНЫЕ СРЕДСТВА			
1	Круглый стол, дискуссия, полемика, диспут, дебаты, опрос	Оценочные средства, позволяющие включить обучающихся в процесс обсуждения спорного вопроса, проблемы и оценить их умение аргументировать собственную точку зрения.	Перечень дискуссионных тем для проведения круглого стола, дискуссии, полемики, диспута, дебатов
2	Ролевая игра	Совместная деятельность группы обучающихся под управление преподавателя с целью решения учебных и профессионально-ориентированных задач путем игрового моделирования реальной проблемной ситуации. Позволяет оценивать умение анализировать и решать типичные профессиональные задачи	Тема (проблема), концепция, роли и ожидаемый результат по каждой игре
ПИСЬМЕННЫЕ ОЦЕНОЧНЫЕ СРЕДСТВА			
3	Эссе	Средство, позволяющее оценить умение обучающегося письменно излагать суть поставленной проблемы, самостоятельно проводить анализ этой проблемы с использованием концепций и аналитического инструментария соответствующей дисциплины, делать выводы, обобщающие авторскую позицию по поставленной проблеме.	Тематика эссе
4	Реферат	Продукт самостоятельной работы обучающегося, представляющий собой краткое изложение в письменном виде полученных результатов теоретического анализа определенной научной (учебно-исследовательской) темы, где автор раскрывает суть исследуемой проблемы, приводит различные точки зрения, а также собственные взгляды на нее.	Тематика рефератов
5	Тест	Система стандартизированных заданий, позволяющая автоматизировать процедуру измерения уровня знаний и умений обучающегося.	Фонд тестовых заданий
6	Грамматические и лексические упражнения	Задания, способствующие формированию лексических и грамматических навыков овладения английским языком	Фонд грамматических и лексических упражнений
7	Упражнения для чтения	Задания, способствующие формированию фонетических навыков	Фонд упражнений на чтение

		и навыков беглого чтения на английском языке	

КРИТЕРИИ И ШКАЛА ОЦЕНИВАНИЯ ОТВЕТОВ НА УСТНЫЕ КОНТРОЛЬНЫЕ ВОПРОСЫ

№ п/п	критерии оценивания	количество баллов	оценка/зачет
1.	1) полно и аргументированно отвечает по содержанию задания; 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.	10	отлично
2.	студент дает ответ, удовлетворяющий тем же требованиям, что и для оценки «5», но допускает 1-2 ошибки, которые сам же исправляет.	8	хорошо
3.	ставится, если студент 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
4.	студент 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 студента, которые являются серьезным препятствием к успешному овладению последующим материалом.	0	неудовлетворительно

КРИТЕРИИ И ШКАЛА ОЦЕНИВАНИЯ РЕЗУЛЬТАТОВ ТЕСТИРОВАНИЯ

№ п/п	тестовые нормы:% правильных ответов	количество баллов	оценка/зачет
1	90-100 %	29-30	
2	80-89%	25-26	
3	70-79%	20-21	
4	60-69%	17-18	
5	50-59%	14-15	
6	менее 50%	0	

КРИТЕРИИ И ШКАЛА ОЦЕНИВАНИЯ РЕФЕРАТОВ

№	критерии оценивания	количество	оценка/зачет

п/п		баллов	
1	выполнены все требования к написанию и защите реферата: обозначена проблема и обоснована её актуальность, сделан краткий анализ различных точек зрения на рассматриваемую проблему и логично изложена собственная позиция, сформулированы выводы, тема раскрыта полностью, выдержан объём, соблюдены требования к внешнему оформлению, даны правильные ответы на дополнительные вопросы.	*4 балла*	
2	основные требования к реферату и его защите выполнены, но при этом допущены недочеты. В частности, имеются неточности в изложении материала; отсутствует логическая последовательность в суждениях; не выдержан объем реферата; имеются упущения в оформлении; на дополнительные вопросы при защите даны неполные ответы.	*3 балла*	
3	имеются существенные отступления от требований к реферированию. В частности: тема освещена лишь частично; допущены фактические ошибки в содержании реферата или при ответе на дополнительные вопросы.	*2 балла*	
4	тема освоена лишь частично; допущены грубые ошибки в содержании реферата или при ответе на дополнительные вопросы; во время защиты отсутствует вывод.	1 балл	
5	тема реферата не раскрыта, обнаруживается существенное непонимание проблемы.	*0 баллов*	

КРИТЕРИИ И ШКАЛА ОЦЕНИВАНИЯ ПИСЬМЕННЫХ ЗАДАНИЙ ТРЕНИРОВОЧНОГО ХАРАКТЕРА

(лексико-грамматические упражнения, работа по карточкам, домашнее задание)

№ п/п	критерии оценивания	количество баллов
1	Задание выполнено полностью: цель домашнего задания успешно достигнута; основные понятия выделены; наличие схем, графическое выделение особо значимой информации; работа выполнена в полном объёме.	5
2	Задание выполнено: цель выполнения домашнего задания достигнута; наличие правильных эталонных ответов; однако работа выполнена не в полном объёме.	4
3	Задание выполнено частично: цель выполнения домашнего задания достигнута не полностью; многочисленные ошибки снижают качество выполненной работы.	3
4	Задание не выполнено, цель выполнения домашнего задания не достигнута.	менее 2

КРИТЕРИИ И ШКАЛА ОЦЕНКИ ДИСКУССИИ

БАЛЛЫ	***СОДЕРЖАНИЕ (Монолог)***	***Взаимодействие с собеседником и оформление речи (максимум 5 баллов)***

за содержание		*Взаимодействие с собеседником (максимум 2 балла)*	*Лексическое оформление речи (максимум 1 балла)*	*Грамматическое оформление речи (максимум 1 балла)*	*Фонетическое оформление речи (максимум 1 балла)*
5	Коммуникативная задача полностью выполнена: цель общения успешно достигнута, тема раскрыта в заданном объеме. Участник демонстрирует умение развернуто, логично и точно высказываться на заданную тему. Участник высказывает интересные и оригинальные мысли, относящиеся к обсуждаемой теме. Грамотно ставит проблему, анализирует, сравнивает и обобщает данные представленные в задании, аргументирует свою точку зрения, делает выводы.	**2 балла** Участник способен логично и связно задавать интересные вопросы по теме мини презентации. Все три вопроса заданы. Участник правильно и оригинально отвечает на все вопросы собеседника, показывая, что он является очевидцем событий.	**1 балл** В речи участника нет лексических ошибок; словарный запас участника богат, разнообразен и адекватен поставленной задаче.	**1 балл** В речи участника нет грамматических ошибок; речь участника богата разнообразными и грамматическими конструкциями.	**1 балл** В речи участника нет фонетических ошибок. Беглый темп речи.
4	Коммуникативная задача выполнена не полностью: цель общения в основном достигнута, однако тема раскрыта не в полном объеме. Выделена проблема, есть вывод.	**2 балла** В целом участник способен логично и связно задавать вопросы и давать правильные ответы. Все три вопроса заданы. Однако вопросы и 3 ответа на них не отличаются оригинальностью, в ответах нет живости и нет указаний на то, что корреспондент находится на	**1 балл** В речи участника нет лексических ошибок; словарный запас участника богат, разнообразен и адекватен поставленной задаче.	**1 балл** В речи участника нет грамматических ошибок; речь участника богата разнообразными и грамматическими конструкциями.	**1 балл** В речи участника нет фонетических ошибок. Беглый темп речи.

		месте событий.			
3	Коммуникативная задача выполнена частично: цель общения достигнута не полностью, тема раскрыта в ограниченном объеме: проблема не поставлена.	**1 балл** Участник способен задать 3 вопроса и ответить на 3 вопроса собеседника, однако задает вопросы, ответы на которые прозвучали в речи собеседника либо при поддержании беседы дает не вполне соответствующие содержанию и логике ответы. Или допускает отдельные фактические ошибки.	**0 баллов** В речи участника присутствуют лексические ошибки (больше 3х). Словарного запаса не хватает для общения в соответствии с заданием.	**0 баллов** В речи участника присутствуют грамматические ошибки (больше 3х).	**0 баллов** В речи участника присутствуют фонематические ошибки (больше 3х).
2	Коммуникативная задача не выполнена: цель общения не достигнута, содержание не соответствует коммуникативной задаче. Заметно отклонение от темы.	**0,5 балл** Участник задает не 3 вопроса, а меньше. Не может ответить на все вопросы собеседника. ИЛИ: Участник не способен самостоятельно задавать вопросы и отвечать на вопросы партнера адекватно. В значительной степени зависит от помощи со стороны собеседника.	**0 баллов** В речи участника присутствуют многочисленные лексические ошибки (больше 3х), в том числе затрудняющие понимание. Словарного запаса не хватает для общения в соответствии с заданием.	**0 баллов** В речи участника присутствуют многочисленные грамматические ошибки (больше 3х), в том числе затрудняющие понимание.	**0 баллов** Понимание речи участника затруднено из-за большого количества фонематических ошибок, медленный темп речи.
1	Отказ от ответа	**0 баллов** Отказ от выполнения задания по диалогу.	**0 баллов** В речи участника присутствуют многочисленные	**0 баллов** В речи участника присутствуют многочисленные грамматические	**0 баллов** Понимание речи участника затруднено из-за большого

			лексические ошибки (больше 3х), в том числе затрудняющие понимание. Словарного запаса не хватает для общения в соответствии с заданием.	ошибки (больше 3х), в том числе затрудняющие понимание.	количества фонематических ошибок, медленный темп речи.

КРИТЕРИИ И ШКАЛА ОЦЕНИВАНИЯ РОЛЕВОЙ ИГРЫ

	1-2 балла	***3-4 балла***	***5 баллов***
Содержательность выступлений	Содержание выступления не полное, используются абстрактные факты, осознанность темы игры	Содержание выступления полное, используются абстрактные факты, осознанность темы игры	Содержание выступления полное, используются конкретные факты, осознанность темы игры
Структурированность	Логичность, нерациональное использование времени	Логичность, рациональность использования времени	Системность, логичность, рациональность использования времени
Формулировка вопросов: проблемность, конкретность и четкость	Отсутствуют все критерии	Присутствует только конкретность и четкость	Присутствуют все критерии
Культура общения	Выразительность речи	Выразительность речи, свободное владение материалом	Выразительность речи, умение уважительно отвечать собеседникам, свободное владение материалом

КРИТЕРИИ И ШКАЛА ОЦЕНИВАНИЯ ЗАДАНИЙ НА ЧТЕНИЕ

№п/п	**Критерии оценивания**	**Количество баллов**	**Оценка/зачет**
1.	1) понимает основное содержание прочитанного и услышанного материала, почти все детали и смысловые связи между	*10 баллов*	

	содержательными компонентами и частями текста; 2) свободно оперирует программным учебным материалом в незнакомой ситуации по аспектам языка при непосредственном общении; 3) содержание высказывания отличается связностью, полнотой, спонтанностью, беглостью, аргументированностью, выражением собственной точки зрения, привлечением сведений из других учебных курсов; 4) речь лексически и грамматически разнообразна, допускаются 1-3 ошибки (единичные ошибки, исправляемые путем самокоррекции, не учитываются).		
2.	1) понимает основное содержание прочитанного и услышанного материала, значительную часть деталей и основные смысловые связи между содержательными компонентами и частями текста; 2) свободно оперирует программным учебным материалом в частично измененной ситуации; 3) содержание высказывания соответствует ситуации общения, отличается связностью, полнотой, спонтанностью, беглостью, хорошо аргументировано; 4) речь лексически и грамматически разнообразна, допускаются 4-5 ошибки (единичные ошибки, исправляемые путем самокоррекции, не учитываются).	*9 баллов*	
3.	1) понимает основное содержание прочитанного и услышанного материала и половину деталей; 2) коммуникативная задача решается в пределах знакомой ситуации; 3) речь лексически и грамматически разнообразна; 4) высказывания логичны, аргументированы и построены на основе известных алгоритмов, допускаются ошибки на изученный программный учебный материал (6-7 ошибок).	*8 баллов*	
4.	1) понимает основное содержание прочитанного и услышанного материала	*7 баллов*	

	и некоторые детали; 2) коммуникативная задача решается в пределах знакомой ситуации; 3) речь лексически и грамматически разнообразна; 4) высказывания логичны, построены на основе известных алгоритмов, допускаются ошибки на изученный программный учебный материал (8-9 ошибок).		
5.	1) достаточно полно понимает основного содержания прочитанного и услышанного, но без деталей; 2) коммуникативная задача решается по образцу в знакомой ситуации; 3) речь лексически и грамматически разнообразна; 4) допускаются ошибки языкового характера на изученный программный учебный материал (10-11 ошибок).	*6 баллов*	
6.	1) понимает значительную часть основного содержания прочитанного и услышанного, но без деталей; 2) коммуникативная задача решается по образцу в знакомой ситуации; 3) осознанно воспроизводит программный учебный материал по образцу; 4) допускаются ошибки, не препятствующие пониманию смысла высказывания (до 12 ошибок).	*5 баллов*	
7.	1) воспроизводит большую часть общего содержания прочитанного и услышанного материала; 2) говорит на уровне механического воспроизведения большей части текста, образца; 3) многочисленные фонетические и грамматические ошибки затрудняют понимание смысла высказывания.	*4 балла*	
8.	1) частично воспроизводит содержание прочитанного и услышанного материала, состоящего из простейших слов и предложений; 2) говорит на уровне механического воспроизведения отдельных предложений; 3) выполняет простые инструкции; 4) многочисленные ошибки затрудняют понимание смысла высказывания.	*1 балла*	
9.	1) различает отдельные слова и фразы	*2 балла*	

	при чтении и аудировании; 2) говорит на уровне отдельных слов и словосочетаний; 3) выполняет простейшие инструкции.		
10.	1) узнает отдельные слова при чтении, аудировании и говорении с помощью преподавателя.	*1 балл*	

КРИТЕРИИ И ШКАЛА ОЦЕНИВАНИЯ ЭССЕ (СОЧИНЕНИЯ)

***Ф.И.О. студента*_____**

Возможное число баллов	***2***	***1***	
Структура			
Соответствует теме			***Не соответствует теме***
Тема раскрыта глубоко			***Тема раскрыта поверхностно***
Аргументация			
Аргументы логически структурированы			***Аргументы разбросаны, непоследовательны***
Факты представлены точно			***Много сомнительных или неточных фактов***
Строгий критический анализ ключевых понятий (концепций)			***Недостаточное использование ключевых понятий***
Новизна			
Оригинально и творчески			***Не совсем оригинально***
Стиль			
Аккуратное письмо			***Неуклюжее письмо***
Концентрированный текст			***Излишние повторения***
Оформление			
Четко и хорошо оформленная работа			***Неопрятная и трудно читаемая работа***
Разумный объем			***Слишком длинная/короткая работа***
Грамотность			
Грамматически правильные предложения			***Много грамматических ошибок***
Нет орфографических ошибок			***Есть орфографические ошибки***
Эффективное использование схем/таблиц для подтверждения аргументов			***Неэффективное использование схем/таблиц для подтверждения аргументов***
Источники			
Адекватное использование источников			***Плагиат***

***Сумма баллов* _____.**

2.3. Критерии и шкала оценивания результатов обучения по дисциплине при экзамене / зачете / дифференцированном зачете

При дифференцированном зачете:

№ п/п	Критерии оценивания	Шкала оценок	
		Сумма баллов по	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 приемами выполнения практических задач по формированию компетенций.	51 и выше	Отлично (зачтено) (высокий уровень сформированности компетенции)
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 также имеет достаточно полное представление о значимости знаний по дисциплине.		Хорошо (зачтено) (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.		Удовлетворительно (зачтено) (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 данной дисциплине.	менее 51	Неудовлетворительно (не зачтено) (недостаточный уровень сформированности компетенции)

III. ТИПОВЫЕ КОНТРОЛЬНЫЕ ЗАДАНИЯ ИЛИ ИНЫЕ МАТЕРИАЛЫ, НЕОБХОДИМЫЕ ДЛЯ ОЦЕНКИ РЕЗУЛЬТАТОВ ОСВОЕНИЯ ДИСЦИПЛИНЫ, ХАРАКТЕРИЗУЮЩИХ ЭТАПЫ ФОРМИРОВАНИЯ КОМПЕТЕНЦИЙ В ПРОЦЕССЕ ОСВОЕНИЯ ОБРАЗОВАТЕЛЬНОЙ ПРОГРАММЫ

3.1. Типовые контрольные задания для текущего контроля успеваемости обучающихся

Коррективный курс

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?
16. Did you say anything to my friend?
17. Are you just going to stand there whole day?
18. Do you require a security deposit?
19. Did you see any lion?
20. Is there any restaurant available?

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?
16. Do you have any imported item?
17. Do you have any friend in this area?

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

Test №1

Choose the correct versions.

1.Meet, ten, be

a. [mi : t], [tæn], [bi:]
b. [met], [ten], [bi]
c. [mi : t], [ten], [bi:]

2. Name, please, tell

a. [næim], [pli:s], [tel]

b. [neim], [pli:z], [tel]
c. [neim], [pli:z], [tæl]

3. Nine, seven, exam
   a. [nain], [seven], [ik'zæm]
   b. [nain], [sevn], [ig'xæm]
   c. [najn], [seven], [ig'zæm]
4. These, thick, black
   a. [ði:z], [θik], [blæk]
   b. [θi:z], [θik], [blek]
   c. [ðiz], [ðik], [blæk]
5. Short, mark, spoon
   a. [ʃבּ:t], [ma:k], [spu:n]
   b. [tʃבּt], [mæk], [spu:n]
   c. [ʃבּ:t], [mΛk], [spun]
6. This is … cap. … cap is black.
   a. the; the
   b. a; the
   c. a; a
7. Is Kate … teacher or is she …doctor? She is … doctor.
   a. a, the; the
   b. the, a; the
   c. a, a; a
8. This … a note.
   a. are
   b. is
   c. am
9. Kate is … teacher. Her parents were … teachers too.
   a. a; a
   b. –;-
   c. the; a
10. Chemistry was my favourite subject at … school.
   a. a
   b. the
   c. -
11. There was a lot of snow on … ground.
   a. a
   b. –
   c. the
12. The … stole a picture by Rembrandt which costs thousands of dollars.
   a. thieves
   b. thiefs
   c. thieve
13. My Granny lives on the farm. She has a lot of …
   a. goose
   b. geese
   c. gess
14. During the storm the …of some houses were blown away.
   a. rooves
   b. roofs
   c. roffes
15. I must go to the dentist's and have my two … filled.
   a. tooth
   b. teeth

c. tithes

16. I've seen a few … in my country house.
    a. mice
    b. mouse
    c. mouses
17. Three … passed but Holmes did not appear.
    a. dais
    b. days
    c. dayes
18. There were two … in the cage.
    a. wolves
    b. wolfs
    c. wolffes
19. The trees stood bare. Only on one of them I saw a few brown …
    a. leafs
    b. leaves
    c. leaveses
20. I like … very much.
    a. tomatoes
    b. tomatos
    c. tomatois

Test 2

Choose the correct versions.

1. I am putting the exercise-book into the bag.
    a. Я положил тетрадь в портфель
    b. Я положу тетрадь в портфель
    c. Я кладу тетрадь в портфель
2. Мы переписываем упражнение сейчас.
    a. We copying out the exercise now
    b. We are copying out the exercise now
    c. We are copy out the exercise now
3. Какого цвета этот карандаш?
    a. What is the colour this pencil?
    b. What the colour is this pencil?
    c. What colour is this pencil?
4. I am a worker. … name is Ivanov.
    a. his
    b. my
    c. our
5. Where are our brief-cases?
    a. Это наши портфели?
    b. Где наши портфели?
    c. Какие наши портфели?
6. Чьи это книги?
    a. Whose is this book?
    b. What are these books?
    c. Whose books are these?
7. Do you live in Moscow or in Leningrad?
    a. I am live in Moscow.
    b. I live in Moscow.
    c. I living in Moscow.
8. The flat was … the seventh floor. We had to climb the stairs because the lift was out of order.

a. on
b. in
c. at

9. We were sitting … the bank watching the sunset on the river.
   a. on
   b. at…
   c. in
10. …the north coast of England it will rain heavily for another two days.
   a. in
   b. on
   c. under
11. Write your name and address … the left-hand corner of the page.
   a. in
   b. at
   c. on
12. In a couple of minutes we heard a knock … the door.
   a. on
   b. at
   c. out of
13. He …awfully sorry you will not to be able to go with us this year.
   a. is
   b. are
   c. am
14. Mr. White…an old man. He … on pension.
   a. is; is
   b. are; am
   c. am; is
15. “No, I …not very hungry,” he said. “But I’ll have some mineral water, salad, meat and potatoes.”
   a. am
   b. is
   c. are
16. The teacher’s opinion differs from ….
   a. my
   b. mine
   c. me
17. He is quite right. I agree with … completely.
   a. he
   b. him
   c. his
18. She had taken the advice, but the decision was ….
   a. her
   b. she
   c. hers
19. Timothy … his dog
   a. is feeding
   b. feed
   c. feeds
20. Our neighbors…their car.
   a. wash
   b. are washing
   c. is washing

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 tiling.
    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

Test 3.
Choose the correct versions.

1. Geography …too difficult for me.
    a. is
    b. are
    c. -
2. The spoons … on the table. The table … in the room.
    a. am; is
    b. is; are
    c. are; is
3. His opinion differs from ….
    a. my
    b. mine
    c. me
4. Mrs. Smith is very fat - … weight over a hundred kilos!
    a. her
    b. she
    c. it
5. He had taken the advice, but the decision was ….
    a. his
    b. he
    c.him
6. Trees drop … leaves in autumn.
    a. their
    b. its
    c. theirs
7. I don’t dress … for dinner here.
    a. myself
    b. -
    c. by myself

8. He usually shaves … after breakfast.
    a. -
    b. himself
    c. oneself
9. I'm afraid I've broken…
    a. the chair's leg
    b. the leg in the chair
    c. the leg of the chair
10. Does … cars use much petrol?
    a.that
    b.these
    c.this
11. Last year he spent a lot of time traveling … London and Liverpool.
    a. between
    b. from
    c. in
12. A river bout passed … the bridge.
    a. under
    b. by
    c. along
13. The whole family was sitting … the dinner table.
    a. about
    b. round
    c. beside
14. They decided to spend an evening … the cinema.
    a. in
    b. at
    c. inside
15. My mother entered … the room quickly and stood near the door.
    a. in
    b. to
    c. -

Task. Read and translate the text.
Choose the correct versions.
The Town of My Dream

Peking is the capital of the People's Republic of China. It is spreads across a vast area. Part of its border is formed by the Great Wall of China, a huge wall which stretches along the mountains. It is the ancient seat of government and a modern industrial and commercial city. The population of Peking is about 10 million people and is still growing, although it is only the second largest city in China.

In 1421 Peking became the imperial capital of the Ming dynasty (1368—1644) and it was during this time that the spacious walled city was built. Like many ancient Chinese cites, the walls and streets were based on the points of the compass. Peking has remained the capital of China since then. With its modern international airport, it is not surprising that Peking has become a popular tourist destination. Peking's broad, straight streets are crowded with people, bicycles and buses. Very few people own a car.

Industries include textiles, steel and engineering. It is also a city of great cultural importance. There are more than fifty institutes of higher education, including Peking University. It has a famous opera, a ballet and some outstanding museums — The Museum of Chinese History and Gugun Museum. Among the many historical and cultural landmarks in Peking is Square, one of the largest public squares in the world. It is used for political rallies and military parades.

1. Peking is the capital of …
    a. the People's Republic of China
    b. England
    c. Japan
2. Part of its border is formed by …
    a. the government
    b. people of China
    c. the Great Wall of China
3. …Peking became the imperial capital of the Ming dynasty
    a. In 1421
    b. In 1420
    c. In 1398
4. There are more than fifty…, including Peking University.
    a. institutes of higher education
    b. colleges
    c. museums
5. The population of Peking is about …people and is still growing
    a. 10 million
    b. 20 million
    c. 15 million

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

1. Вставьте артикль, где необходимо.

A) My … aunt and my … uncle are … doctor. They work at … hospital. They get up at seven o'clock in … morning. They go to … bed at eleven o'clock. 2. I work in … morning and in … afternoon. I don't work in … evening. I sleep at … night. 3. When do you leave … home for … school? – I leave … home at … quarter past eight in … morning. 4. What does your mother do after … breakfast? – She goes to … work. 5. Is there … sofa in your ... living room? — Yes, there is ... cosy little ... sofa in ... living room. — Where is ... sofa? — It is in ... corner of ... room to ... left of ... door. I like to sit on this ... sofa in ... front of ... TV set in ... evening. 6. There is ... nice coffee table near ... window. There are ... newspapers on ... coffee table. 7. There is ... tea in ... cup. 8. When do you watch ... TV? — I watch ... TV in ... evening. We have ... large colour TV set in our ... room. There is ... beautiful vase on ... TV set. There are ... flowers in ... vase. 9.I have ... large writing desk in ... study. There is ... paper on ... writing desk. My ... books and ... exercise books are on ... writing desk, too.

B) My friend's ... flat is very comfortable. There are ... three rooms in ... flat: ... living room, ... study and ... bedroom. ... living room is not very large. ... walls in ... living room are blue. There are ... pictures on ... walls. There is ... table in ... middle of ... room with some chairs around it. To ... left of ... door there is ... sofa. Near ... sofa there are ... two large armchairs. They are very comfortable. There is ... piano in my friend's living room. ... piano is to ... right of ... door. ... bedroom and ... study are small. ... furniture in ... flat is brown.

C) 1. ... Neva flows into ... Gulf of ... Finland. 2. ... Pacific Ocean is very deep. 3. ... Urals are not very high. 4. ... Elbrus is ... highest peak of ... Caucasus; but it's ... highest mountain in ... Europe too. 5. ... Alps are covered with ... snow. 6. ... Shetland Islands are situated to ... north of ... Great Britain. 7. Is ... Canada ... largest country in ... America? 8.... Crimea is washed by ... Black Sea. 9. ... Lake Baikal is ... deepest lake in ... world. 10. Is ... Paris ... capital of ... France? 11. Lomonosov was born in ... small village on ... shore of ... White Sea. 12. Gogol was born in ... Ukraine in 1809. 13.... Caucasus separates ... Black Sea from ... Caspian Sea. 14. ... Europe and ... America are separated by ... Atlantic

Ocean. 15.... Baltic Sea is stormy in winter. 16. There are many small islands in ... Pacific Ocean. 17. ... North Sea separates ... British Isles from ... Europe. 18. ... Balkans are old mountains. 19. ... Nile flows across ... northeastern part of ... Africa to ... Mediterranean Sea. 20. Which are ... highest mountains in ... Russia? 21. When was she in ... USA? 22. When was he in... Ethiopia?

D) 1. This is … pen. That is … pencil. 2. This is … book. It is my … book. 3. Is this your … pencil? – No, it isn't my … pencil, it is my sister's … pencil. 4. I have … sister. My … sister is … engineer. My sister's … husband is … doctor. They have got two … children. 5. This is … girl. This … girl is their … daughter. Their daughter's … name is Vera. 6. That is … boy. That … boy is her … brother. Her brother's … name is Nick. 7. This is our … flat. 8. We have got … car. Our … car is not very expensive but reliable. 9. I have no … pet. 10. My granny has got … headache. She has no … idea what to do. 11. I have … friend. His … name is Mike. My … friend is very good. 12. It's … cat. Its … tail is long and bushy. It's Mike's … cat.

E) 1. I have two … sisters. My … sisters are … students. 2. We are at … home. 3. My … brother is not at … home, he is at … school. 4. My … mother is at … work. She is … doctor. 5. I am not … doctor. 6. He has no … sister. 7. He is not … pilot. 8. I have thirty-two … teeth. 9. He has … child. 10. She has two … children. Her children are at … school. 11. Is your father at … home? – No, he is at … work. 12. Where is your … brother? – He is at … home.

Задание 2. Вставьте соответствующую форму глагола to be

1. I ... a pupil. 2. My father ... not a teacher, he ... a scientist. 3. ... your aunt a doctor? - Yes, she ... . 4. ... they at home? - - No, they ... not at borne, they ... at work. 5. My brother ... a worker. He ... at work. 6. ... you an engineer? - - Yes, I.... 7. ... your sister a *photographer*? No, she ... not a *photographer, she* ... a student. 8. ... your brother at school? - - Yes, he ... . 9. ... your sister at school? - No, she ... not at school. 10. My ... sister ... at home. 11. ... this your watch? • Yes, it ... . 12. She ... an actress. 13. This ... my bag. 14. My uncle ... an office-worker. 15. He ... at work. 16. Helen ... a painter. She has some fine pictures. They ... on the walls. She has much paper. It ... on the shelf. The shelf ... brown. It ... on the wall. Helen has a brother. He ... a student. He has a family. His family ... not in St. Petersburg, it ... in New York.

Задание 3. Переведите с русского языка на английский

Я студент. Я в институте. Мой брат художник. Он не инженер. Моя сестра на работе. Моя сестра не дома. Мы не на улице. Мы дома. Моя мама не учительница. Она врач.

Задание 4. 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 5. 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.

ТЕМАТИКА ЭССЕ

1. Foreign language in my life
2. Reading vs. Internet
3. The country I want to live in

ТЕМАТИКА ПРЕЗЕНТАЦИЙ

1. Фонетика английского языка
2. Сложные звуки в английском языке
3. Грамматический строй английского языка

ТЕМАТИКА РЕФЕРАТОВ

1. Sights of the UK
2. Sights of the USA
3. Speak like a native

Раздел 1
Тема 1.1. Повседневная жизнь семьи. Внешность и характер членов семьи

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 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 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 week-end? 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. 17.1 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.

Ex.7. Употребите глаголы, данные в скобках, в соответствующем времени, лице и числе.

1. My sister (to get) up at eight o'clock. 2. She (to be) a school-girl. She (to go) to school in the afternoon. 3. Jane (to be) fond of sports. She (to do) her morning exercises every day. 4. For breakfast she (to have) two eggs, a sandwich and a cup of tea. 5. After breakfast she (to go) to school. 6. It (to take) him two hours to do his homework. 7. She (to speak) French well. 8, My working day (to begin) at seven o'clock. I (to get) up, (to switch) on the radio and (to do) my morning exercises. It (to take) me fifteen minutes, At half past seven we (to have) breakfast. My father and I (to leave) home at eight o'clock. He (to take) a bus to his office. My mother (to be) a doctor, she (to leave) home at nine o'clock. In the evening we (to gather) in the living-room. We (to watch) TV and (to talk).

Ex.8. Выберите нужное слово из данных в скобках.

1.This film lasts two (o'clock, hours). 2. They sometimes finish work at three (o'clock, hours) on Thursday afternoon. 3. "Where are you (going, walking) to?" "I'm (going, walking) to my office." 4. He likes (going, walking). 5. He (goes, walks) a lot. 6. How often does your son (go, walk) there for the week-end?

Ex.9. Переведите на английский язык следующие предложения, обращая внимание на перевод слов много, мало.

1. Моя сестра много работает. 2. Они читают много английских книг. 3. Ваш сын много работает? — Нет, он работает очень мало сейчас. 4. Он получает много писем каждый день. 5. Мы очень много читаем и очень мало пишем в классе. 6. Ваш сын много читает? — Да, много. Обычно он читает по вечерам. 7. Многие студенты знают два иностранных языка. 8. Не читайте слишком много вечером. 9. Мы посылаем письма многим иностранным фирмам.

Ex.10. Переведите на английский язык

А. 1. Вы будете дома в воскресенье? 2. Куда вы пойдете в субботу вечером? 3. Он занимается (у него уроки) только по вторникам и четвергам. 4. ин приходит сюда только по воскресеньям. 5. Вы пойдете на завод утром? — Да.— Кто остается дома с вашим сыном? — Моя сестра. 6. В котором часу вы обычно приходите домой? — Я обычно прихожу домой в семь часов вечера. 7. Не обсуждайте этот вопрос сейчас. Мы его обсудим в четверг утром. 8. Я знаю только английский язык, но я собираюсь изучать немецкий.

Б. Сколько времени продолжается ваш рабочий день? — Восемь часов. Что вы делаете в учреждении? — Я отвечаю на письма и телеграммы, читаю журналы, перевожу статьи из этих

журналов и обсуждаю множество вопросов с нашими инженерами. Когда вы обычно заканчиваете работу? — Я обычно заканчиваю работу в шесть. Вы живете далеко от вашего учреждения? — Нет, я живу рядом с ним и обычно хожу туда пешком. Вы знаете немецкий язык хорошо? — Я только изучаю немецкий. Когда у вас бывают уроки? — Мы занимаемся (у нас бывают уроки) в понедельник, среду и пятницу вечером. Сколько времени продолжается ваш урок? — Два часа. Что вы делаете дома? — Когда я прихожу домой, я обычно читаю журналы и делаю уроки, иногда я пишу письма своим друзьям. Я получаю от них много писем и всегда отвечаю на них. Кто переводит статьи из иностранных журналов в вашем учреждении? — Товарищ Орлов. Он знает английский и французский. Как он знает эти языки? — Он знает их хорошо. Кто переводит письма с немецкого? — Я.

Ex.11. Переведите на английский язык.

Моя сестра преподавательница. Она преподает английский язык. Мой приятель и я тоже изучаем английский язык, но многие студенты упорно работают над двумя иностранными языками. Мы всегда вовремя приходим на занятия и хорошо выполняем (делаем) домашние задания. Мы часто читаем английские газеты и журналы дома. Мне нравится читать английские книги, и я много читаю. Мы занимаемся (у нас бывают уроки) по понедельникам, средам, четвергам и пятницам. Мы делаем много упражнений в классе и иногда пишем диктанты. Мы читаем тексты, переводим их, отвечаем на вопросы и переводим русские предложения на английский. Часто после уроков мы идем домой вместе. Мы разговариваем по-английски и обсуждаем свою работу.

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
• generationaI 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.

ТЕМАТИКА ЭССЕ

1. Generation gap
2. Dysfunctional families
3. Disadvantaged children

ТЕМАТИКА ПРЕЗЕНТАЦИЙ

1. General, alternative and special question.
2. The verb TO BE in the present
3. Happy family

ТЕМАТИКА РЕФЕРАТОВ

1. English Grammar

2. English- speaking countries
3. Famous people

Тема 1.2 Молодежь в современном обществе. Досуг молодёжи: увлечения и интересы
Тема 1.3 Условия проживания в городской и сельской местности
Тема 1.4 Покупки: одежда, обувь и продукты питания

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?
16. Did you study a foreign language in school? Was it taught well?
17. Do you know anyone who attended a private school? Do private schools offer higher quality education or are they just prestigious?
18. Did you attend college?
19. If you did, what made you decide to go to the college you did?
20. Was it a good school?
21. How many students attended it?
22. How many students were in your biggest class? How many in your smallest class? Did you prefer small classes or big classes?
23. Was it harder to study in college than in high school? How does college compare to high school? What advice would you give a high school student who is about to go to college?
24. What did you major in? Why did you choose the major you did?
25. Did you live in a dormitory while you went to college? Who were your roommates?
26. Does your country provide a good public school system?

27. Does your country have good public universities? If not, why do you think there is a lack of funding for education in your country?
28. What realistic changes would you make to your country's attitude toward education?
29. What role do you think human capital plays in the development of countries?
30. How many years did you attend college?
31. Did you study abroad?
32. Do the elite in your country attend one or two universities?
33. Do elite universities help or harm your country?
34. Where do we learn the skills necessary to become a good student - in elementary, middle or high school?
35. What are the skills that separate good students from bad students?
36. Were good grades important to you?
37. Did teachers grade students fairly? Did you ever feel like you should have gotten a better grade then you did in a class?
38. Did you procrastinate studying? Did you ever pull an all nighter?
39. Did you study with other students?
40. Did classmates talk to each other much before or after class?
41. Did you skip class very often?
42. Do college professors give students syllabuses at the beginning of term? Were you clear on what professors expected of you?
43. Are college tuitions reasonable in your country? Is it easy to get scholarships or government grants?
44. Are there good colleges in your country?
45. Do many people in your country study abroad?
46. Are there any subjects you wanted to study but they weren't available at your school?
47. Are women encouraged to pursue education?
48. Are straight-A students smarter than others or just better at memorizing things? Did you really learn in school or did you just memorize information and pass tests?
49. Do you know anyone who does not know how to read or write?
50. Do you think teachers are paid enough? Do you think teachers are well educated?

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?
16. Can parents influence their children's schools? What can a parent do if he or she disapproves of a teacher's decision?

17. Do children have a right to an education? Should education be free?
18. Does your country provide a good public school system?
19. What improvements does the school system need?
20. Do you think your country should spend more money on schools?
21. If a school gets more money, will the quality of education always improve?
22. What would happen if public schools were abolished? Could children still get an education?
23. Once you graduate from a university should you stop learning?
24. What are some ways a person can continue to learn?
25. Are college graduates smarter than people who did not go to college?
26. Would you ever vote for a politician who did not attend college?
27. Do the elite in your country attend only one or two universities? Do elite universities help or harm your country?
28. What realistic changes would you make to your country's attitude toward education?
29. Why do students cheat during tests and exams? How do they cheat?
30. What is your attitude towards cheating? How should parents react? How should teachers react?
31. Where do we learn the skills necessary to become a good student - in elementary, middle or high school?
32. Should people go straight from school to a university, or do something different?
33. What is a "genius"?
34. Do teachers sometimes teach things that are not important?
35. Are there things your school does not teach that you think it should?
36. Are school uniforms good to have? Why or why not?
37. Would you ever want to learn a third language?
38. How important is curiosity in a student?
39. Can you teach someone who has no desire to learn?
40. What do you think about a gap year, is this something you would consider?
41. Should people go straight from school to University, or do something different?
42. Do you think it is necessary that there are windows in the classroom to provide for a proper learning atmosphere?
43. What do you wish your teachers understood about you?
44. Do you think a person can become a genius, or are they just born that way?
45. What do you consider to be a "smart" or "slow" person?
46. Are things your school teaches that you think are not important?
47. Are school uniforms good to have? Why/why not?
48. Do prefer school uniforms or casuals better?
49. Would you ever want to learn a third language? [To be "trilingual"]
50. What do you consider "hardworking" or 'lazy"?
51. What is the role of schools in society?
52. Do you enjoy going to school? If so, why if not why?
53. What does your education mean to you?
54. What do you think the advantages and disadvantages of state and private schools are?
55. What would you do if you saw someone with a gun at school?
56. Are college tuitions reasonable?
57. Are foreign languages part of the curriculum? If so, which languages?
58. Are most schools coeducational in your country?
59. Are there any subjects/classes you wanted to study but they weren't available at your school/college?
60. Do you have difficulty with school work?
61. Do you think teachers are paid enough?
62. Do you think your school is a good one? Why/why not?
63. Do you think your teachers give too much homework?
64. Do you think public speaking can improve your english?

65. How can we improve our classroom?
66. Why English is hard to learn at university level?
67. How do you travel to school?
68. How long must you go to college to get a degree?
69. How much is too much homework? How should the homework load be managed?
70. If you have not attended college, do you plan on doing so?
71. What are some good ways to learn English?
72. What are some important factors in determining which college to attend?
73. What classes would you take?
74. What do you study? What's your major?
75. What is the average age of a high school graduate?
76. What is your favorite class?
77. What was (or is) your favorite subject? Why do you like it?
78. Who selects the college you will attend -- you or your parents?
79. Why are you studying a foreign language?
80. Why is it helpful to learn a Second language ?
81. Why is it sometimes very difficult to speak another language?
82. Would you consider studying abroad?
83. Do parents home-school their children in your country?
    a. What do you think of home-schooling?
    b. Do you know anyone who was home-schooled?
84. Do you think that most parents influence what university their child will attend?
85. Once you graduate from a university should you stop learning?
    a. What are some ways a person can continue to learn?
86. Which is more important, the essential skills in life you've learned to develop on your own or the artificial structure in college about the "real" life?
87. Which high schools and colleges are the best in your country?
88. Which high schools and colleges are not so good in your country?
89. We should not just prepare for life, but live it. Do you agree?
90. What kind of world do you think this would be if people never went to school?
91. Should education be free?
92. Do the elite in your country attend only one or two universities?
93. Do your children attend US schools? If so, how do their schools differ from those your children attended back home?
94. Does your country have good public universities? If not, why do you think there is a lack of funding for education in your country?
95. Why do students cheat during tests and exams?
96. How do they cheat?
97. What is your attitude towards cheating?
98. What are the dangers of cheating?
99. How should parents react?
100. How should teachers react?
101. What is the role of school and decision makers?
102. What skills separate good students from bad students?
103. Should people go straight from school to university, or do something different?
104. Do you think a person can become a genius, or are they just born that way?
105. Are things that your school teaches you that you think are not important?
106. Do prefer school uniforms or casuals clothes better?

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. Составьте устно предложения по образцам. Прочитайте и переведите их.

The room	is good	The pencil	blue	This is a large	desk
The flat		isn't	red		car
The kitchen			black		kitchen
The bathroom					room
					table
					park

Is	this (that)	a table?
		a sofa?
		a tea-pot?
		a kitchen?
		a bathroom?
		a book?

4. 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).

5. 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.

6. 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.

7. Вставьте предлоги *on, in* или *into.*

1.Where is the book? It is ... the table. 2. Where is the tea? It is ... the cup. 3. Put the plates ... the table. 4. Put the book ... the bag. 5. There is a beautiful picture ... the wall. 6. He went ... the room. 7. I like to sit ... the sofa ... my room. 8. Mother is cooking dinner ... the kitchen. 9. She went ... the room and sat down ... the sofa. 10. There are many people ... the park today. 11. There is a girl standing ... the bridge. Why is she crying? She has dropped her doll ... the water. 12. There is no tea ... my cup. 13. Pour some tea ... my cup. 14. Put these flowers ... the window-sill. 15. I saw many people ... the platform waiting for the train. 16. We went ... the garden and sat down ... a bench. 17. The teacher hung a picture ... the blackboard. 18. I opened the door and went ... the classroom. The teacher was writing some words ... the blackboard. The pupils were writing these words ... their exercise-books. There were some books and pens ... the teacher's table. There were two maps ... the wall and some flowers ... the window-sills. I saw a pen ... the floor. I picked it up and put it ... the table.

ТЕМАТИКА ЭССЕ

1. Whom I want to be
2. My nearest future
3. Economics in my life

ТЕМАТИКА ПРЕЗЕНТАЦИЙ

1. Different modern professions
2. The hardest profession
3. An unusual profession

Тема 1.5 Здоровый образ жизни и забота о здоровье: сбалансированное питание. Спорт
Тема 1.6 Страна изучаемого языка

Задание 1. Перечень вопросов по теме для устного обсуждения:

1. What is the best way to teach vocabulary at the upper intermediate level EFL?
2. What do you think you will be able to do in English
3. What is your favorite way to practice your English?

4. How much time do you spend looking out of the window during class?
5. What is your favorite way to practice your English? (UK spelling = favorite)
6. Do you think English is a difficult language to
7. Do you think English is a difficult language to learn?
8. How do you use the Internet to learn English?
9. What kind of dormitory room would you like to stay in?
10. What search engine do you use most often when you study? Why?
11. How often do you practice your English?
12. What do you think you will be able to do in English in the future?
13. If you are really absorbed in lessons, do the classroom arrangement matter?
14. Do you think that English will completely dominate all the other languages in the future? If yes, how will it affect the world?
15. Which country is the best place to study English?
16. In your own teaching environment what forms of pronunciation of English are learners likely to encounter?
17. Are you willing to get a tutor just to further learn English?
18. Have you ever spoken English on the phone?
19. How can English language help you advance in your career?
20. Who cooks Thanksgiving dinner in your home?
21. What do you like about your classroom?
22. Why are you learning English?
23. How can I listen to conversations and improve my pronunciation?

Задание 2. Перечень контрольных вопросов по теме:

1. Have teaching methods for language learning changed over the last 50 years?
2. How did your best language teacher help you?
3. Do you need to write in a foreign language?
4. To speak a language well, why is it important to have an understanding of idioms?
5. Some people say "I'm no good at learning languages".
6. What is value of learning languages?
7. As a beginner, what are the first things that you need to be able to say?
8. Can a good teacher influence how well you enjoy learning a language?
9. Would you like to be a translator? Why? / Why not?
10. Is the classroom the best place to learn?
11. How did you learn your second language?
12. Why do some people have more difficulty than others when learning a language?
13. Are there any disadvantages?
14. Have you ever made a telephone call in a foreign language?
15. How can the Internet be a helpful tool when learning a foreign language?
16. What different techniques do you have for learning vocabulary?
17. Are teenage language exchange programs useful? Why? / Why not?
18. Is it necessary to write words down?
19. Have you had any particularly poor language learning experiences?
20. What languages would you like to learn in future?
21. Can you learn a language by watching television?
22. What personal qualities do you need to be an effective language learner?
23. What tools can help you learn a foreign language?
24. Have you ever paid for 1:1 lessons?
25. Are there some words that are similar in different languages?
26. To what extent do you agree that it's better to learn language as a child? Why or why not?
27. Is it possible to understand and write well but not be able to have a conversation?
28. Is knowing grammar more important than knowing vocabulary?
29. What is your mother tongue?

30. To speak its language well, how important is it to know something about the culture of a country?
31. Do you use free language-learning exercises on the Internet?
32. What are the problem areas that an advanced learner may have?
33. Is it good to sit an exam that shows your level in English?
34. Have you ever tried learning a new language from a textbook with audio tapes?
35. Do you think that knowing a foreign language might encourage you to live abroad in future?
36. Do you know how large your vocabulary is in your foreign language?
37. How old should a child be when a school introduces the first foreign language?
38. What's the best way to learn a foreign language?
39. Is this just a question of attitude (because of a previous bad experience) or were some people born lacking the ability to learn a new language?
40. What do you know about IELTS and TOEFL?
41. Is it a good idea to learn a language from a non-native speaker of that language?
42. What careers are possible if you speak a foreign language?
43. When you travel to a foreign country, is it always easy to use your foreign language?
44. Do you ever read websites in a foreign language?
45. Do you need to use your foreign languages at work?
46. What are the problem areas that an intermediate learner may have?
47. Could you teach your mother tongue to someone else?
48. Some people say that if you can teach something about your foreign language, then it you to understand it better. Do you agree?
49. Is it possible to teach yourself a language?
50. How many languages do you speak?
51. Is it possible to learn a language without studying grammar?

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

Употребление Present Simple

1. We usually … a bus or a taxi early in the morning to get to work.
a) took
b) take
c) taken
d) were taking

2. I ... to work now. Good-bye!
a) go
b) went
c) am going
d) goes

3. This is a great party. Everyone ...
a) dance
b) is dancing
c) dances
d) are dancing

4. Nurses ... after people in hospital.
a) looks
b) is looking
c) will look
d) look

5. My sister seldom … our parents.
a) visit
b) do visit
c) does visit
d) visits

6. I ... four languages.
a) am speaking
b) speak
c) speaks
d) does speak

7. Our lessons … at 10 o'clock sharp so don't be late.
a) would start
b) started
c) start
d) starts

8. In Britain people ... on the right.
a) are driving
b) drives
c) drive
d) drove

9. What time … your brother usually … up?
a) are / waking
b) will / be waking
c) does / wake
d) do / wake

10. He never … about marriage with us.
a) talks
b) doesn't talk
c) doesn't talks
d) talking

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

Упр. 1. Переведите на английский язык, употребляя глагол *to be* в *Present Simple.*

1. Я ученик. Я в школе. 2. Мой брат художник. Он не инженер. 3. Моя сестра НА работе. Она врач. 4. Он студент. 5. Вы студент? — Нет, я врач, 6. Моя сестра дома. 7. Мы не в школе. Мы дома. 8. Мой брат ученик. Он в школе. 9. Ваша мама дома? - - Нет, она на работе. 10. Ваш двоюродный брат дома? - - Нет, он в школе. Он ученик. 12. Ваша сестра учительница? - - Нет, она студентка. 12. Твой папа на работе? — Нет, он дома,
13. Твоя сестра машинистка? — Да, — Она дома? - Нет, она на работе. 14. Мой дедушка ученый, 15. Моя мама не учительница. Она врач.

Упр. 2. Переведите на английский язык, употребляя глагол *to be* в *Present Simple.*

1. Чья это ручка? — Это моя ручка. 2. Чья это книга? — Это ваша книга. 3. Чей это стол? -
Это стол моего брата. 4. Чья это сумка? - - Это сумка моей мамы. 5. Чей это карандаш? - - Это карандаш моей сестры. 6. Это твоя тетрадь? -Да. 7. Это тетрадь твоего брата? - - Нет, это моя тетрадь. 8. Где ваш стол? -- Он посередине комнаты. 9. Где твоя ручка? — Она в моем кармане. 10. Где твоя тетрадь? - - Она на столе. 11. Где твоя мама? -- Она на работе. 12. Где твой брат? -

Он в школе. 13. Где твоя сестра? -- Она дома. 14. Чей это карандаш? - - Это мой карандаш. -А где мой карандаш? — Он на столе. 15. Чьи это часы? - - Это мои часы. - - А где мои часы? -Они на столе.

Упр. 3. Переведите на английский язык, употребляя глагол to be в *Present* или *Past Simple,*

1. Я ученик. 2. Он летчик. 3. Она доктор. 4. Мы школьники. 5. Вы рабочие. 6. Ты рабочий. 7. Они ученики. 8. Я дома. 9. Он в школе. 10. Она в кино? 11. Мы в парке. 12. Они в театре? 13.Она молодая? 14. Он старый. 15. Она не старая. 16. Они сильные. 17. Она больна. 18. Вы больны? 19. Он болен? 20. Я не болен. 21. Я был болен вчера. 22. Она не была больна. 23. Мы были в кино. 24. Они не были в кино. 25. Они не в школе. 26. Они дома. 27. Вы были в парке вчера? 28. Он был в школе вчера? 29. Он был рабочим. 30. Она была учительницей.

Упр. 4. Вставьте глагол *to be в Present, Past* или *Future Simple.*

1, My father ... a teacher. 2. He ... a pupil twenty years ago. 3.1... a doctor when I grow up. 4. My sister ... not ... at home tomorrow. 5. She ... at school tomorrow. 6. ... you ... at home tomorrow? 7,... your father at work yesterday? 8. My sister ... ill last week. 9. She ... not ill now. 10. Yesterday we... at the theatre. 11. Where ... your mother now? — She ... in the kitchen. 12. Where ... you yesterday? — I ... at the cinema. 13. When I come home tomorrow, all my family ... at home. 14. ... your little sister in bed now? — Yes, she ... 15. ... you... at school tomorrow? — Yes I ... . 16. When my granny... young, she ... an actress. 17. My friend K,,. in Moscow now. 18. He ... in St. Petersburg tomorrow. 19. Where ... your books now? -- They ... in my bag.

Упр. 153. Переведите на английский язык, употребляя глагол *to be* в *Present, Past* или *Future Simple.*

1. Мой брат сейчас в школе. 2. Мой брат был вчера в кино. 3. Мой брат будет завтра дома. [4. Ты будешь дома завтра? 5. Она была вчера в парке? 6 Он сейчас во дворе? 7. Где папа? 8. Где выбыли вчера? 9. Где он будет завтра? 10. Мои книги были на столе. Где они сейчас? 11. Моя мама вчера не была на работе. Она была дома. 12, Мой друг не в парке. Он в школе. 13. Завтра в три часа Коля и Миша будут во дворе. 14. Мы не были на юге прошлым летом. Мы были в Москве. 15. Завтра мой дедушка будет в деревне. 16. Когда твоя сестра будет дома? 17. Ты будешь летчиком? — Нет, я буду моряком. 18. Моя сестра была студенткой в прошлом году, а сейчас она врач. — Ты тоже будешь врачом? — Нет, я не буду врачом. Я буду инженером.

ТЕМАТИКА ЭССЕ

1. Learning foreign languages
2. Learning more than two languages
3. Foreign languages in my life

ТЕМАТИКА РЕФЕРАТОВ

1. The hardest language to learn
2. Languages of the world
3. I study English

Раздел 2.
Современный мир профессий. Проблемы выбора профессий. Государственные учреждения, бизнес и услуги

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 shoud 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.)

ТЕМАТИКА ДИСКУССИЙ

1. Talk about relations between upperclassmen and freshmen.
2. Were you a victim of "hazing" by upperclassmen? Talk about it.
3. In the West, one of the most valued parts of college life is independence.
4. Name some things you can do now that you weren't allowed to do in high school.
5. Have you participated in a college festival? Talk about your experience.

Тема 1.8. Россия. Туризм. Виды отдыха

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?
21. What day is the day after tomorrow?
22. What day is it today?
23. Which days of the week do you have an English class?
24. What is the date today?
25. What will the date be tomorrow?

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. 9.1 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. 6.1 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 (careful) 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.

ТЕМАТИКА ЭССЕ

1. My daily routine
2. Everyday activities
3. The working day of a businessman

Тема: Здоровы образ жизни и забота о здоровье

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.
16. How many children … you got?
   a. has
   b. have
   c. has not
17. They … a dictation yesterday.
   a. has
   b. have
   c. had
18. I did not … time to ask all my questions.
   a. have
   b. has
   c. had
19. Have you got …questions?
   a. some
   b. any
   c. anything
20. … people enjoyed the film, others did not like it at all.
   a. any
   b. no
   c. some
21. Could you buy … apples, please?
   a. some
   b. any

c. no

22. Mary … … got a family.
    a. has not
    b. have not
    c. not have
23. There … a large table in my room.
    a. are
    b. be
    c. is
24. There …very many children in the park yesterday.
    a. was
    b. were
    c. is
25. There … five chairs in the room.
    a. is
    b. was
    c. are

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
16. I … what he is talking about.
    a. don't understand
    b. am not understanding
    c. didn't understand
17. The lake never … at this time of the year. We can get to the other shore by boat.
    a. is freezing
    b. freezes
    c. frozen
18. Look! The fire brigade … at a terrible speed. There must be a fire somewhere.
    a. rush
    b. is rushing
    c. rushed
19. I …my dog out for long walks in the park on Sunday.
    a. always take
    b. am always taking
    c. taken
20. You …nice today.
    a. look
    b. are looking
    c. looked
21. She … beautiful.
    a. is always looking
    b. always look
    c. looked
22. We … your proposition. We'll give you an answer in a few days.
    a. think over
    b. are thinking over

c. thought over

23. Tom … her to be a good musician.
    a. considers
    b. is considering
    c. consider
24. I … the dentist at 4 p.m. I've arranged it already.
    a. see
    b. am seeing
    c. saw
25. I don't like him. He … horrible stories.
    a. always tells
    b. is always tell
    c. always told

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?

Exercise 9. *Correct the sentences.*

1. Are there any milk in the fridge?
2. There is no tomatoes in the salad.
3. Is there some sugar in this coffee?
4. There are some hamburger on the menu.

5. I'd like any potatoes, please.
6. There are some jam on the bread,
7. There's some fly in my soup.
8. We've got some banana.
9. There isn't some money in my pocket.
10. There is some posters on the wall.
11. Is there a salt in this soup?

Exercise 10. *Read the dialogue. Fill in the gaps with some, any, or a / an.*

A. I'd like _____ (1) vegetable soup with bread, please.
B. I'm afraid we haven't got_____ (2) vegetable soup today. But we've got_____ (3) milk soup.
A. I don't like milk soup. I'll have_____ (4) vegetable salad.
B. Vegetable salad. Anything else, sir?
A. Chicken with boiled potatoes.
B. I'm sorry, but we haven't got_____ (5) chicken. But you can have _____ (6) steak. And there is spaghetti or chips instead of boiled potatoes.
A. All right. _____ (7) steak and _____ (8) chips. Have you got _____ (9) juice or is there any
water?
B. Of course, sir. We've got _____ (10) orange and apple juice.
A. Have you got_____ (11) tomato juice?
B. Yes, it's Spanish.
A. That's fine. And cheese. I'd like _____ (12) cheese and _____ (13) fruit salad.
B, Would you like _____ (14) ice-cream?
A, Yes, please. One ice-cream.

Производные SOME, ANY, NO. Упражнения.

Exercise 11. *Choose the correct answer. Write the story in your notebook.*

Liz is shopping. She wants to buy (1 — anything / some / any) new clothes. She is going to a New Year party tonight, but she has got (2 — anything / nobody / nothing) to wear. She wants to buy (3 — some / any / something) nice and (4 — no / some / any) new shoes but she can't find (5 — something / anything / anybody) that she likes. She is also looking for a present. She wants to buy (6 — nothing / anybody / something) special for her friend.

Exercise 12. *Complete the dialogue. Use the words from the box.*

something, anybody, nobody, somebody

Granny: Tom, Jane, Max! Can _____ (1) help me tidy up? _____ (2) answers. Where are they?
Max: Granny! There's_____ (3) in this room. Are you talking to yourself?
Granny: No, I'm not talking to myself. I'm asking _____ (4) to help me do _____ (5) about the
Max: OK. Can _____ (6) help Granny about the house? Tom, Jane, where are you? Come here, I want you to help Granny.

Exercise 13. *Fill in the blanks with the necessary pronouns (some, any, anything, something, everybody, everything, no etc.):*

1. Is there _____ interesting in the magazine? 2. There are_____books on the table. 3. _____in the house is clean and good. 4. There is_____here. 5. She will tell us_____about her work. 6. She doesn't want_____new dress. 7. Is he going _____ today? 8. Good morning, _____ . 9. He never goes by train, he goes_____by aeroplane. 10. They want a house, they have _____ to live. 11. Is_____coming to see us today? 12. There aren't_____pencils in the box. 13. I didn't see _____ yesterday, I was at home.

Exercise 14. *Вставьте вместо пропусков местоимения some, any и их производные.*

1. Why are you looking under the table? Have you lost anything/ something?
2. Do they live somewhere / anywhere near Suvorov Street?
3. There is anything / something in my soup. It's mosquito!
4. I'm thirsty. Can I have some / any cold juice?
5. He can do the job alone. He doesn't need anybody else's / somebody else's help.
6. We cannot close our eyes to the facts some / any longer.
7. If anybody / somebody asks about me I'm at Kate's.
8. She can't have lost the tickets! They have got to be anywhere / somewhere!
9. I've lost my way! Isn't there anyone / someone who could direct me to Victory Square?
10. There is hardly anybody / somebody to be seen on the streets of the centre after dusk.
11. David decided that he needed to do anything / something constructive with his life.
12. Will you show me some / any of your latest sculptures?
13. «What would you like to drink?» «Oh, anything / something. Whatever you're having will be fine!»
14. Tom was in bad mood and refused to go somewhere / anywhere.

ТЕМАТИКА ЭССЕ

1. There is no bad weather
2. The weather in Russia
3. The weather in the UK
4. The weather in the USA

Тема: Досуг и увлечение молодежи

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?
18. Will e-books replace traditional ones in the future?

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?
21. Did you enjoy reading books in school?
22. How often do you go to the library?
23. Do you think that it is more valuable to read a book than to watch television?
24. Have you ever lent books to your friends and never got them back?
25. Do you think that they are overrated?
26. How do you choose the books you are going to read?
27. Do you read books based on recommendations?
28. Have you ever read a book and then watched the movie? Which was better? Why?
29. What genre of book do you enjoy most?
30. Do you listen to music while you read?
31. Did it change your opinion of the person who recommended the book?
32. What was the title?
33. How many books do you check out at a time?
34. How important is the cover of the book.
35. What was the last book that you read?
36. Who is your favorite character?
37. What is your favorite time of day for reading?
38. Is there a time in your life when you read all the time?
39. How long did it take you to read it?
40. What are some of the books that were recommended to you?
41. Have you ever belonged to a book club?
42. What is the longest book you have ever read?
43. Where is your favorite place to read?
44. Do you have any ideas for a story for you to write?
45. How many hours do you spend reading in a week?
46. What is your favorite story?
47. Most people say the book is better than the movie. Is this true for you?

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. 1 (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. 43. 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 head-mistress (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 ring[1]) 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.*

I. 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.*

1.1 (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) repairing[1] his bicycle in the evening yesterday,

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

I. 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 performance. 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.*

I. 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 sec) 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 (t 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) I TV yesterday? - - Yes, we (to watch) TV the whole evening yesterday. 18. When you (to go) to bed yesterday? 19. 1 (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, r 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 ЭССЕ

1. Autobiography
2. Travel books
3. Mystery books
4. The strangest book
5. Suspense books
6. Action books
7. Science Fiction

8. Classic Literature
9. Gothic books

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

3.2. Типовые контрольные задания для промежуточной аттестации обучающихся

Перечень вопросов к дифференцированному зачету:

Дискуссионные вопросы:

1. What are your plans for future?
2. What do you think about your Institute?
3. What's your favourite subject?
4. What do you know about the structure of a bank?
5. What functions of a bank do you know?
6. Do you like to write letters?
7. Do you like to go shopping?
8. What does the UK mean?
9. Where is the UK situated?
10. What parts does Great Britain consist of?
11. What places of interest in England do you know?
12. What do you come to know about your future profession?
13. Do you want to be a businessman (businesswoman)?

Грамматические и лексические тесты:

Test 1. Подберите к профессиям (1 - 10) соответствующие им определения (a - j):

1. a cashier	**a.** an employee in an office, usually working for another person, dealing with letters, typing, filing etc. and making appointments and arrangements
2. a lawyer	**b.** a person whose job is to receive and pay out money in a bank, shop, hotel etc.
3. an insurer	**c.** a person who is trained and qualified in legal matters
4. a secretary	**d.** a person who writes programs for a computer
5. a scientist	**e.** someone who works or is trained in science
6. a receptionist	**f.** a person undertaking to make payment in case of loss etc.

7. a solicitor **g.** a person to whom money is owed
8. a programmer **h**. a person employed to make appointments for and receive clients at a hotel
9. a creditor **i.** a lawyer who prepares legal documents, advises clients on legal matters, and speaks for them in the lower courts
10. a merchant **j.** a wholesale trader, especially one who trades with foreign countries

Test 2. Поставьте название профессии (a - j) в соответствие каждому рекламному объявлению (1 – 10):

a) accountant **f) computer operator**
b) advertising executive **g) chauffeur**
c) assembly person **h) receptionist**
d) salesperson **i) personnel officer**
e) clerk **j) R&D Manager ***

- R&D Manager – research and development manager

1. You will be in charge of a team of highly creative individuals delivering new quality products and enhancing our existing range.
2. Reporting directly to Managing Director. You will take over financial control for all aspects of daily operation. 3. Successful applicant will be articulate and presentable. Remuneration includes retainer and car allowance plus commission structure.
4. Duties include filling, mailing, reception and other general office work.
5. Needed for night shift. Clean modern factory. Varied work. Good eyesight essential.
6. You will be an essential member of an agency responsible for some of the country's top accounts. You will be responsible for the administration of local and national promotions.
7. Some experience in the above-mentioned software is essential but training will be given to the successful applicant.
8. Sober habits, clean driving licence, able to be on call 7 days per week at times. Uniform supplied.
9. You are the first person our clients will meet so you need to be friendly, stylish and efficient.
10. With particular responsibilities for recruitment and selection. Communication skills and a pragmatic approach to solve essential problem.

Грамматические тесты:

Test I. Choose the correct versions.

1. He had to spend about six months in a class with…students.
   a. more younger
   b. younger
   c. the youngest
2. It was absolutely the…food I have ever had.
   a. worst
   b. worse
   c. most had
3. She's…I am.
   a. elder than
   b. older then
   c. more old then
4. Nowadays Bob is eating more and exercising … than he used to.
   a. little
   b. less
   c. the least

5. It's not the …place to live if you want a quiet life.
    a. better
    b. good
    c. best
6. You should practice speaking English…
    a. most
    b. more
    c. the most
7. Ann is …girl I have ever met.
    a. the most beautiful
    b. a more beautiful
    c. the beautifulest
8. You can't run as fast…
    a. as me
    b. than I can
    c. as I
9. Dick was … of the three brothers.
    a. the eldest
    b. the oldest
    c. elder
10. She speaks French…
    a. very good
    b. very well
    c. very goodly
11. Peter will pass the exam if he works…
    a. hard
    b. hardly
    c. in a hard way
12. At about 5 o'clock the executive director arrived … the office.
    a. at
    b. in
    c. to
13. They decided to spend an evening … the cinema.
    a. in
    b. at
    c. inside
14. I've lost my key! How are we going to get … the flat?
    a. into
    b. to
    c. through
15. They arrived … Spain about two hours ago.
    a. at
    b. in
    c. to
16. The house is on fire! We'd better get …!
    a. out
    b. off
    c. from
17. I really hate walking …!
    a. on feet
    b. on foot
    c. by foot
18. His wife wasn't feeling too well and she wanted to go … home.

a. to
b. for
c. -

19. As a child, I was afraid of traveling ….
    a. in the air
    b. by the air
    c. by air
20. If I …late, wait for me a little bit.
    a. am
    b. will be
21. Do you think they…our terms?
    a. accept
    b. will accept
22. I wonder if the weather…fine tomorrow.
    a. is
    b. will be
23. Do you know when the Production manager …from his business trip?
    a. is back
    b. will be back
24. If you …to the countryside tomorrow, let me know.
    a. go
    b. will go
25. Do you know when they…house
    a. move
    b. will move

Test II. Choose the correct versions.

1. … that time my knowledge of English was minimal.
    a. in
    b. at
    c. …
2. My father comes home so tired that he can do little work … the evening.
    a. in
    b. at
    c. on
3. The BBC is showing this program …Friday.
    a. at
    b. in
    c. on
4. A lot of people were killed … the war.
    a. for
    b. at
    c. during
5. They've been building the house … March.
    a. during
    b. for
    c. since
6. They went to London … Friday morning.
    a. in
    b. on
    c. at
7. I usually wake up … 7 o'clock … weekdays.
    a. in … at

b. at … on
c. on …in

8. She was born …1999.
   a. in
   b. during
   c. at
9. Kate and Ted are getting married … this July.
   a. in
   b. …
   c. at
10. They met again …the spring of 2005.
   a. on
   b. at
   c. in
11. Jane heard … into the table.
   a. that he bumped
   b. him bump
   c. him bumping
12. Some firms expect … twelve hours …?
   a. the guards to work
   b. that the guards work
   c. the guards work
13. Don't you feel the house …?
   a. to shake
   b. shaking
   c. shook
14. The crowd parted to let the happy couple … through.
   a. going
   b. to go
   c. go
15. I saw him … the road and… down a staircase that led to the Underground.
   a. crossing … disappeared
   b. crossed …disappearing
   c. crossing…disappearing
16. What kind of world do we want our children …from us?
   a. to inherit
   b. inherit
   c. inheriting
17. Experienced teachers help you … quickly.
   a. learn
   b. to learn
   c. learning
18. I was sitting on my windowsill, eating bread and cheese and watching the sun …
   a. going down
   b. go down
   c. to go down
19. You should use the money to make your home …lovely.
   a. to look
   b. looking
   c. look
20. Did I hear you… would like to sell your car?
   a. said
   b. say

c. saying

21. I believed … the most reliable person.
    a. her to be
    b. her be
    c. in her to be
22. Mary hated her boyfriend …
    a. laugh at
    b. to be laughed at
    c. laughed at
23. I'd like … with us for another week.
    a. you to say
    b. that you will say
    c. you say
24. I could feel the earth … as the earthquake began.
    a. that shook
    b. to shake
    c. shake
25. I expect … her test this time.
    a. Anna pass
    b. Anna to pass
    c. Anna passing

Test III. Choose the correct versions.

1. He can play golf well, …?
    a. …, doesn't he?
    b. …, can he?
    c. …, can't he?
2. You like black coffee, …?
    a.…, aren't you?
    b.…, don't you?
    c.…, do you?
3. I met my (good) friend yesterday.
    a. goodest
    b. better
    c. best
4. Dorothy is (young) in her family.
    a. the youngest
    b. the younger
    c. young
5. Nowadays Bob is eating more and exercising … than he used to.
    a. little
    b. less
    c. the least
6. It's not the …place to live if you want a quiet life.
    a. better
    b. good
    c. best
7. Diana can't ski and she can't skate ….
    a. too
    b. also
    c. either
8. She's … work from 9 a.m. to 6 p.m.
    a. in
    b. at

c. on

9. She sat down … him on the sofa.
   a. alongside
   b. next to
   c. with
10. Last year he spent a lot of time traveling … London and Liverpool.
   a. between
   b. from
   c. in
11. Everyone … that women are equal to men.
   a. know
   b. knows
   c. is knowing
12. Too …people still smoke.
   a. many
   b. much
   c. a lot of
13. She doesn't speak…English.
   a. many
   b. much
   c. a lot of
14. **(3)** were absent from the lecture.
   a. Three
   b. Third
   c. thirty
15. The **(2)** lesson begins at eleven o'clock.
   a. two
   b. second
   c. twenty
16. … of students were present at the meeting.
   a. Hundreds
   b. The hundred
   c. A hundred
17. … of people greeted the Russian representatives.
   a. The thousand
   b. Thousand
   c. Thousands
18. We aren't rich. We aren't poor … .
   a. too
   b. either
   c. so
19. Mrs. Potts wants to live in the country. … does Mr. Potts.
   a. either
   b. so
   c. neither
20. In most countries you … a special license to hunt wild animals.
   a. have to need
   b. can have
   c. may have
21. My aunt leaves for work at (8.30).
   a. half past eight
   b. thirty to seven
   c. quarter past eight

22. I usually get up at (7.10).
    a. ten minutes to six
    b. ten minutes to seven
    c. ten minutes past seven
23. My father likes driving ….
    a. really fast
    b. very fastly
    c. fastly
24. "What are you doing?" – "I … the fish to see if it's all right."
    a. am smelling
    b. smell
    c. do the smelling
25. Someone … to speak to you on the phone.
    a. is wanting
    b. want
    c. wants

Test IV. Choose the correct versions.

1. … strange began to happen.
    a. Anything
    b. Something
    c. Nothing
2. I believed … the most reliable person.
    a. her to be
    b. her be
    c. in her to be
3. Mary hated her boyfriend … .
    a. laugh at
    b. to be laughed at
    c. laughed at
4. I'd like … with us for another week.
    a. you to say
    b. that you will say
    c. you say
5. I tried to get her on the phone but she … .
    a. already left
    b. already had left
    c. had already left
6. Please be quite! Don't say … !
    a. nothing
    b. anything
    c. something
7. He … his wallet on the train.
    a. lost
    b. had lost
    c. has lost
8. The boy … his hand because he knew the right answer to the question.
    a. rose
    b. raised
    c. has risen
9. No one of my classmates has … London.
    a. been to
    b. been in

c. gone to

10. Since I … university, I've been interested in sociology.
    a. have been met
    b. was at
    c. has gone to
11. After leaving school, James … it very difficult to get a good job.
    a. has found
    b. found
    c. had found
12. When … her new fur coat?
    a. did she buy
    b. has she bought
    c. did she bought
13. When we finally got to the airport, the plane … yet.
    a. hadn't landed
    b. didn't land
    c. wasn't landing
14. Christina said that … week had been the longest one in his life.
    a. that night
    b. tonight
    c. last night
15. My neighbour said that her nephew had been killed in a skiing accident a few days ….
    a. ago
    b. before
    c. before long
16. Charles said that he hadn't seen the office manager ….
    a. last night
    b. the night before
    c. yesterday in the evening
17. I … give up algebra because it got difficult for me.
    a. was able to
    b. was allowed
    c. had to
18. Nobody … Charlie Chaplin completely.
    a. knew
    b. has known
    c. was know
19. When … from his business trip?
    a. has he returned
    b. did he return
    c. was he returning
20. How long ago …?
    a. did they marry
    b. have they married
    c. they married
21. Letters … sent to all our clients every week.
    a. are
    b. have been
    c. are been
22. Nothing can … done about this.
    a. be
    b. be being
    c. have been

23. Ann … taken to hospital only tomorrow.
    a. will be
    b. is
    c. is being
24. When she was young, she … people. Nobody liked it.
    a. had always criticized
    b. was always criticizing
    c. always criticizing
25. Everybody … the party when the police arrived.
    a. were leaving
    b. was leaving
    c. had left

TEXTS

Read the text and do the exercises given below.

Text 1. Native Americans

The story of the Native Americans - or American Indians -is one that is unique, tragic and inspiring. It is unique because the Indians were the original inhabitants of the American continent and experienced every phase of its European settlement.

It is tragic because the conflict between the Indians and whites paralleled the experience of peoples throughout the world who have come in contact with expanding, industrialized societies. It is an inspiring story because the Native Americans, although lost much of their land in the 19th century, have survived, have asserted their political and economic rights, and have succeeded in retaining their identity and culture despite the onslaught of modern civilization.

Today Native Americans are full citizens of the United States. They are proud of their own cultural heritage, which they are trying to protect and maintain. Marks of that heritage can be found all over the United States.

Many of the names on United States maps Massachusetts, Ohio, Michigan, and Kansas - are Indian words. Indians taught the Europeans how to cultivate crops such as corn, tomatoes, potatoes, tobacco. About half of the Indians in the United States live in large cities and rural areas throughout the country.

The remainders live in about 300 federal reservations (land set for their use). Today, there are about 1.4 million Native Americans, which are believed to be more than there were, when the first European explorers arrived in the New World.

1. *Mark the statements which are True:*

a. The story of the Native Americans is one of saddest in the history of mankind.
b. The Indians have never been the original inhabitants of the American continent.
c. The Native Americans have managed to retain their identity and culture.
d. It’s almost impossible to find any marks of the Indians' heritage in the USA nowadays.
e. Today all Indians live in federal reservations.

2. Choose the right variant of translation:

1. **Today Native Americans are full citizens of the United States.**
    a. Сегодня американцы являются гражданами Америки.
    b. На сегодняшний день коренные американцы являются полными людьми.
    c. Сегодня коренные американцы являются полноправными гражданами США.

2. **About half of the Indians in the United States live in large cities and rural areas throughout the country.**
    a. Около половины индейцев в Соединенных Штатах живут в крупных городах и

сельских районах по всей стране.

b. Половина индейцев Соединенных Штатов живет в странах и сельских районах.
c. Около половины индейцев Америки живут в больших городах и по всей стране.

Read the text and do the exercises given below.

Text 2. Living a Long Life

It is often said that Japanese people, on average, live much longer than Europeans. To a large extend this must be due to the food most Japanese people eat since from the point of view of the life-style, life in modern Japan is no less stressful than ours in the west.

The Japanese live on a diet largely made up of fish and rice. At lunch-time a typical Japanese family will consume at least twice as many vegetables as we do in Europe. In comparison with Europeans, the Japanese eat far less meat and fewer potatoes; at the same time, they eat seven times more fresh fish than we do which make their diet much healthier by far. It would be fair to say that, in general, the Japanese consume far less sugar than Europeans, though the modern Japanese — frequent visitors to Europe on business or for pleasure — are discovering the pleasures and dangers of western-style eating habits.

1. *Mark the statements which are True.*

a. The Japanese live as long as people in western countries.
b. From the point of view of life-style, life in modern Japan is less stressful than in Europe.
c. The Japanese eat much more vegetables than Europeans.
d. When in Europe on business, the Japanese try to eat only their national food.
e. They consume more sugar than we do.

2. Choose the right variant of translation:

1. It is often said that Japanese people, on average, live much longer than Europeans.
   a. Говорят, что японские люди в среднем живут дольше, чем европейцы.
   b. Говорят, что японцы, в среднем, живут гораздо дольше европейцев.
   c. Говорят, что японцы, в среднем, живут гораздо меньше европейцев.
2. It would be fair to say that, in general, the Japanese consume far less sugar than Europeans…
   a. Откровенно говоря, японцы потребляют намного меньше сахара, чем европейцы.
   b. Следует заметить что, японцы потребляют меньше соли, чем европейцы.
   c. Откровенно говоря, японцы потребляют равное количество сахара с европейцами.

Text 3. Banking

Banks play very important role in any financial system. Banks are classified as commercial banks and central banks.

Commercial banks open accounts for their clients and receive money on current and deposit accounts. These funds they use to provide loans and for investment. They also collect cheques, discount bills, transfer money, buy and sell securities and do other commercial operations. The main purpose of commercial banks is to make profit.

The main purpose of central bank is to control monetary system. It helps government provide monetary policy by regulating supply, cost and availability of money and credit. It is the county's leading bank, which act as banker to government. It issue banknotes, regulates activity of retail banks and provides services related to the public debt.

1. *Mark the statements which are True.*

2. Banks play very important role in any financial system.
3. Banks are classified as noncommercial banks and private banks.
4. It issue banknotes, regulates activity of retail banks and provides services related to the public debt.

5. The main purpose of commercial banks is to make loans.

3. Choose the right variant of translation:

1. Banks play very important role in any financial system.
    a. Банки играют очень важную роль в любой финансовой системе.
    b. Работа банка не влияет на финансовую систему страны.
    c. Банки не важны в финансовой системе.
2. Banks are classified as commercial banks and central banks.
    a. Банки классифицируются как некоммерческие и центральные.
    b. Банки классифицируются как коммерческие и центральные.
    c. Банки бывают двух видов.
3. The main purpose of commercial banks is to make profit.
    a. Главной целью коммерческих банков является получение прибыли.
    b. Главная задача банков – предоставление кредитов.
    c. Главная цель банков - контроль денежно-кредитной политики страны.

Text 4. The financial system

The financial system is a network of financial organizations, which carry out and regulate financial activities, the ministry of finance, the treasury, the central bank, the tax service, stock and currency exchanges.

There are budgeting, financing, investment, banking, taxation and insurance are the main forms of financial activities. Financial assets flow in the system from savers to borrowers, who use them. Savers and borrowers are linked by financial intermediaries. They are banks, finance, investment and insurance companies.

The heart of Britain financial services industry locates in the famous “Square Mile” in the City of London. It is one of the largest financial centers in the world. The world’s largest banks and financial markets located there. For example, London Stock Exchange, the Foreign Exchange Market, the Financial Futures and Options Market, Eurobond and Eurocurrency markets.

1. ***Mark the statements which are True.***

2. The heart of Britain financial services industry locates in the famous “Square Mile” in the City of London.
3. “Square Mile” is not one of the largest financial centers in the world.
4. The world’s largest banks and financial markets located there. For example, London Stock Exchange, the Foreign Exchange Market, the Financial Futures and Options Market, Eurobond and Eurocurrency markets.
5. The financial system is a network of economic organizations…

2.Choose the right variant of translation:

1. The world’s largest banks and financial markets located there.
    a. Там располагаются самые крупные банки мира и финансовые рынки.
    b. Там располагаются мировые финансовые рынки.
    c. Крупные банки расположены в Сквея Майл.
2. There are budgeting, financing, investment, banking, taxation and insurance are the main forms of financial activities.
    a. Составление бюджета, финансирование, инвестирование, банковское дело, налогообложение и страхование являются основными формами финансовой деятельности.
    b. Составление бюджета, финансирование, инвестирование, банковское дело, налогообложение и страхование являются основными формами экономической деятельности.

c. Составление бюджета, финансирование, инвестирование, банковское дело, налогообложение и страхование являются основными формами деятельности банков.

3. Savers and borrowers are linked by financial intermediaries.
   a. Заемщики связаны между собой финансовыми посредниками.
   b. Вкладчики и заемщики связаны финансовыми посредниками.
   c. Вкладчики и заемщики не связаны финансовыми посредниками.

Text 5. The history of money

At different periods of time and in different parts of the world many different commodities have served as money. These commodities were: cattle, sheep, leather, fish, tobacco, tea, salt and others.

Commodity should be fairy durable, easily divisible and portable that to serve effectively as money. None of the above-mentioned commodities possessed all this qualities, and in time they were replaced by precious metals, first by silver, later by gold. The coins came into use, when metal was cutting into definite weight, when the payment was made.

Paper money first came into use in the form of receipts given by goldsmiths in exchange for deposits of silver and gold coins. Then, when goldsmiths became bankers their receipts became banknotes. That's how the first banknotes came into existence.

1. Are the following statements True or False?

1. At different periods of time and in different parts of the world many different commodities have served as money.
2. These commodities were: cattle, sheep, leather, fish, tobacco, tea, salt and others.
3. The coins came into use, when leather was cutting into definite weight, when the payment was made.
4. Paper money first came into use in the form of receipts given by goldsmiths in exchange for deposits of silver and gold coins.
5. At different periods of time and in different parts of the world many different commodities have served as money.

2.Choose the right variant of translation:

1. These commodities were: cattle, sheep, leather, fish, tobacco, tea, salt and others.
   a. Такими товарами были крупный и мелкий рогатый скот, кожа, рыба, табак, чай, соль и др.
   b. Такими товарами были скот, кожа, рыба, сыр, молоко, табак, чай, соль и др.
   c. Товарами для продажи были крупный и мелкий рогатый скот, кожа, рабы, табак, чай, соль и др.
2. At different periods of time and in different parts of the world many different commodities have served as money.
   a. В разное время и в разных частях света много различных товаров использовалось в качестве оплаты.
   b. В разное время и в разных частях света много различных товаров использовалось в качестве денег.
   c. В разное время и в разных частях света товары не использовалось в качестве денег.
3. That's how the first banknotes came into existence.
   a. Таким образом появились первые банкноты.
   b. Вот так появились деньги.
   c. Такова история появления бумажных банкнот.

IV. МЕТОДИЧЕСКИЕ МАТЕРИАЛЫ, ОПРЕДЕЛЯЮЩИЕ ПРОЦЕДУРЫ ОЦЕНИВАНИЯ РЕЗУЛЬТАТОВ ОСОВЕНИЯ ДИСЦИПЛИНЫ, 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 студентов и учащихся ДГУНХ.

Во время дифференцированного зачета обучающиеся должны ответить на два теоретических вопроса, выполнить тестовое задание и провести работу над текстом, которые соответствуют содержанию планируемых результатов обучения.

Дифференцированный зачет проводится в устной и письменной форме. На устный ответ, выполнение тестового задания и работу над текстом обучающемуся отводится 35 минут. За ответ на теоретические вопросы студент может получить максимально 10 баллов, за выполнение тестового задания -5 баллов, за работу над текстом-5 баллов.