**ГБПОУ «Дзержинский педагогический колледж»**

**Фонд оценочных средств**

*для проведения промежуточной аттестации по* иностранному языку (английский)

**Дзержинск, 2015**

Фонд оценочных средств разработан на основе Федерального государственного образовательного стандарта среднего профессионального образования по специальности 44. 02. 01. «Дошкольное образование» и программы учебной дисциплины ОПОП СПО (ОГСЭ. 04) Иностранный язык.

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| Рассмотрено на заседании предметно-цикловой комиссии общеобразовательных дисциплин и ОГСЭ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Протокол №\_\_\_\_\_\_\_ от «\_\_\_\_\_» \_\_\_\_\_\_\_\_\_ 20\_\_\_\_г.  Председатель ПЦК \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ /\_\_\_\_\_\_\_\_\_\_\_\_\_\_/ |
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**1. Паспорт фонда оценочных средств. Область применения.**

Фонд оценочных средств разработан на основе Федерального государственного образовательного стандарта среднего профессионального образования по специальности 44. 02. 01. «Дошкольное образование» и программы учебной дисциплины ОГСЭ. 04 Иностранный язык.

Содержит комплект оценочных средств для организации дифференцированного зачета, экзамена и контрольно – измерительные материалы для текущего контроля. Позволяет оценивать освоение умений, усвоение знаний, элементов сформированности ПК и ОК.

**1.1.Показатели оценки освоенных знаний и умений**

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| **Результаты (освоенные умения и усвоенные знания)** | **Показатели оценки освоенных знаний и умений** | **Формы, методы контроля и оценки** | | |
|  |
| В результате освоения учебной дисциплины обучающийся должен уметь:  - общаться (устно и письменно) на иностранном языке на профессиональные и повседневные темы: |  | **Промежуто-чный контроль** | **Текущий контроль** | |
| - Знакомство. | - рассказывает о семье в соответствии с предложенной ситуацией. | Экзамен (билет № 1, 2, 3, 13, 15). | Практические задания:  Задание 1. Лексический тест.  Самостоятельная работа:  1.написание автобиографии, составление схемы: генеалогическое древо;  2.подготовка ответов на вопросы по теме «Семья». | |
| - Биография. Качества личности. | - описывает внешность и анализирует черты характера человека на основе предложенного иллюстративного материала с использованием лексики по теме. | Экзамен (билет № 10, 12).  Дифферен-цированный зачет. | Задание 2. Письменная работа.  Самостоятельная работа:  1.составление описания картинки по образцу;  2.выполнение лексико- грамматических упражнений. | |
| - Дом. Жилище. | - находит необходимую информацию в тексте по теме,  понимая логико-смысловые связи текста. | Экзамен (билет № 8 и 9). | Задание3. Письменная работа.  Самостоятельная работа:  1.составление диалога по образцу;  2.составление монолога «Моя квартира/комната. | |
| - Природа и человек. | - отвечает на вопросы по прочитанному, сравнивая  времена года. | Экзамен (билет № 14).  Дифферен- цированный зачет. | Задание 4. Письменная работа.  Самостоятельная работа:  1.составление прогноза погоды;  2.составление описания картинки по образцу. | |
| - Свободное время. | - рассказывает о своих увлечениях в соответствии с предложенной ситуацией. | Экзамен (билет № 4). | Задание 5. Письменная работа.  Самостоятельная работа:  1.составление монолога по картинке  2.разработка проекта «Мое хобби». | |
| - Путешествия. | - подготавливает монологическое высказывание с использованием лексики по теме. | Экзамен (билет № 5, 10). | Задание 6. Письменная работа.  Самостоятельная работа:  1написание открытки  2.разработка плана путешествия. | |
| - Здоровый образ жизни. | - отвечает на вопросы по тексту. | Экзамен (билет № 12, 13). | Задание 7. Письменная работа.  Самостоятельная работа:  1.планирование рабочего дня.  2.чтение и перевод рецептов. | |
| - Страны и континенты. | - рассказывает о праздниках, используя опорную схему. | Экзамен (билет № 6, 14, 15, 16, 17). | Задание 8. Письменная работа.  самостоятельная работа  1.заполнение таблицы «Страны и языки».  2.выполнение упражнений. | |
| - Межкультурное общение. | - отвечает на вопросы, используя информацию из текста. | Экзамен (билет № 2). | Задание 9 Письменная работа.  Самостоятельная работа:  1.написание поздравительной открытки.  2.выполнение проекта «Мой любимый праздник». | |
| - Образование. | - готовит сообщение о системе образования в странах  изучаемого языка в соответствии с предложенной ситуацией. | Экзамен (билет № 3, 4, 5, 8). | Задание 10 Письменная работа.  Самостоятельная работа:  1.заполнение схемы (образование в Великобритании).  2. составление монолога по теме. | |
| - Профессии. | - составляет монологическое высказывание в соответствии с предложенной темой. | Экзамен (билет №, 6, 11). | Задание 11. Письменная работа.  Самостоятельная работа:  1.подготовка ответов на вопросы по теме.  2.написание резюме. | |
| - Роль средств массовой информации. | - составляет диалогическое высказывание в соответствии с предложенной темой. |  | Задание 12. Письменная работа.  Самостоятельная работа:  1.чтение и перевод телепрограммы/ газетной статьи.  2.составление диалога по опорам. | |
| - Искусство. | - заполняет таблицу, используя информацию из прочитанных текстов. | Экзамен (билет № 16, 17). | Задание 13. Письменная работа.  Самостоятельная работа:  1.написание доклада «Мой любимый художник/композитор/ писатель....».  2.перевод отрывка художественного текста. | |
| - Детство. | - подбирает информацию в соответствии с предложенной ситуацией. | Экзамен (билет № 1, 9). | Задание 14. Письменная работа.  Самостоятельная работа:  1.составление режима дня ребёнка.  2. выполнение лексико-грамматических упражнений. | |
| - Образовательные учреждения. | - находит основную информацию в тексте, понимая логико-смысловые связи. | Экзамен (билет № 9). | Задание 15. Письменная работа.  Самостоятельная работа:  1.составление диалога по схеме.  2.выполнение лексико-грамматических упражнений. | |
| - Профессия педагога. | - рассказывает о профессии педагога с использованием изученной лексики по теме. | Экзамен (билет № 7). | Задание 16. Письменная работа.  Самостоятельная работа:  1.написание эссе «Идеальный педагог».  2.выполнение лексико-грамматических упражнений. | |
| - Организация свободного времени детей. | - подбирает материал в соответствии с предложенным творческим заданием, используя различные источники информации. |  | Задание 17. Письменная работа.  Самостоятельная работа:  1.заучивание рифмовок, стихов, песен.  2.написание монолога. | |
| В результате освоения учебной дисциплины обучающийся должен знать:  лексический (1200-1400 лексических единиц) и грамматический минимум, необходимый для чтения ин. текстов профессиональной направленности.  Лексический минимум включает слова и выражения в рамках разделов:  - Я и моё окружение.  - Культура и общество.  - Иностранный язык в профессии. | | | | |
| **Грамматический минимум включает основные грамматические темы:** | | | | |
| Имя существительное. | - сравнивает употребление артиклей,  - образует множественное число существительных в  соответствии с правилом. | Дифференцированный зачет  Экзамен | | Тест 1. |
| Имя прилагательное. | - объясняет употребление степеней сравнения  прилагательных и наречий. | Дифференцированный зачет  Экзамен | | Задание 2. Письменная работа. |
| Глагол. | - понимает использование формы настоящего, будущего и прошедшего времени глагола, приводя примеры употребления | Дифференцированный зачет  Экзамен | | Задание 3.Письменная работа. |
| Местоимения. | - понимает значение местоимений, приводя примеры их употребления. | Дифференцированный зачет  Экзамен | | Задание 4. Письменная работа. |
| Имя числительное. | - понимает употребление числительных. | Дифференцированный зачет  Экзамен | | Задание 5. Письменная работа. |
| Предлоги. | - сравнивает употребление предлогов. | Дифференцированный зачет  Экзамен | | Задание 6. Письменная работа |
| Простые предложения. | - понимает структуру простого предложения, приводя примеры повествовательного, вопросительного, отрицательного предложений. | Дифференцированный зачет  Экзамен | | Задание 7. Письменная работа. |
| Сложные предложения. | - понимает структуру построения сложного предложения и употребление союзов. | Дифференцированный зачет  Экзамен | | Задание 8. Письменная работа. |
| Пассивный залог. | - понимает правила образования и употребления  страдательного залога. | Дифференцированный зачет  Экзамен | | Задание 9. Письменная работа. |

**1.2. Проверка сформированности элементов ПК и ОК.**

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| **ПК/ОК** | **Результаты** | | **Задания для проверки усвоенных знаний и освоенных умений** |
| **ПК 1.1.** Планировать мероприятия, направленные на укрепление здоровья ребенка и его физическое развитие.  **ОК10.** Осуществлять профилактику травматизма, обеспечивать охрану жизни и здоровья детей. | Знать формальные признаки лексических и грамматических явлений | Уметь переводить профессионально – ориентированные тексты со словарем, выбирая нужное значение слова | Практическое задания 1 по теме: «Здоровый образ жизни», «Свободное время», «Детство», «Организация свободного времени детей» |
| **ПК1.2.** Проводить режимные моменты в соответствии с возрастом.  **ОК2** Организовывать собственную деятельность, определять методы решения профессиональных задач, оценивать их эффективность и качество. | Знать структуру вопросительного утвердительного, отрицательного предложения, как работать с текстом | Уметь отвечать на вопросы по теме, находить основную информацию в тексте, подбирать материал в соответствии с предложенным творческим заданием, используя различные источники информации.  Уметь представить устное сообщение ( с предварительной подготовкой) на заданную тему | Практическое задания по теме: «Здоровый образ жизни», «Свободное время», «Детство», «Организация свободного времени детей» |
| **ПК 1.3.** Проводить мероприятия по физическому воспитанию в процессе выполнения двигательного режима.  **ОК2.** Организовывать собственную деятельность, определять методы решения профессиональных задач, оценивать их эффективность и качество. | Знать лексический и грамматический минимум, необходимый для чтения профессионально – ориентированных текстов, знать, как работать со справочной литературой | Уметь переводить со словарем иностранные тексты профессиональной направленности, уметь осуществлять языковую и контекстуальную догадку | Практические задания по теме: «Здоровый образ жизни», «Свободное время», «Детство», «Организация свободного времени детей» |
| **ПК 2.1.** Планировать различные виды деятельности и общения детей в течение дня.  **ОК 3.** Оценивать риски и принимать решения в нестандартных ситуациях.  **ОК 11.** Строить профессиональную деятельность с соблюдением регулирующих ее правовых норм. | Знать лексику и грамматический минимум по теме | Уметь выступить с монологическим высказыванием по теме, извлекать информацию из текстов, построенных на языковом материале повседневного и профессионального общения | Практические задания по теме: «Свободное время», «Детство», «Организация свободного времени детей», «Образование», «Природа и человек», «Путешествия», «Профессии», «Искусство» |
| **ПК 2.2.** Организовывать различные игры с детьми раннего и дошкольного возраста.  **ОК2.** Организовывать собственную деятельность, определять методы решения профессиональных задач, оценивать их эффективность и качество. | Знать лексику и грамматический минимум по теме | Уметь рассказывать о праздниках, работать с текстом, понимать относительно полно общий смысл текста по теме | Практические задания по теме: «Межкультурное общение», «Детство», «Организация свободного времени детей», «Профессия педагога», «Образовательные учреждения» |
| **ПК 2.3.** Организовывать посильный труд и самообслуживание.  **ОК2.** Организовывать собственную деятельность, определять методы решения профессиональных задач, оценивать их эффективность и качество. | Знать механизм построения всех видов предложения | Уметь находить необходимую информацию в тексте со словарем и без, отвечать на вопросы,  употреблять разговорные формулы в коммуникативных ситуациях | Практическое задания по теме:  «Дом. Жилище», «Здоровый образ жизни», «Свободное время», «Детство», «Организация свободного времени детей» |
| **ПК 2.4.** Организовывать общение детей.  **ОК2.** Организовывать собственную деятельность, определять методы решения профессиональных задач, оценивать их эффективность и качество. | Знать лексику и грамматический минимум по теме | Уметь выступить с монологическим высказыванием по теме, описать иллюстративный материал, уметь передать содержимое текста в соответствии с нормами русского литературного языка | Практическое задания по теме:  « Знакомство», «Биография. Качества личности», «Свободное время», «Детство», «Организация свободного времени детей», «Межкультурное общение» |
| **ПК 2.5.** Организовывать продуктивную деятельность дошкольников (рисование, лепка, аппликация, конструирование).  **ОК2.** Организовывать собственную деятельность, определять методы решения профессиональных задач, оценивать их эффективность и качество. | Знать, как представить устное сообщение (с предварительной подготовкой),  знать лексику и грамматический минимум по теме, знать механизм построения всех видов предложения | Уметь выступить с диалогическим высказыванием по теме, ответить на вопросы | Практическое задания по теме: «Свободное время», «Детство», «Организация свободного времени детей», «Профессия педагога» |
| **ПК 2.6.** Организовывать и проводить праздники и развлечения для детей раннего и дошкольного возраста.  **ОК2.** Организовывать собственную деятельность, определять методы решения профессиональных задач, оценивать их эффективность и качество.  **ОК 6.** Работать в коллективе и команде, взаимодействовать с руководством, коллегами и социальными партнерами. | Знать механизм построения всех видов предложения, знать  лингвострановедческую, страноведческую и социокультурную информацию | Уметь ответить на вопросы с опорой на текст, уметь  выделять общее и специфическое в культуре родной страны и изучаемого языка, уметь работать с текстами страноведческого характера | Практическое задания по теме: Межкультурное общение», «Страны и континенты», «Свободное время», «Детство», «Организация свободного времени детей», «Профессия педагога» |
| **ПК 3.1.** Определять цели и задачи, планировать занятия с детьми дошкольного возраста.  **ОК 7** | Знать, как вести беседу с использованием элементов описания, повествования , рассуждения,  знать лексику и грамматический минимум по теме | Уметь выступить с монологическим высказыванием по теме | Практическое задания по теме: «Свободное время», «Детство», «Организация свободного времени детей», «Профессия педагога» |
| **ПК 3.2.** Проводить занятия с детьми дошкольного возраста.  **ОК2.** Организовывать собственную деятельность, определять методы решения профессиональных задач, оценивать их эффективность и качество.  **ОК 7.** Ставить цели, мотивировать деятельность воспитанников, организовывать и контролировать их работу с принятием на себя ответственности за качество образовательного процесса. | Знать лексику и грамматический минимум по теме | Уметь обсудить прочитанное, выражая свое мнение  Умеют применять в речи различные грамматические конструкции и структуры | Практическое задания по теме: «Свободное время», «Детство», «Организация свободного времени детей», «Профессия педагога» |
| **ПК 5.2.** Создавать в группе предметно-развивающую среду. | Знать лексику и грамматический минимум по теме | Уметь работать с текстами общекультурного характера и текстами по специальности,  Уметь сделать выписки из текста, составить записи в виде опор, составить запись краткого плана текста | Практическое задания по теме: «Детство», «Организация свободного времени детей», «Профессия педагога» |
| **ПК 5.3.** Систематизировать и оценивать педагогический опыт и образовательные технологии в области дошкольного образования на основе изучения профессиональной литературы, самоанализа и анализа деятельности других педагогов.  **ОК 1.** Понимать сущность и социальную значимость своей будущей профессии, проявлять к ней устойчивый интерес.  **ОК4.** Осуществлять поиск, анализ и оценку информации, необходимой для постановки и решения профессиональных задач, профессионального и личностного развития.  **ОК5.** Использовать информационно-коммуникационные технологии для совершенствования профессиональной деятельности.  **ОК8.** Самостоятельно определять задачи профессионального и личностного развития, заниматься самообразованием, осознанно планировать повышение квалификации.  **ОК9.** Осуществлять профессиональную деятельность в условиях обновления ее целей, содержания, смены технологий. | Знать лексику и грамматический минимум по теме | Уметь составить связный текст с использованием ключевых слов,  выбрать нужное значение слова, ориентируются в формальных признаках лексических и грамматических явлений, уметь осуществлять языковую и контекстуальную догадку | Практическое задания по теме: «Профессия педагога», «Роль СМИ» |

**2. Комплект оценочных средств для организации контроля и оценки в форме дифференцированного зачета**

**2.1. Паспорт комплекта оценочных средств**

Промежуточный контроль освоения учебной дисциплины осуществляется в форме дифференцированного зачета.

**2.1.1. Показатели оценки освоенных знаний и умений**

|  |  |  |
| --- | --- | --- |
| **Результаты (освоенные умения и усвоенные знания)** | **Основные показатели оценки результата** | **Задание дифференцированного зачета** |
| В результате освоения учебной дисциплины обучающийся **должен уметь:**  - общаться (устно и письменно) на иностранном языке на повседневные темы: |  |  |
| -Биография. Качества личности. | - описывает внешность и анализирует черты характера человека на основе текста | **Часть 3. Работа с текстом.**  Claudia, now in her mid-thirties, is a very beautiful woman. She has a *(1) \_\_\_\_\_\_\_\_\_*figure and is *(2)* \_\_\_\_\_\_\_\_ with very long legs. Her most stunning feature, though, is her attractive *(3)* \_\_\_\_\_\_face with her *(4)* \_\_\_\_\_\_ eyes and *(5)* \_\_\_\_\_\_nose. At the moment she has *(****6)* \_\_\_\_\_\_\_\_**blond hair. |
| - Природа и человек. | - отвечает на вопросы по прочитанному. | **Часть 2. Работа с текстом.**  1.What is the coldest season of the year?  2.How can you describe the weather of autumn?  3.What is the hottest season of the year?  4.What are the weather conditions of spring?  5.What can we do in our free time in winter? |
| - Свободное время. | - находит необходимую информацию в тексте, понимая логико-смысловые связи текста. | **Часть 2. Работа с текстом.**  Claudia is not only a professional model, but she is also a very *(7)* \_\_\_\_\_\_\_\_businesswoman. She has her own fitness video and is a partner in the new chain of "Fashion Cafes". She is also very *(8)* \_\_\_\_\_\_\_\_\_\_\_\_\_\_ spending a lot of her time working with various charity organizations helping children in need.  Claudia is *(9)* \_\_\_\_\_\_\_\_\_\_\_\_\_\_ too, and likes being with famous people. When Claudia is not modeling or doing charity work, she likes reading and watching old films. She also enjoys going to parties, but she rarely stays out late.  Although Claudia's popularity as a model rises and falls with the season (as it does for all supermodels), Claudia is so beautiful, talented and most of all *(10)* \_\_\_\_\_\_\_\_\_\_\_that she will be famous for a long time to come. |
| В результате освоения учебной дисциплины обучающийся должен **знать:**  грамматический минимум по темам: |  |  |
| Имя существительное. | - сравнивает употребление артиклей,  - образует множественное число существительных в  соответствии с правилом. | **Часть 1. Грамматический тест.**  3. a few \_\_\_\_\_\_\_ (friend)  a) friends  b) friend  c) friendes  5. She has got 1 ... terrible 2 … headache.  a) a  b) …  c) the  16. We’ll go for a walk if … weather is fine.  a) a  b) …  c) the  17. a lot of \_\_\_\_\_\_\_ (money)  a) monies  b) money  c) moneys |
| Имя прилагательное. | - объясняет употребление степеней сравнения  прилагательных | **Часть 1. Грамматический тест.**  13.Tom is the …..student in the class.   1. good 2. best 3. goodest |
| Глагол. | - понимает использование формы настоящего, будущего и прошедшего времени глагола, приводя примеры употребления | **Часть 1. Грамматический тест.**  1… you drink coffee every morning? a) do  b) does  c) are  2. It … be sunny tomorrow.  a) don’t  b) didn’t  c) won’t  8. How much ….they spend in Germany last month?  a)do  b)did  c)will  10. It (not cost) so much.  a) isn’t  b)don’t  c)doesn’t  14. I ….to the city once a week.  a)went  b)go  c) will  15. …they come tomorrow?  a) do  b) did  c) will  18.Ann \_\_\_\_\_\_\_ to speak English.  a) wanted  b) wants  c) want |
| Местоимения. | - понимает значение местоимений, приводя примеры их употребления. | **Часть 1. Грамматический тест.**  6. I like these posters on the wall. … are interesting.  a) it  b) they  c) we  12. Kevin goes in for sport. … plays football.  a) he  b) I  c) she |
| Имя числительное. | - понимает употребление числительных. | **Часть 1. Грамматический тест.**  20.He lives on the …..  a)two floor  b) second floor  c)floor number two |
| Предлоги. | - сравнивает употребление предлогов. | **Часть 1. Грамматический тест.**  19.The bird has flown …..the window.  a)over  b)across  c) through |
| Простые предложения. | - понимает структуру простого предложения, приводя примеры повествовательного, вопросительного, отрицательного предложений. | **Часть 1. Грамматический тест.**  11.He woke up, dressed, ……breakfast and left home.  a)have  b) had  c) and  9…..he buy milk yesterday?  a)Was  b)Did  c)Have |
| Сложные предложения. | - понимает структуру построения сложного предложения и употребление союзов. | **Часть 1. Грамматический тест.**  7.Where is the cheese ….was in the fridge?  a)who  b)that  c)whose |
| Пассивный залог. | - понимает правила образования и употребления  страдательного залога. | **Часть 1. Грамматический тест.**  4. The room …. Tom yesterday.  a)was cleaned by  b) is cleaned by  c) was cleaned with |

**2.2. Организация контроля и оценки в ходе дифференцированного зачета**

Промежуточный контроль освоения учебной дисциплины осуществляется в форме дифференцированного зачета.

Дифференцированный зачет предполагает выполнение трех заданий.

Часть 1. Грамматический тест.

Часть 2. Работа с текстом, ответы на вопросы.

Часть 3. Работа с текстом, заполнение пропусков в тексте.

1. В комплекте тестовых заданий используется такая форма тестовых заданий, как выбор одного варианта ответа из предложенного множества. На каждый проверяемый учебный элемент по теме не менее одного тестового задания.

Условием положительной аттестации на дифференцированном зачете является положительная оценка усвоения всех знаний и освоения всех умений по всем контролируемым показателям.

**2.3. Контрольно - измерительные материалы для оценки сформированности освоенных знаний и умений в ходе дифференцированного зачета**

***Часть 1. Грамматический тест.***

*Choose the correct variant.*

|  |  |
| --- | --- |
|  | … you drink coffee every morning? a) do b) does c) are |
|  | It … be sunny tomorrow.  a) don’t b) didn’t c) won’t |
|  | a few \_\_\_\_\_\_\_ (friend)  a) friends b) friend c) friendes |
|  | The room …. Tom yesterday.  a)was cleaned by b) is cleaned by c) was cleaned with |
|  | She has got 1 ... terrible 2 … headache.  a) a b) … c) the |
|  | I like these posters on the wall. … are interesting.  a) it b) they c) we |
|  | Where is the cheese ….was in the fridge?  a)who b)that c)whose |
|  | How much … they spend in Germany last month?  a) do b) did c) will |
|  | …..he buy milk yesterday?  a)Was b)Did c)Have |
|  | It (not cost) so much. a) isn’t b) don’t c) doesn’t |
|  | He woke up, dressed, ……breakfast and left home.  a)have b) had c) and |
|  | Kevin goes in for sport. … plays football.  a) he b) I c) she |
|  | Tom is the …..student in the class.  a) good b) best c) goodest |
|  | I \_\_\_\_\_\_\_\_ to the city once a week.  a) went b) go c) goes |
|  | … they come tomorrow?  a) do b) did c) will |
|  | We’ll go for a walk if … weather is fine.  a) a b) … c) the |
|  | a lot of \_\_\_\_\_\_\_ (money)  a) monies b) money c) moneys |
|  | Ann \_\_\_\_\_\_\_ to speak English.  a) wanted b) wants c) want |
|  | The bird has flown …..the window.  a)over b)across c) through |
|  | He lives on the …..  a)two floor b) second floor c)floor number two |

**Часть 2. Работа с текстом, ответы на вопросы.**

*Read the text about the seasons. Answer the questions after the text.*

1. **Seasons**

Winter, spring, summer and autumn are the seasons of the year.

December, January and February are the winter months. The weather is cold, usually it snows. The days are short and the nights are long. The rivers and lakes freeze and we can go skating and skiing.

March, April and May are the spring months. It is a very nice season. The weather is fine, it is warm. There are many green trees in the streets in the parks and in the yards. Sometimes it rains but usually the sun shines brightly. The birds return from the hot countries and build their nests.

June, July and August are the summer months. It is hot or warm. The days are long and the nights are short. There are many nice flowers in the parks and squares in the summer. The pupils do not go to school, they have summer holidays. June is the first month of summer. We have the longest day and the shortest night in the year on the 21st-22nd of June. July is the middle month of summer. It is hot and sun shines brightly. The sky is blue and cloudless. August is the last summer month some times it is cold in August, but there are many mushrooms, berries and fruits.

September, October and November are autumn months. The weather is changeable. It often rains. You can see yellow, red, brown leaves everywhere. It is time to gather the harvest.

*Questions:*

1.What is the coldest season of the year?

2.How can you describe the weather of autumn?

3.What is the hottest season of the year?

4.What are the weather conditions of spring?

5.What can we do in our free time in winter?

***Часть 3. Работа с текстом, заполнение пропусков в тексте.***

При выполнении данного задания учащиеся могут пользоваться словарями.

*Read the text and fill in the blanks. Use the words from the box:*

|  |
| --- |
| ***intelligent, heart-shaped, tall, generous, sociable, successful, sparkling, straight, slim, shoulder-length*** |

**A Famous Model**

Claudia Schiffer is a very successful German super-model. She has appeared on the covers and fashion pages of all the major fashion magazines and is one of the faces of Chanel.

Claudia, now in her mid-thirties, is a very beautiful woman. She has a *(1) \_\_\_\_\_\_\_\_\_*figure and is *(2)* \_\_\_\_\_\_\_\_ with very long legs. Her most stunning feature, though, is her attractive *(3)* \_\_\_\_\_\_face with her *(4)* \_\_\_\_\_\_ eyes and *(5)* \_\_\_\_\_\_nose. At the moment she has *(****6)* \_\_\_\_\_\_\_\_**blond hair.

Claudia is not only a professional model, but she is also a very *(7)* \_\_\_\_\_\_\_\_businesswoman. She has her own fitness video and is a partner in the new chain of "Fashion Cafes". She is also very *(8)* \_\_\_\_\_\_\_\_\_\_\_\_\_\_ spending a lot of her time working with various charity organizations helping children in need.

Claudia is *(9)* \_\_\_\_\_\_\_\_\_\_\_\_\_\_ too, and likes being with famous people. When Claudia is not modeling or doing charity work, she likes reading and watching old films. She also enjoys going to parties, but she rarely stays out late.

Although Claudia's popularity as a model rises and falls with the season (as it does for all supermodels), Claudia is so beautiful, talented and most of all *(10)* \_\_\_\_\_\_\_\_\_\_\_that she will be famous for a long time to come.

**2.4. Пакет экзаменатора**

|  |
| --- |
| **Условия выполнения задания**  1. Место (время) выполнения задания – на учебном занятии.  2. Максимальное время выполнения задания: 60 минут. |

Дифференцированный зачёт состоит из трёх частей.

Первая часть — грамматический тест. Он включает в себя 20 вопросов.

Максимальное количество баллов за выполненный тест — 22.

Вторая часть – письменная работа с текстом. Учащиеся должны прочитать текст и ответить на 5 вопросов по нему.

Максимальное количество баллов за задание – 10.

Третья часть — письменная работа с текстом. Учащиеся должны прочитать текст и заполнить 10 пропусков в нём (слова для заполнения пропусков даны перед текстом). Максимальное количество баллов за данное задание — 30.

Общее количество баллов за выполнение всех заданий:

56— 62 балла — оценка «5»;

50 — 55 баллов — оценка «4»;

40 — 49 баллов — оценка «3»;

меньше 40 баллов — оценка «2».

|  |  |  |
| --- | --- | --- |
| **Задания (номер)** | **Предмет(ы) оценивания** | **Критерии оценки** |
| **Часть 1.**  **Грамматический тест.** |  |  |
| 1. … you drink coffee every morning? a) do b) does c) are | Понимает использование формы настоящего, прошедшего и будущего времени | **1 балл**  **a)** |
| 2. It … be sunny tomorrow.  a) don’t b) didn’t c) won’t | Понимает использование формы настоящего, прошедшего и будущего времени | **1 балл**  **c)** |
| 3. a few \_\_\_\_\_\_\_ (friend)  a) friends b) friend c) friendes | Образует множественное число существительных в соответствие с правилом | **1 балл**  **a)** |
| 4. The room …. Tom yesterday.  a)was cleaned by b) is cleaned by c) was cleaned with | - понимает правила образования и употребления  страдательного залога. | **1 балл**  **a)** |
| 5. She has got (1) ... terrible (2) … headache.  a) a b) … c) the | Сравнивает употребление артиклей | **2 балла**  **(1) a)**  **(2) b)** |
| 6. I like these posters on the wall. … are interesting.  a) it b) they c) we | Понимает значение местоимений | **1 балл**  **b)** |
| 7. Where is the cheese ….was in the fridge?  a)who b)that c)whose | - понимает структуру построения сложного предложения и употребление союзов. | **2 балла**  **b)** |
| 8. How much … they spend in Germany last month?  a) do b) did c) will | Понимает использование формы настоящего, прошедшего и будущего времени | **1 балл**  **b)** |
| 9…..he buy milk yesterday?  a)Was b)Did c)Have | - понимает структуру простого предложения (вопросительного) | **1 балл**  **b)** |
| 10. It (not cost) so much. a) isn’t b) don’t c) doesn’t | Понимает использование формы настоящего, прошедшего и будущего времени | **1 балл**  **c)** |
| 11.He woke up, dressed, ……breakfast and left home.  a)have b) had c) and | - понимает структуру простого предложения | **1 балл**  **b)** |
| 12. Kevin goes in for sport. … plays football.  a) he b) I c) she | Понимает значение местоимений | **1 балл**  **a)** |
| 13.Tom is the …..student in the class.  a) good b) best c) goodest | Ориентируется в трех степенях сравнения прилагательных, как простых, так и сложных | **1 балл**  **b)** |
| 14. I \_\_\_\_\_\_\_\_ to the city once a week.  a) went b) go c) goes | Понимает использование формы настоящего, прошедшего и будущего времени | **1 балл**  **b)** |
| 15. … they come tomorrow?  a) do b) did c) will | Понимает использование формы настоящего, прошедшего и будущего времени | **1 балл**  **c)** |
| 16. We’ll go for a walk if … weather is fine.  a) a b) … c) the | Сравнивает употребление артиклей | **1 балл**  **c)** |
| 17. a lot of \_\_\_\_\_\_\_ (money)  a) monies b) money c) moneys | Образует множественное число существительных в соответствие с правилом | **1 балл**  **b)** |
| 18. Ann \_\_\_\_\_\_\_ to speak English.  a) wanted b) wants c) want | Понимает использование формы настоящего, прошедшего и будущего времени | **1 балл**  **b)** |
| 19.The bird has flown …..the window.  a)over b)across c) through | Ориентируется в многообразии предлогов | **1 балл**  **c)** |
| 20.He lives on the …..  a)two floor b) second floor c)floor number two | Ориентируется в формах порядковых числительных | **1 балл**  **b)** |
| **Часть 2. Работа с текстом, ответы на вопросы.** |  |  |
| 1. What is the coldest season of the year? | Отвечает на вопросы по прочитанному, сравнивая времена года. | **2 балла**  **The coldest season of the year is winter.** |
| 2. How can you describe the weather of autumn? | Отвечает на вопросы по прочитанному, сравнивая времена года. | **2 балла**  **The weather is changeable. It often rains.** |
| 3. What is the hottest season of the year? | Отвечает на вопросы по прочитанному, сравнивая времена года. | **2 балла**  **The hottest season of the year is summer.** |
| 4. What are the weather conditions of spring? | Отвечает на вопросы по прочитанному, сравнивая времена года. | **2 балла**  **The weather conditions of spring are fine. It is warm. Sometimes it rains but usually the sun shines brightly.** |
| 5. What can we do in our free time in winter? | Отвечает на вопросы по прочитанному, сравнивая времена года. | **2 балла**  **In our free time in winter we can go skating and skiing.** |
| **Часть 3. Работа с текстом, заполнение пропусков в тексте.** |  |  |
| 1. a *(1) \_\_\_\_\_\_\_\_\_*figure | Выбирает необходимую информацию в тексте по теме «Биография. Качества личности», понимая логико-смысловые связи текста. | **3 балла**  **Slim** |
| 1. *(2)* \_\_\_\_\_\_\_\_ with very long   legs. | Выбирает необходимую информацию в тексте по теме «Биография. Качества личности», понимая логико-смысловые связи текста. | **3 балла**  **Tall** |
| 1. attractive *(3)* \_\_\_\_\_\_face | Выбирает необходимую информацию в тексте по теме «Биография. Качества личности», понимая логико-смысловые связи текста. | **3 балла**  **heart-shaped** |
| 1. *(4)* \_\_\_\_\_\_ eyes | Выбирает необходимую информацию в тексте по теме «Биография. Качества личности», понимая логико-смысловые связи текста. | **3 балла**  **Sparkling** |
| 1. *(5)* \_\_\_\_\_\_nose | Выбирает необходимую информацию в тексте по теме «Биография. Качества личности», понимая логико-смысловые связи текста. | **3 балла**  **Straight** |
| 1. *(****6)*** \_\_\_\_\_\_\_\_blond hair | Выбирает необходимую информацию в тексте по теме «Биография. Качества личности», понимая логико-смысловые связи текста. | **3 балла**  **shoulder-length** |
| 1. a very *(7)* \_\_\_\_\_\_ businesswoman | Выбирает необходимую информацию в тексте по теме «Биография. Качества личности», понимая логико-смысловые связи текста. | **3 балла**  **successful** |
| 1. very *(8)* \_\_\_\_\_\_\_\_\_\_\_\_\_\_ | Выбирает необходимую информацию в тексте по теме «Биография. Качества личности», понимая логико-смысловые связи текста. | **3 балла**  **Generous** |
| 1. Claudia is *(9* \_\_\_\_\_\_\_\_\_\_\_\_ | Выбирает необходимую информацию в тексте по теме «Биография. Качества личности», понимая логико-смысловые связи текста. | **3 балла**  **Sociable** |
| 1. most of all *(10)* \_\_\_\_\_\_\_\_\_\_ | Выбирает необходимую информацию в тексте по теме «Биография. Качества личности», понимая логико-смысловые связи текста. | **3 балла**  **Intelligent** |

**3. Комплект оценочных средств для организации контроля и оценки в форме экзамена.**

**3.1. Паспорт комплекта оценочных средств.**

Промежуточный контроль освоения учебной дисциплины осуществляется в форме экзамена.

**3.1.1. Показатели оценки освоенных знаний и умений**

|  |  |  |
| --- | --- | --- |
| **Результаты (освоенные умения и усвоенные знания)** | **Основные показатели оценки результата** | **Задания экзамена** |
| В результате освоения учебной дисциплины обучающийся должен уметь:  - общаться (устно и письменно) на иностранном языке на профессиональные и повседневные темы: |  |  |
| - Знакомство. | **1 вопрос:**  а) составляет связный текст (о семье, себе, рабочем или выходном дне)  с использованием ключевых слов  в соответствии с предложенной ситуацией (с предварительной подготовкой)  б) представляет устное сообщение на заданную тему (с предварительной подготовкой)  в)беседует по теме, используя элементы описания, повествования и рассуждения по данной теме.  **2 вопрос:**  а) читает текст, определяет его содержание по знакомым лексическим единицам, интернациональным словам, географическим названиям и т.п.,  б) распознает значение слов по контексту или при помощи словаря, переводит текст.  в) отвечает на вопросы по тексту, опираясь на знания изученных грамматических конструкций, структур и лексических единиц. | Экзамен (билет № 1, 2, 3, 13, 15).  **Билет № 1**  1.Speak on your family background.  **Билет № 2**  1. Comment on what you usually do on week days.  **Билет № 3**  1.Comment on what you usually do on days off?  **Билет № 13.**  1.Speak on family relationship.  **Билет № 15.**  2.Read the text «Family problems» and answer the questions. |
| -Биография. Качества личности. | **1 вопрос:**  а) составляет связный текст (о своей внешности, внешности друга, описывает черты характера)  с использованием ключевых слов  в соответствии с предложенной ситуацией (с предварительной подготовкой)  б) представляет устное сообщение на заданную тему (с предварительной подготовкой)  в)беседует по теме, используя элементы описания, повествования и рассуждения по данной теме.  **2 вопрос:**  а) читает текст, определяет его содержание по знакомым лексическим единицам, интернациональным словам, географическим названиям и т.п.,  б) распознает значение слов по контексту или при помощи словаря, переводит текст.  в) отвечает на вопросы по тексту, опираясь на знания изученных грамматических конструкций, структур и лексических единиц. | Экзамен (билет № 10, 12).  **Билет № 10**  2. Read the text «My friend» and answer the questions.  **Билет № 12.**  1.Introduce yourself to your teacher. |
| - Дом. Жилище. | **1 вопрос:**  а) составляет связный текст (о своей квартире (здание, обстановка, условия жизни, мебель)) с использованием ключевых слов в соответствии с предложенной ситуацией (с предварительной подготовкой)  б) представляет устное сообщение на заданную тему (с предварительной подготовкой)  в)беседует по теме, используя элементы описания, повествования и рассуждения по данной теме. | Экзамен (билет № 8 и 9).  **Билет № 8**  1. Describe your flat. Do you think it’s cosy?  **Билет № 9**  1. Comment on your household duties. |
| - Природа и человек. | **2 вопрос:**  а) читает текст, определяет его содержание по знакомым лексическим единицам, интернациональным словам, географическим названиям и т.п.,  б) распознает значение слов по контексту или при помощи словаря, переводит текст.  в) отвечает на вопросы по тексту, опираясь на знания изученных грамматических конструкций, структур и лексических единиц. | Экзамен (билет № 14).  **Билет № 14.**  2.Read the text «Climate in Great Britain» and answer the questions. |
| - Свободное время. | **2 вопрос:**  а) читает текст, определяет его содержание по знакомым лексическим единицам, интернациональным словам, географическим названиям и т.п.,  б) распознает значение слов по контексту или при помощи словаря, переводит текст.  в) отвечает на вопросы по тексту, опираясь на знания изученных грамматических конструкций, структур и лексических единиц. | Экзамен (билет № 4).  **Билет № 4**  2. Read the text «My daily programme» and answer the questions. |
| - Путешествия. | **1 вопрос:**  а) составляет связный текст (о любви человека к перемене мест, называет причины, почему люди путешествуют и как они путешествуют) с использованием ключевых слов  в соответствии с предложенной ситуацией (с предварительной подготовкой)  б) представляет устное сообщение на заданную тему (с предварительной подготовкой)  в)беседует по теме, используя элементы описания, повествования и рассуждения по данной теме.  **2 вопрос:**  а) читает текст, определяет его содержание по знакомым лексическим единицам, интернациональным словам, географическим названиям и т.п.,  б) распознает значение слов по контексту или при помощи словаря, переводит текст.  в) отвечает на вопросы по тексту, опираясь на знания изученных грамматических конструкций, структур и лексических единиц. | Экзамен (билет № 5, 10).  **Билет № 5**  2. Read the text « Travelling and holidays» and answer the questions.  **Билет № 10**  1. How do people travel? |
| - Здоровый образ жизни. | **2 вопрос:**  а) читает текст, определяет его содержание по знакомым лексическим единицам, интернациональным словам, географическим названиям и т.п.,  б) распознает значение слов по контексту или при помощи словаря, переводит текст.  в) отвечает на вопросы по тексту, опираясь на знания изученных грамматических конструкций, структур и лексических единиц. | Экзамен (билет № 12, 13).  **Билет № 12.**  2.Read the text «Sport and Olympic Games» and answer the questions.  **Билет № 13.**  2.Read the text «Sport» and answer the questions. |
| - Страны и континенты. | **1 вопрос:**  а) составляет связный текст (об иноязычных праздниках, показывает овладение национально-культурной спецификой страны изучаемого языка) с использованием ключевых слов  в соответствии с предложенной ситуацией (с предварительной подготовкой)  б) представляет устное сообщение на заданную тему (с предварительной подготовкой)  в)беседует по теме, используя элементы описания, повествования и рассуждения по данной теме.  **2 вопрос:**  а) читает текст, определяет его содержание по знакомым лексическим единицам, интернациональным словам, географическим названиям и т.п.,  б) распознает значение слов по контексту или при помощи словаря, переводит текст.  в) отвечает на вопросы по тексту, опираясь на знания изученных грамматических конструкций, структур и лексических единиц. | Экзамен (билет № 6, 14, 15, 16, 17).  **Билет № 6**  2. Read the text « Christmas in Great Britain» and answer the questions.  **Билет № 14.**  1.Speak on traditions of celebrating holidays in the UK.  **Билет № 15.**  1.What do you know about Christmas traditions in Great Britain?  **Билет № 16.**  1.Comment on Easter traditions in Great Britain.  **Билет № 17.**  1.Comment on Guy Fawkes traditions in Great Britain. |
| - Межкультурное общение. | **2 вопрос:**  а) читает текст, определяет его содержание по знакомым лексическим единицам, интернациональным словам, географическим названиям и т.п.,  б) распознает значение слов по контексту или при помощи словаря, переводит текст.  в) отвечает на вопросы по тексту, опираясь на знания изученных грамматических конструкций, структур и лексических единиц. | Экзамен (билет № 2).  **Билет № 2**  2. Read the text «English as the World language» and answer the questions |
| - Образование. | **1 вопрос:**  а) составляет связный текст (о системе образования России и Великобритании)  с использованием ключевых слов  в соответствии с предложенной ситуацией (с предварительной подготовкой)  б) представляет устное сообщение на заданную тему (с предварительной подготовкой)  в)беседует по теме, используя элементы описания, повествования и рассуждения по данной теме.  **2 вопрос:**  а) читает текст, определяет его содержание по знакомым лексическим единицам, интернациональным словам, географическим названиям и т.п.,  б) распознает значение слов по контексту или при помощи словаря, переводит текст.  в) отвечает на вопросы по тексту, опираясь на знания изученных грамматических конструкций, структур и лексических единиц. | Экзамен (билет № 3, 4, 5, 8).  **Билет № 3**  2. Read the text «Education in Great Britain» and answer the questions.  **Билет № 4**  1. Comment on the system of education in Russia.  **Билет № 5**  1. Comment on the system of education in the UK.  **Билет № 8**  2. Read the text «The British Education System» and answer the questions. |
| - Профессии. | **1 вопрос:**  а) составляет связный текст (о профессии учителя, воспитателя)  с использованием ключевых слов  в соответствии с предложенной ситуацией (с предварительной подготовкой)  б) представляет устное сообщение на заданную тему (с предварительной подготовкой)  в)беседует по теме, используя элементы описания, повествования и рассуждения по данной теме.  **2 вопрос:**  а) читает текст, определяет его содержание по знакомым лексическим единицам, интернациональным словам, географическим названиям и т.п.,  б) распознает значение слов по контексту или при помощи словаря, переводит текст.  в) отвечает на вопросы по тексту, опираясь на знания изученных грамматических конструкций, структур и лексических единиц. | Экзамен (билет №, 6, 11).  **Билет № 6**  1. Speak on pros and cons of being a teacher.  **Билет № 11.**  2.Read the text «My foreign language teacher» and answer the questions. |
| - Искусство. | **2 вопрос:**  а) читает текст, определяет его содержание по знакомым лексическим единицам, интернациональным словам, географическим названиям и т.п.,  б) распознает значение слов по контексту или при помощи словаря, переводит текст.  в) отвечает на вопросы по тексту, опираясь на знания изученных грамматических конструкций, структур и лексических единиц. | Экзамен (билет № 16, 17).  **Билет № 16.**  2.Read the text «London Art Galleries» and answer the questions.  **Билет № 17.**  2.Read the text «Christopher Wren» and answer the questions. |
| - Детство. | **1 вопрос:**  а) составляет связный текст (о семье, себе, детских воспоминаниях) с использованием ключевых слов в соответствии с предложенной ситуацией (с предварительной подготовкой)  б) представляет устное сообщение на заданную тему (с предварительной подготовкой)  в)беседует по теме, используя элементы описания, повествования и рассуждения по данной теме.  **2 вопрос:**  а) читает текст, определяет его содержание по знакомым лексическим единицам, интернациональным словам, географическим названиям и т.п.,  б) распознает значение слов по контексту или при помощи словаря, переводит текст.  в) отвечает на вопросы по тексту, опираясь на знания изученных грамматических конструкций, структур и лексических единиц. | Экзамен (билет № 1, 9).  **Билет № 1**  1.Speak on your family background.  **Билет № 9**  2. Read the text « My school» and answer the questions. |
| - Образовательные учреждения. | **2 вопрос:**  а) читает текст, определяет его содержание по знакомым лексическим единицам, интернациональным словам, географическим названиям и т.п.,  б) распознает значение слов по контексту или при помощи словаря, переводит текст.  в) отвечает на вопросы по тексту, опираясь на знания изученных грамматических конструкций, структур и лексических единиц. | Экзамен (билет № 9).  **Билет № 9**  2. Read the text « My school» and answer the questions. |
| - Профессия педагога. | **1 вопрос:**  а) составляет связный текст (о профессии педагога)  с использованием ключевых слов  в соответствии с предложенной ситуацией (с предварительной подготовкой)  б) представляет устное сообщение на заданную тему (с предварительной подготовкой)  в)беседует по теме, используя элементы описания, повествования и рассуждения по данной теме. | Экзамен (билет № 7).  **Билет № 7**  1. What is to be a teacher? |
| *В результате освоения учебной дисциплины обучающийся должен знать:*  *лексический (1200-1400 лексических единиц) и грамматический минимум, необходимый для чтения ин. текстов профессиональной направленности.*  *Грамматический минимум включает основные грамматические темы:* | | |
| Имя существительное. | - владеет правилом употребление артиклей,  - образует множественное число существительных в  соответствии с правилом. | Вопрос № 1, 2 в билетах. |
| Имя прилагательное. | - владеет правилом употребления степеней сравнения  прилагательных и наречий. | Вопрос № 1, 2 в билетах. |
| Глагол. | - понимает использование формы настоящего, будущего и прошедшего времени глагола, приводя примеры употребления | Вопрос № 1, 2 в билетах. |
| Местоимения. | - понимает значение местоимений | Вопрос № 1, 2 в билетах. |
| Имя числительное. | - понимает употребление числительных. | Вопрос № 1, 2 в билетах. |
| Предлоги. | - владеет правилом употребления предлогов. | Вопрос № 1, 2 в билетах. |
| Простые предложения. | - понимает структуру простого предложения, приводя примеры повествовательного, вопросительного, отрицательного предложений. | Вопрос № 1, 2 в билетах. |
| Сложные предложения. | - понимает структуру построения сложного предложения и употребление союзов. | Вопрос № 1, 2 в билетах. |
| Пассивный залог. | - понимает правила образования и употребления  страдательного залога. | Вопрос № 1, 2 в билетах. |

**3.2. Организация контроля и оценки в ходе экзамена.**

Промежуточный контроль освоения учебной дисциплины осуществляется в форме экзамена (8 семестр).

Экзамен проводится в устной форме. Билет содержит два задания:

1. Сделайте устное сообщение.

2. Прочитайте текст и дайте ответы на вопросы.

**3.3. Контрольно - измерительные материалы для оценки сформированности освоенных знаний и умений в ходе экзамена.**

**Билет № 1**

1.Speak on your family background.

2. Read the text «The subjects we did at school» and answer the questions.

**Билет № 2**

1. Comment on what you usually do on week days.

2. Read the text «English as the World language» and answer the questions

**Билет № 3**

1.Comment on what you usually do on days off?

2. Read the text «Education in Great Britain» and answer the questions.

**Билет № 4**

1. Comment on the system of education in Russia.

2. Read the text «My daily programme» and answer the questions.

**Билет № 5**

1. Comment on the system of education in the UK.

2. Read the text « Travelling and holidays» and answer the questions.

**Билет № 6**

1. Speak on pros and cons of being a teacher.

2. Read the text « Christmas in Great Britain» and answer the questions.

**Билет № 7**

1. What is to be a teacher?

2. Read the text «Our family» and answer the questions.

**Билет № 8**

1. Describe your flat. Do you think it’s cosy?

2. Read the text «The British Education System» and answer the questions.

**Билет № 9**

1. Comment on your household duties.

2. Read the text « My school» and answer the questions.

**Билет № 10**

1. How do people travel?

2. Read the text «My friend» and answer the questions.

**Билет № 11.**

1.Speak on types of travelling people prefer to have.

2.Read the text «My foreign language teacher» and answer the questions.

**Билет № 12.**

1.Introduce yourself to your teacher.

2.Read the text «Sport and Olympic Games» and answer the questions.

**Билет № 13.**

1.Speak on family relationship.

2.Read the text «Sport» and answer the questions.

**Билет № 14.**

1.Speak on traditions of celebrating holidays in the UK.

2.Read the text «Climate in Great Britain» and answer the questions.

**Билет № 15.**

1.What do you know about Christmas traditions in Great Britain?

2.Read the text «Family problems» and answer the questions.

**Билет № 16.**

1.Comment on Easter traditions in Great Britain.

2.Read the text «London Art Galleries» and answer the questions.

**Билет № 17.**

1.Comment on Guy Fawkes traditions in Great Britain.

2.Read the text «Christopher Wren» and answer the questions.

**Билет 1. The Subjects We Did at School.**

We did quite a lot of subjects at school. They were: Physics, Mathematics, Biology, Russian Literature, Chemistry, English, History of this country and many other subjects.

My favourite subjects were Literature, History, English.

Most of all I liked English. I read English books, tried to translate some stories from newspapers from English into Russian and vice versa.

I had some English handbooks and they were of great help to me when I studied English Grammar and did some exercises. At our English lessons we read quite a lot of dull texts from our textbooks.

But in my view, written texts and textbooks are not important. The best way to improve your language skills and habits is to work at a language laboratory.

But there was no good language laboratory at our school. And I spent plenty of time at home listening to the tapes, imitating the sounds and intonations of the native speakers of English.

I was working hard at my pronunciation because my teacher said that it was my weak point. Sometimes I spoke English with my friends after classes and they said I was making good progress in the language.

Nowadays, it's impossible to do without foreign languages because of expanding economic, cultural ties of this country with other countries of the world. Besides, one can't be a learned and well-educated person if he doesn't know at least one foreign language.

As for me, I'd like to read English and American Literature, to understand it without resorting to anybody's help.

**Questions:**

1. What subjects did you do at school?

2. What subjects didn't you like? Why?

3. What was the most difficult subject?

4. What was the easiest subject?  
5. What was your favourite subject?   
6. What is the best way to improve your language skills?   
7. Do you like your school?

**Билет 2. English as a World Language.**

Today English is the language of the world. It is only in the course of the last hundred years that English has become a world language. In Shakespeare's time it was a «provincial» language of secondary importance with only 6 million native speakers. Nowadays over 300 million people speak it as a mother tongue.

English is the official language of the United Kingdom of Great Britain and Northern Ireland, of the United States of America, of Australia and New Zealand. It is used as one of the official languages in Canada, the Republic of South Africa and the Irish Republic.

English is also spoken as a second language in the former British and US colonies. In a number of speakers (400 million) it is second only to Chinese.

English is the major international language of communication in such areas as science, technology and business. It is the language of literature, education, modem music, and international tourism. English is the major language of diplomacy, it is one of the official languages of the United Nation organization and other political organizations.

Russia is integrating into the world community and the problem of learning English for the purpose of communication is especially urgent today.

One should say that English is not an easy language to learn. There is a big problem of spelling, of the large number of exceptions to any rule. This language is very idiomatic and the prepositions are terrible. English is one of those languages which may seem easy in the beginning, but then the bridge between basic knowledge and mastery takes a long time to cross. But if you cross this bridge it will give you great satisfaction. You will be able to speak to people from other countries, to read foreign authors in the original, which makes your outlook wider. To know English today is absolutely necessary for every educated man, for every good specialist.

**Questions:**

1. It is easy to learn foreign languages?  
2. Which language in the world is spoken by most people?  
3. When did you begin learning English?  
4. What was the process of learning?  
5. Why is English not an easy language to learn?  
6. Why is it necessary to learn English?  
7. What advantages have the people who know foreign languages?

**Билет 3. Education in Great Britain.**

All British children must stay at school from the age of 5 until they are sixteen. Many of them stay longer and take school-leaving exams when they are 18. Before 1965 all pupils of state schools had to go through special intelligence tests and went to secondary schools of different types (grammar, technical, modern) according to the results of these tests. Grammar schools provided academic education for the best, technical schools offered technical or commercial courses, and at a modern school one could learn some trade.

Nowadays schools of these types still exist, but the most popular type is comprehensive school introduced in 1965. Schools of this type have physics, maths, chemistry, languages, geography, biology, history and art, as well as commercial and domestic courses. There are many private schools which the state does not control. In Britain they are called 'public schools' and charge fees for educating children. Many of them are boarding schools where pupils live during the term time.

At the age of 16 pupils take General Certificate of Secondary Education exams in several subjects. After that they can try to get a job, go to college of further education, or stay at school for another 2—3 years. If they stay at school after 16, or go to a college of further education, they take school-leaving A-level exams at the age of 18. After that, they may choose to go to a university or a college of higher education.

There are about 180 higher educational establishments in the UK. After three years at a university or college of higher education they may receive the Bachelor's degree; getting the Master's degree will take another 2 or 3 years. Most students in Great Britain live away from home, in flats or halls of residence. To pay for education, many students have to work in the evening and during their summer vacations.

University life is considered an experience. The exams are competitive but the social life and living away from home are also important. The social life at universities and colleges is usually excellent, with a lot of clubs, parties and concerts.

**Questions:**

1.Must British children stay at school till they are 16?

2.Is there an intelligence tests now?

3.How were secondary schools subdivided?

4.Does state control public schools?

5.After passing General Certificate of Secondary Education exams you can work, go to a college of further education or continue education at school. Is it true?

6.Can you go to a university or a college of further education after passing school-leaving A-level ?

7.Graduates of a university can get the Bachelor's or Master's degree. Is it true?

**Билет 4. My Daily Programme.**

My every day activities are quite routine. On weekdays the alarm clock wakes me up and my working day begins. I usually get up at 7 o'clock. If it is spring or summer I jump out of bed, run to the window and open it wide to let the fresh morning air in. I do my morning exercises, wash, clean my teeth and comb my hair. Then I have breakfast. For breakfast I usually have toasted bread, bacon and eggs, tea or coffee and some jam. While I am having breakfast, I switch on the radio and listen to the news.

It takes me 10 minutes to get to my college. College starts at 8.30 and I have lessons till 3.20 p.m. I usually have 8 lessons a day. I return home and take a short rest and I have lunch at 4p.m.

After doing my homework I go for a walk with my friends. I often play chess with them. I am a member of a chess club. Sometimes we go to the cinema or the theatre but not very often. In summer I like to get out more, so in the evenings I go to the tennis court for a few sets of tennis, or take out my bike for a run in the country.

My parents usually return home at 7 o'clock p.m. We have dinner at 7.30. As usual dinner consists of soup, fish or roast chicken, potatoes, vegetables and dessert. After dinner we go to the sitting room. There we read books, newspapers and magazines, watch TV, chat with the friends on the phone.

On Sunday I attend preparatory courses at the University. I leave home at 9.30 a.m and come back at 5 p.m.

At 10 o'clock I take a shower, brush my teeth and go to bed. I fall asleep fast and have no dreams.

**Questions:**

1. Is it difficult for you to get up early?  
2. Does your mother get up earlier than you? Why?  
3. What do you do when you get up?  
4. How much time does it take you to get to your college?  
5. When does your college begin?  
6. How long does it last?  
7. What do you usually do in the evenings?

**Билет 5. Travelling and Holidays.**

Modern life is impossible without travelling. Thousands of people travel every day either on business or for pleasure. They can travel by air, by rail, by sea or by road.

Of course, travelling by air is the fastest and the most convenient way, but it is the most expensive too. Travelling by train is slower than by plane, but it has its advantages. You can see much more interesting places of the country you are travelling through.

Modern trains have very comfortable seats. There are also sleeping cars and dining cars which make even the longest journey enjoyable. Speed, comfort and safety are the main advantages of trains and planes. That is why many people prefer them to all other means.

Travelling by sea is very popular. Large ships and small river boats can visit foreign countries and different places of interest within their own country.

As for me, I prefer travelling by car. I think it's very convenient. You needn't reserve tour tickets. You needn't carry heavy suitcases. You can stop wherever you wish, and spend at any place as much time as you like.

Every year my friend and I go somewhere to the South for holidays. The Black Sea is one of the most wonderful places which attracts holiday-makers all over the world. There are many rest-homes, sanatoriums and tourist camps there.

But it is also possible to rent a room or a furnished house for a couple of weeks there. Sometimes, we can place ourselves in a tent on the sea shore enjoying fresh air and the sun all day long.

As a rule, I make new friends there. In the day-time we play volley-ball, tennis, swim in the warm water of the sea and sunbathe. In the evening I like to sit on the beach watching the sea and enjoying the sunset. I'm fond of mountaineering. So I do a lot of climbing together with my friends. Time passes quickly and soon we have to make our way back. We return home sunburnt and full of impressions.

**Questions:**

1. Why is modern life impossible without travelling?  
2. What is the fastest and the most convenient way of travelling?  
3. Why is travelling by sea very popular?  
4. Why is travelling by car very convenient?  
5. Where do you go every year?  
6. Where do you make new friends?

7. How do you and your friends spend free time?

**Билет 6. Christmas in Great Britain.**

For most British families, this is the most important festival of the year. This is the day when many people are travelling home to be with their families on Christmas Day. If you try to catch a train on 24th December you may have difficulty in finding a seat.

There are a lot of traditions connected with Christmas but the most important one is the giving of presents. Family members wrap up their gifts and leave them at the bottom of the Christmas tree to be bound on Christmas morning.

At some time on Christmas Day the family will sit down to a big turkey dinner followed by Christmas pudding.

In the afternoon they may watch the Queen on the television as she delivers her traditional Christmas message to the United Kingdom and Commonwealth. Then they enjoy a piece of Christmas cake or eat a hot mince pie.

On the Sunday before Christmas many churches hold a service where special hymns are sung. Sometimes singers can be heard on the streets as they collect money for charity.

Most families decorate their houses with brightly-coloured paper or holly, and they usually have a Christmas tree in the corner of the room, glittering with coloured lights and decoration. 26th December is also a public holiday, called Boxing Day.

This is the time to visit friends and relatives or be a spectator at one of the many sporting events.

Everyone in Great Britain is waiting and enjoying this holiday very much!

**Questions:**

1. What is the most important festival in Great Britain?   
2. Is it difficult to catch a train on 24th December?   
3. Are there many traditions connected with Christmas in Great Britain?   
4. What do the family do during this holiday?   
5. Do you like the way Christmas is celebrated in Great Britain?

6. When do the British celebrate Boxing Day?

7. Do you and your family celebrate Christmas?

**Билет 7. Our Family.**

Let me introduce myself. My name is Kate. At the moment I am a student of College. My parents are not old at all. Father is 45 years old, and Mother is 42 My father works at a big plant as an engineer. He is a good-looking man, tall, handsome, with dark-brown hair just beginning to go grey. By character my father is a quite man, a little unpractical while my mother is energetic and talkative. She is very attractive, a beautiful woman with large blue eyes and fair hair. My mother is a teacher of music and plays the piano very well. She always has a lot of work to do about the house, and we all help her. She manages her house very well. My mother is kind and gentle, very practical and full of common sense.

Besides me, my parents have two more children. Thus I have got a brother and a sister. My brother, whose name is Michael, is 23 years. He is a builder. Michael is married and has a family of his own. He has a wife and two children - a son and a daughter. They are twins. They are as like as two peas. It means I have a niece and a nephew.

My younger sister Helen is only She is a lovely little girl with golden hair and dark blue eyes. She is always full of joy. Helen does well at school and gets only good and excellent marks. She loves music and dancing and she sings prettily. She is like a ray of sunshine in the house.

Our family is very united. We like to spend time together watching TV, listening to music or just talking about the events of the day. Our parents don't always agree to what we say but they listen to our opinion.

All of us like to spend our weekends out of town. We often go to the village where our grandparents live. They are old-age pensioners now but prefer to live in the country.

I also have many other relatives: uncles, aunts, cousins and many friends. We are happy when we are together.

**Questions:**

1. What are your parents?  
2. Are you the only child in the family?  
3. How old is your brother (sister)?   
4. What is your sister's (brother's) occupation?  
5. Have you any other close relatives?  
6. What kind of family have you got?

7.How many children would you like to have?

**Билет 8. The British Education System.**

All state schools in Britain are free, and schools provide their pupils with books and equipment for their studies.

Nine million children attend 35.000 schools in Britain. Education is compulsory from 5 till 16 years. Parents can choose to send their children to a nursery school or a pre-school playgroup to prepare them for the start of compulsory education.

Children start primary school at 5 and continue until they are 11. Most children are taught together, boys and girls in the same class. At 11 most pupils go to secondary schools called comprehensives which accept a wide range of children from all backgrounds and religious and ethnic groups. Ninety per cent of secondary schools in England, Scotland and Wales are co-educational.

At 16 pupils take a national exam called «G.C.S.E.» (General Certificate of Secondary Education) and then they can leave school if they wish. This is the end of compulsory education.

Some 16-year-olds continue their studies in the sixth form at school or at a sixth form college. The sixth form prepares pupils for a national exam called «A» level (advanced level). You need «A» level to enter a university.

Other 16-year-olds choose to go to a college of further education to study for more practical (vocational) diplomas relating to the world of work, such as hairdressing, typing or mechanics.

Universities and colleges of higher education accept students with «A» levels from 18. Students study for a degree which takes on average three years of full-time study.

Most students graduate at 21 or 22 and are given their degree at a special graduation ceremony.

**Questions:**

l. What do state schools in Britain provide their pupils with?  
2. What can parents choose?  
3. When do children start primary school?  
4. When do pupils take a national exam called GCSE?  
5. What prepares pupils for a national exam called «A» level?  
6. How long do students study for a degree?  
7. Whom do universities and colleges of higher education accept?

**Билет 9. My School.**

My school was a three-storeyed building situated in one of the residential districts of our town. All the children from the neighbourhood went there because it was a walking distance from their homes. There was a sports ground behind the school-building and a green lawn with flower-beds in front of it.

The school was built a few years ago. That's why its classrooms were light and spacious. There were three large windows in each classroom with flower pots on the windowsills. It was pupils' (especially girls') responsibility to water the flowers. There were maps and portraits, tables and charts on the walls of the classrooms.

Our classroom was on the second floor. Its windows faced the school-yard. Our form was the only one at school who had a form-master, but not a form-mistress. He appeared to be a very kind and knowledgeable teacher who spared no time to take us to different places of interest and exhibitions. He taught us Russian and Russian literature.

We respected him very much. Our lessons began at eight o'clock in the morning and lasted till one thirty in the afternoon. We had six lessons a day. Every pupil had a day-book where the teachers wrote down the mark each pupil had earned for his answers. The teacher also wrote down the mark in the class register. When the teacher asked a question, the pupils who could answer it raised their hands, and the teacher called out one of them to answer the question.

The pupils were often called to the blackboard to do some exercises or to write some sentences. When they made mistakes, other pupils were called out to correct those mistakes or the teacher corrected them herself. After every lesson the teachers gave us some home assignments both written and oral. At the next lesson the teachers checked them up.

**Questions:**

1. At which school did you study?   
2. Where was your school situated?   
3. Why did all the children from the neighborhood go to your school?   
4. What was there behind the school-building and in front of it?   
5. When was the school built?   
6. On which floor was your classroom situated?   
7. What kind of a man was your form-master? 

**Билет 10. My Friend.**

I have a lot of friends. Most of them are my former schoolmates. But my best friend is Lena. She is 20. Lena isn't very tall, but she is pretty in her own way.

She has red curly hair and a turn-up nose. Lena wears spectacles and when spring comes there are plenty of freckles on her cheeks, forehead and nose. But all that doesn't make her plain or ugly. I like Lena because she is well-bred, jolly and kind.

She does well at college. My friend has a lot of books at home, and she buys them very often.

She says that the books are of great help any time and they always must be at her hand. Her idea is that it's much easier to have a library of her own comprising lots of books than to try keeping everything in her head. Lena goes in for sports and she is a member of our college basket-ball team. She is terribly quick and strong.

It's a pleasure to watch her playing basket-ball: while others are hopping about in the air she always gets under their feet and grabs the ball. I don't like people who are bored at everything and who never make the slightest effort to be pleasant. That's why my friend is Lena, the most amusing person in the world. She thinks everything is funny - even flunking an exam.

Lena is a sunny soul by nature and always takes the slightest excuse to be amused. My friend has an imagination and her own style.

Lena and me are good friends. We help each other a lot and try not to quarrel. But when sometimes it comes to quarrelling we try to make it up at once.

**Questions:**

1. How old is Lena?

2. Does she wear spectacles? Describe her appearance.   
3. Does she do well at college?   
4. Does Lena go in for sports?   
5. Is she a member of the college basketball team?   
6. Why is it a pleasure to watch her playing basket-ball?   
7. Is Lena a sunny soul by nature? What makes you think so?

**Билет 11. My Foreign Language Teacher.**

Learning of a foreign language is not an easy task. It is a long and slow process that takes a lot of time and efforts. That is why it is very important to have a good teacher. I am very grateful to my English teacher who made me interested in this subject. She is the person I loved best at school because our English lessons were very interesting and instructive.

We began to study English in the first form. So she was the first who gave us the knowledge that English is an international language, it is the language of business, diplomacy and international relations, the language of progressive science and engineering. She convinced us that it is absolutely necessary for every educated person, for every good specialist to know English well today.

Our teacher is very competent and a good professional. She has a good command of the English language. From lesson to lesson we improved our knowledge, learnt more and more new words, grammatical structures and put them into practice of speaking.

We were lucky enough to have such a patient and tactful teacher. She never mocked at the pupils if they said or did something wrong. She patiently corrected our mistakes and explained us everything we could not understand.

Our teacher did her best to make our lessons interesting and entertaining. We often worked in video class, watched English video films and then had a discussion. We got acquainted with English or American writers reading their works in the original. We communicated with native speakers of English.

She always looked perfect and we never saw her face angry or unfriendly. We felt that she loved us and this is very important in teacher's work.

Teachers do not only teach their subjects. They develop their pupils' intellect, their attitudes to life and to other people. With the help of my teacher I learned a lot. Knowledge of foreign languages opens many doors before you, gives you many opportunities and advantages.

**Questions:**

1. What is your English teacher's name?  
2. What is her appearance?  
3. What did she do to make the lessons interesting and entertaining?  
4. Who convinced you that it is absolutely necessary to know English well today?  
5. What did you do at the lessons?  
6. What do the teachers develop in their pupils?  
7. Why is it important to know English?

**Билет 12. Sports and Olympic Games.**

Many people all over the world are interested in sport. Sport helps people to stay healthy and makes them more organized and better disciplined in their daily activities.

They have always paid great attention to sport in our schools, colleges and universities. You can hardly find a school without a gym or a sportsground. Every city and town has a few stadiums or swimming pools, where local or even international competitions are usually held. Traditionally, sport could be divided into professional and amateur sport.

Former Soviet Union and later Ukrainian and Russian sportsmen have set a great number of world records in gymnastics, weightlifting, tennis, swimming, running, high jumping, etc. Our sportsmen also participate in the Olympic Games and always win gold, silver and bronze medals.

The Olympic Games have long history. They started in 776 ВС in Greece and took place every four years for nearly twelve centuries at Olympia. They included many different kinds of sports. All the cities in Greece sent their best athletes to Olympia to compete in the Games. When the Games took place, all the wars stopped. So, the Olympic Games became the symbol of peace and friendship.

Now, there are Summer and Winter Olympic Games. They are held separately. There are always several cities wishing to host the Games. The International Committee of Olympic Games selects the most suitable. After that, the host city starts its preparations for the competitions, constructs new sport facilities, or reconstructs them, reconstructs stadiums, hotels, press centres, etc. Thousand of athletes, journalists and guests arrive to the Games, and it takes great efforts to arrange everything.

Russia joined the Olympic movement in 1952. In 1980, Moscow hosted the twenty-second Olympic Games. The latest Olympic Games were held in Sydney, Australia. Our sportsmen won medals in many sports. Next Olympic Games take place in Greece, the Motherland of these games.

**Questions:**

1. Why do many people like sport?  
2. How could sport be traditionally divided into?  
3. When did the Olympic Games start?  
4. What happened in Greece when the Olympic Games started there?  
5. When did Russia join the Olympic movement?  
6. When did Moscow host the twenty-second Olympic Games?  
7. When and where do the next Olympic Games take place?

**Билет 13. Sport.**

Sport is probably as old as the humanity itself. It has been developing with the developing and growth of the mankind. All over the world people of different ages are very fond of sports and games.

Sport not only helps people to become strong and to develop physically but also makes them more organized and better disciplined in their daily activities. It makes for a healthy mind in a healthy body. Sports help people to keep in good health.

We all need to exercise. Even if you don't plan to make a career in sport you still have to practice. Regular exercises give you more energy. That is why many people who suffer from general tiredness should take more exercise than more rest.

Exercise makes you feel and look better.

The best exercise is one which involves in repeated movements, those are: walking, jogging or swimming. Bending and stretching will add flexibility and feeling of lightness.

Among the sports popular in our country are football, basketball, swimming, volleyball, ice hockey, tennis, gymnastics, figure skating. A person can choose sports and games for any season, for any taste.

**Questions:**

1. Why is sport so important in our life?  
2. Do all the people need exercise?  
3. What should people who suffer from general tiredness do?  
4. How does exercise change you?  
5. What kind of exercise is the best?  
6. What sports are popular in our country?

7. What is your favorite kind of sport?

**Билет 14. Climate in Great Britain.**

The British Isles which are surrounded by the ocean have an insular climate.

There are 3 things that chiefly determine the climate of the United Kingdom: the position of the islands in the temperate belt; the fact that the prevailing winds blow from the west and south-west and the warm current — the Gulf Stream that flows from the Gulf of Mexico along the western shores of England. All these features make the climate more moderate, without striking difference between seasons. It is not very cold in winter and never very hot in summer.

So, the British ports are ice-free and its rivers are not frozen throughout the year. The weather on the British Isles has a bad reputation. It is very changeable and fickle. The British say that there is a climate in other countries, but we have just weather. If you don't like the weather in England, just wait a few minutes.

It rains very often in all seasons in Great Britain. Autumn and winter are the wettest. The sky is usually grey and cold winds blow. On the average, Britain has more than 200 rainy days a year. The English say that they have 3 variants of weather: when it rains in the morning, when it rains in the afternoon, and when it rains all day long. Sometimes it rains so heavily, that they say «It's raining cats and dogs».

Britain is known all over the world for its fogs. Sometimes fogs are so thick that it's impossible to see anything within a few meters. The winter fogs of London are, indeed, awful; they surpass all imagination. In a dense fog all traffic is stopped, no vehicle can move from fear of dreadful accidents. So, we may say that the British climate has three main features: it is mild, humid and very changeable.

**Questions:**

1. What kind of climate does Great Britain have?  
2. Why does the United Kingdom have an insular climate?  
3. What are three main features that determine the climate of Great Britain?  
4. Are the English rivers frozen during winter?  
5. Is it very hot in Britain in summer?  
6. What reputation does the weather of the United Kingdom have?  
7. What happens when there is a heavy fog in Great Britain?

**Билет 15. Family problems.**

"Honour your mother and father and you will live long and be well, if not, you will die" — says the Bible. Some families are happy, some are dead. It seems to me the reason is misunderstanding of each other in the family.

One more thing, teenagers can take on most of the rights and responsibilities of adulthood. Before this occurs, however, they go through the period of adolescence and most of them experience conflicts at that time. They change rapidly both physically and emotionally and they search self-identity as they grow up and become more independent.

Sometimes teenagers develop interests and values different from those of their parents. That sets a conflict between two generations, which leads to a gap in mutual understanding. Traditional disagreements are: the time to come home at night, doing work about the house and the friends to spend time with.

I'd like to point out, that teens face a number of problems: drinking alcohol or using drugs. Moreover, some children run away from their homes. Most of them return after a few days or weeks, but some turn to crime and become juvenile delinquents.

I'm convinced that sometimes parents do not care about their children. It is exactly at that age when young people need a piece of advice or help. Different TV programmes and magazines for the young come to their rescue. In case of need you can also dial a special telephone number, the so-called 'telephone of trust'.

But it's not the way out. Parents should help their children and find the right approach to them so as to make everything clear. Being able to view the problems more rationally, they should try to do their best to resolve them. We need to learn to talk our problems over in our family. If we are able to do it, everything will be all right.

**Questions:**

1. What does the Bible say about parents?  
2. What is the reason of unhappy family?  
3. When do teenagers experience conflicts?  
4. What problems do teens face?  
5. What do teenagers especially need at that age?  
6. How should parents help their children?  
7. What do we need not to have problems in the family?

**Билет 16. London Art Galleries.**

London is visited by millions of tourists every year. They come there to see the sights of London and visit London’s museums and art galleries.

There is quite a number of art galleries in London which are world- famous.

The National Gallery is situated in Trafalgar Square and is one of the best known art galleries in the world. It was founded in 1824 and houses one of the most important collections of Italian paintings outside Italy. It is also famous for its Dutch collection, particularly for paintings by Rembrandt.

The National Portrait Gallery is situated near the National Gallery. It is Britain’s leading art gallery of portraits of famous people in British history. The National Portrait Gallery is noted for representing various kinds of portraits – from traditional oil paintings to photographs.

Founded in 1856, it contained over 800 original portraits and more 500000 photographs in 1984.

The famous Tate Gallery was opened in 1897 with the financial support of Sur Henry Tate. He also gave a collection of 65 paintings. The Gallery contains a unique collection of British painting from the 16th century to the present day.

Turner and Black are particularly well represented in the collections. The Gallery also has many drawings and modern sculpture.

Questions:

1. What collections does the National Gallery house?
2. What is the National Portrait Gallery noted for?
3. What painters are particularly well represented in the Tate Gallery?
4. Where is the National Gallery situated in London?
5. When was the National Gallery founded?
6. Where is the National Portrait Gallery situated?
7. Why is the National Portrait Gallery famous?

**Билет 17. Christopher Wren.**

Christopher Wren was the man who had to adapt the new foreign building technique to English ways. He was a mathematician, an astronomer and, above all, an inventor. He invented new ways of using traditional English building materials, brick and ordinary roofing tiles, to keep within the limits of classical design.

He, like Inigo Jones, was appointed Surveyor –General to the Crown when he was about thirty years old, and almost immediately he started rebuilding the churches of London, burnt down in the Great Fire of 1666. Wren’s churches are chiefly known by their beautiful spires which show in their structure the greatest engineering cunning.

But Christopher Wren also influenced the design of houses, both in town and in the country.

The best – known buildings designed by Christopher Wren are St. Paul’s Cathedral in London and Sheldonian Theatre in Oxford.

St. Paul’s Cathedral is said to be one of the finest pieces of architecture in Europe. Work on Wren’s masterpiece began in 1675 after a Norman Church, old St. Paul’s was destroyed in the Great Fire of 1666.

For 35 years the building of St. Paul’s Cathedral went on, and Wren was an old man before it was finished.

From far away you can see the huge dome with a golden ball and cross on the top.

Questions:

1. Was Christopher Wren the man who had to adapt the new foreign building technique to English ways and climate, English building materials and English craftsmen?
2. Did he invent new ways of using traditional English building materials?
3. When was he appointed Surveyor – General to the Crown?
4. When did he start rebuilding the churches of London?
5. Are Wren’s churches chiefly known by their beautiful spires?
6. Did Christopher Wren influence the design of houses in town and in the country?
7. What are the best – known buildings designed by Christopher Wren?

**3.4. Пакет экзаменатора**

**Условия выполнения задания:**

Экзамен проводится по билетам. Задания предоставлены на бумажном носителе.

Количество экземпляров **—** по числу студентов в подгруппе. В билете 2 задания.

Первое задание проверяет умения монологической речи (рассуждение): умение делать сообщение, содержащее наиболее важную информацию по данной теме; рассуждать о фактах/событиях, приводя примеры и аргументы. Предлагаемая в билете формулировка задания ориентирует обучающегося на рассуждение с привлечением личного опыта и выражения личного отношения.

Второе задание проверяет умения ознакомительного чтения (чтения с пониманием

основного содержания). Студенту предлагается законченный в смысловом отношении текст (из публицистической или научно-популярной литературы) объемом приблизительно 1200 знаков. При обсуждении текста обучающийся имеет право им пользоваться. В процессе подготовки к ответу обучающийся может использовать двуязычный словарь. Экзаменатор задает вопросы, которые проверяют, действительно ли обучающийся понял основное содержание текста.

**Критерии оценивания:**

Оценки **«отлично»** заслуживает студент, имеющий твердые теоретические знания по темам, предусмотренным рабочей программой курса, уверенно владеющий навыками устной и письменной речи, уверенно владеющий навыками устного перевода специализированной литературы (по специальности обучения), а также владеющий навыками применения грамматических конструкций, изучаемых в соответствии с рабочей программой.

Оценки **«хорошо»** заслуживает студент, в основном имеющий теоретические знания по темам, предусмотренным рабочей программой курса, владеющий основными навыками устной и письменной речи, владеющий основными навыками устного перевода специализированной литературы (по специальности обучения), а также владеющий основными навыками применения грамматических конструкций, изучаемых в соответствии с рабочей программой. При этом допускаются незначительные ошибки или недочеты, не меняющие смысл высказывания и не влияющие на успешность коммуникации.

Оценки **«удовлетворительно»** заслуживает студент, имеющий представления об основном теоретическом содержании курса, предусмотренном рабочей программой, в общем успешно владеющий навыками устной и письменной речи, владеющий некоторыми навыками письменного перевода специализированной литературы (по специальности обучения), дающими возможность правильно понять общий смысл текста, а также в основном владеющий навыками применения грамматических конструкций, изучаемых в соответствии с рабочей программой. При этом допускаются грамматические, фонетические или иные ошибки, хотя и затрудняющие коммуникацию, но дающие возможность добиться поставленной цели.

Оценка **«неудовлетворительно»** выставляется студенту, знания, умения, и навыки

которого не соответствуют вышеперечисленным критериям.

**4. Контрольно - измерительные материалы для текущего контроля (3-4 семестры)**

**Тема: «Знакомство».**

**Задание 1. Лексический тест по теме.**

1. She is the daughter of my mother. She is my…

a) aunt c) grandmother

b) sister d) cousin

2. He is the father of my father. He is my…

a) grandfather c) uncle

b) grandson d) cousin

3. He is the father of my brother. He is my…

a) uncle c) father

b) son d) grandfather

4. He is the son of my uncle. He is my…

a) cousin c) grandfather

b) father d) brother

5. She is the sister of my mother. She is my…

a) grandmother c) aunt

b) daughter d) cousin

6. He is the son of my brother. He is my…

a) cousin c) uncle

b) nephew d) father

7. He is the brother of my mother. He is my…

a) nephew c) uncle

b) son d) cousin

8. He is the husband of my aunt. He is my…

a) uncle c) cousin

b) father d) brother

9. She is the mother of my mother. She is my…

a) aunt c) daughter

b) niece d) grandmother

10. She is the daughter of my sister. She is my…

a) niece c) mother

b) aunt d) cousin

11. She is the wife of my uncle. She is my…

a) mother c) aunt

b) daughter d) niece

12. She is the daughter of my aunt. She is my…

a) cousin c) mother

b) niece d) grandmother

**Тема: «Биография. Качества личности».**

**Задание 2. Письменная работа. Работа с текстом, выполнение заданий по тексту.**

**The History of Jeans.**

**Task1. Put the correct verbs into the gaps and put these paragraphs into the right order.**

**Wore, found, came, sold, made, left, became**

**A.** Jeans …more popular during the 1960s and 1970s. In the 1980s, companies like Calvin Klein and Versace started making designer jeans. These days, jeans are still very popular. Most teenagers wear them.

**B.**In the 1930s, Hollywood…. a lot of films about cowboys and Indians, called ‘westerns’. Cowboys usually ….jeans in these films and jeans started to become fashionable. After that, actors often wore jeans in films.

**C.**In the nineteenth century, people ….gold in California, and the Gold Rush started. Gold miners started wearing jeans because the material was very strong.

**D.**In 1853, Levi Strauss ….his home in New York to start making and selling jeans in San Francisco. He ….many pairs of jeans. His business is very successful today.

**E.**A lot of people think jeans are American, but they started in Europe. The material for jeans is called denim because it ……from Nimes, in France (de Nimes). Workers used denim material to make clothes that lasted a long time.

**Task2. Задайте общие вопросы**

1.The jeans are American

2.The material for jeans is called denim

3.People found gold in the nineteenth century

4.Cowboys wear jeans in westerns

5.My brother wears jeans too

**Task3. What, who, why, where**

1…..did gold miners start wearing jeans?

2…..left his home in New York?

3…..did cowboys usually wear in westerns?

4. ….the Gold Rush start?

**Тема: «Дом. Жилище».**

**Задание 3. Письменная работа. Прочитайте текст, составьте 7 вопросов по тексту.**

**Homes in Great Britain.**

Hello. Do you live in a house or a flat? Have you got a garden or a balcony? Have you got a pet? In this programme we look at some typical British homes – and some unusual ones and we see life in a British home. How do the British live? Some people live in flats but most British people live in houses. And houses are all different shapes and sizes.

A bungalow, a cottage, a terraced house, a semi –detached house and a detached house. An old house, a new house, a large house, and a small house. What are they like inside?

This is the Robinsons’ house. So come in and have a look with me. This is the living room or sitting – room. I like this room. It’s got a nice fireplace. This is where the Robinsons relax. Have a look round. They watch television, play games, or read the paper. They’ve got some interesting pictures and books, too. Well, I’m sorry. We can’t stay here. You must look at the other rooms. Come and see the kitchen. A fridge, a cooker, an oven, a microwave , a sink and a kettle. Kettles are very important. Mrs Robinson is making some tea. The average British person drinks more than eight cups of tea per day! The family usually eat here but sometimes they eat in here. The dining room. This is the room for special meals like birthdays, dinner parties, and Sunday lunches. Tom’s doing his homework here this evening. Well, that’s downstairs. What’s upstairs? This is Julie’s room. And she isn’t doing her homework. Hi! Look at all those posters. This is Tom’s room. What’s he interested in? This is their parents’ room.

The bathroom. Some British people like having a shower, but most prefer a bath. And, this is Mrs Robinson’s study. She’s a writer and she works from home. Over a quarter of British homes have a computer in them now. Look at this! Tom and Julie like using it, too. Excuse me – oh, sorry! That’s ok. A lot of British people really like gardening. What a lovely, garden! Oscar! And this is Oscar. He’s the fifth member of the family. The British are very keen on pets. Not just dogs and cats –rabbits, birds and fish are popular, too. Not all British people live in homes like this. About eighteen percent of British people live in flats. And some people live in very different homes. Like a castle or a mansion. Some people even live in caravans or on boats. And this, of course, is the most famous home in Britain – Buckingham palace. Well, I’m going home now.

**Тема: «Природа и человек».**

**Задание 4. Письменная работа.**

**Task 1. Fill in the gaps.**

Warming, effect, energy, fumes, fuels, waste products, jams, rain, layer, changes, disaster, pollution, rain forest, transport, resources, gases.

Acid …… 7. Public….. 13. Finite….

Tropical…… 8. Traffic…… 14. Greenhouse…..

Exhaust… 9. Natural….. 15. Clean…..

Global… 10. Air…. 16. Recycled……

ozone.. 11. Sea….. 17. Noise……

nuclear.. 12. Solar…… 18. Renewable……..

**Task2. Complete these sentences with the correct form of the words at the end of the sentence.**

What can we do to reduce the……of the atmosphere? Pollute

The change in the climate has produced ….floods. Disaster

Many rare species are threatened with …… Extinct

Many of the gases produced by factories are ….. to our health. Harm.

Exhaust fumes have ….effects on the environment. Damage

Many countries must try and control the growth of the … Populate

Protecting the environment is essential to our …. Survive

The ……of the environment is everyone’s responsibility Protect

While some countries get richer, the….in others get worse. Poor

Millions of people in the world are threatened with ……. Starve

**Task 3. Fill in the blanks using a word from the list:**

Weather, exhaust, on, greenhouse, recycling, fuel, resources, environmental, atmosphere, energy.

Save it.

In recent years, the number of 1…. Problems has increased dangerously. One of the most serious problems is changes to the 2….which has led to the 3…….effect: this is making most climates warmer. It is already affecting several areas of the world with unusual 4….. causing droughts or heavy storms. Cutting down on 5…..fumes from vehicles would help solve the problem. Natural 6……such as oil and coal are not endless, so using other forms of 7….. such as wind, sun, water, and even sea waves would help preserve our planet. Very soon we will be able to drive cars in cities and town that run 8….electricity – a much cleaner 9…. than petrol. And we can also help to reserve finite resources by 10….. things made of glass, aluminium, plastic and paper.

**Task 4. Answer the questions.**

Do you re-use plastic carrier bags?

Do you buy organically-grown vegetables?

Do you buy glass (not plastic) bottles?

Do you take empty bottles to a ‘bottle bank’?

Do you buy CFC – free sprays?

Do you buy vegetables and fruit loose rather than in plastic packets?

Do you buy white tissues rather than coloured ones?

Do you buy free – range eggs?

Do you buy rechargeable batteries?

Do you buy soap and cosmetics not tested on animals?

Do you try to save energy in the home?

If you have a car, do you use unleaded petrol?

Do you try to use public transport or ride a bicycle as much as possible?

Do you try to avoid using chemicals to kill garden pests?

Do you keep paper or aluminium cans for recycling?

**Тема: «Свободное время».**

**Задание 5. Письменная работа.**

**Task1. Read each sentence. Check likely/unlikely**

1.I go to sleep after I get dressed

2.I put on my make up before I take a shower

3.I take a nap after I get up

4.I brush my teeth after I eat

5.I take a shower after I take a bath

6.I take my children to school after we eat dinner

7.I watch TV before I go to bed

8.I take a walk before I get up

9.I get dressed before I take a shower

10.I take a walk after I get home from work

**Task 2. Read the information about Ann and Pam. Find and write about 5 differences in their schedules.**

Ann eats breakfast in the morning, but Pam doesn’t.

|  |  |
| --- | --- |
| Ann. I’m a security guard at an airport. I get up at 6.00 in the morning and eat breakfast. I put on my uniform and go to work. I have a coffee break at 10.00 and I eat lunch at 12.00. Work is over at 3.00, I go to the gym and work out for an hour. I take a shower at the gym. Then I go home, make dinner and eat. Two days a week, I go to school. After school, I watch TV for an hour, I go to bed at 11.00. | Pam. I’m a security guard at an airport. I get up at 6.00 in the morning and take a shower. I put on my uniform and go to work. I have a coffee break at 10.30 and I eat lunch at 12.00. Work is over at 3.00, I go home and take a walk for an hour. Then I make dinner and eat. Three days a week, I go to school. After school, I watch TV for an hour, I go to bed at 11.30. |

**Тема: «Путешествия».**

**Задание 6. Письменная работа.**

**Task1. Put the following words into the correct sentences.**

**Flight, journey, trip, excursion, travel, voyage, outing, tour, run, cruise, package tour, expedition.**

1. We visited lots of famous towns on our American ….. last year.
2. Before the invention of the airoplane, the……from Britain to America could take weeks, even months sometimes
3. Do you want to come for a……in my new car on Sunday?
4. The plane now arriving is …..SAS 343 from Copenhagen.
5. The first thing I did when I got to London was to go on a sightseeing ……
6. In my opinion, the bus way to …..is by air.
7. Last summer I stayed in Brighton and one day our group went on a very interesting ……to Blenheim palace the home of the late Winston Churchill.
8. My uncle is going on a …..next year to try to discover the lost city of Atlantis.
9. How long does the train ……from London to Edinburgh take?
10. Last year my mother went on a Mediterranean….. and was seasick practically the whole time.
11. One of the main advantages of going on a ……, apart from the price, is the fact that you don’t have to spend weeks beforehand planning routes, finding hotels, buying air tickets, etc. It’s all done for you.
12. We went on a day’s …to the zoo in Copenhagen and the whole family loved

**5. Контрольно - измерительные материалы для текущего контроля (5-6 семестры)**

**Тема: «Здоровый образ жизни». Задание 7. Письменная работа. Прочитайте текст, составьте 7 вопросов по тексту**

**Screen time before bed is bad for children.**

New research shows that it is bad for children to watch TV, tablet or mobile phone screens before bedtime. Researchers from the University of Colorado found that ‘screen time’ before sleeping damages children’s health. The researchers looked at over 6o different studies on how screen time affects children. They said: ‘ Of more than five dozen studies looking at children aged from 5 to 17 around the world, 90 per cent have found that more screen time is associated with delayed bedtime, fewer hours of sleep, and poorer sleep quality’. Screens are becoming smaller and smaller, so children can look at them in bed. More than 75 per cent of children in the study had some kind of screen in their bedroom.

Children need a lot more sleep than adults. Pre – school children need 10 to 13 hours, pre – teens should get between nine and 12 hours, and teenagers should be getting between eight and 10 hours a night. The researchers highlighted three main reasons how screen affect children’s sleep. First, the light from screen upsets a child’s body clock. The light from screens getting into children’s eyes before they sleep tricks their body into thinking it is still daytime. Second, children often watch videos of things that excite them or interest them. This keeps their brain active, so they take longer to sleep. Finally, when children are watching screens, they are not exercising. Children need physical activity to make them tired.

**Тема: «Страны и континенты».**

**Задание 8.  Письменная работа. Прочитайте текст и ответьте письменно на вопросы.**

A Visit to Stratford.

Stratford is a very interesting town, in the centre of England. Everybody knows it as Shakespeare’s birthplace. There are no mountains or deep valleys near Stratford but there are beautiful woods, green fields, a quiet gentlе river the Avon and lovely black and white houses, with thatched roofs.

The first place which everybody goes to see there is Shakespeare’s house. It is a small house with small rooms in the centre of Stratford. In one of these rooms Shakespeare was born. On the walls of this room you can see many names of famous people who visited this place: Walter Scott, Dickens, Thackeray and others. In one room there stands a little wooden desk, the desk that Shakespeare sat at when he went to the grammar school in Stratford.

There is a garden behind the house with many flowers, trees and plants which Shakespeare mentioned in his plays. You can see a church there, where Shakespeare was buried. There is a bust of Shakespeare that was made by a Dutch sculptor who lived near Shakespeare’s Globe Theatre and saw Shakespeare many times. Not far from Shakespeare’s house there is a very old hotel that was probably there in Shakespeare’s time. The rooms haven’t got numbers on the doors as most hotels have. Instead every room has the name of a Shakespeare play on it – the “Hamlet” room, the “Romeo and Juliet” room and so on.

gentle – тихий

to be born – родиться

Globe Theatre – [театр](http://www.pandia.ru/283123/) “[Глобус](http://www.pandia.ru/162387/)”

to bury – хоронить

thatch – соломенная

the grammar school – [гимназия](http://www.pandia.ru/161914/)

Dutch – голландский

1. What is Stratford famous for?

2. What river can you see near Stratford?

3. Where is Shakespeare’s house?

4. What famous people visited Shakespeare’s house?

5. Where was Shakespeare buried?

**Тема: «Межкультурное общение».**

**Задание 9. Письменная работа.**

**Halloween.**

**Task 1. Read the text ‘Halloween’.**

On October 31, Americans celebrate Halloween. Halloween means ‘holy’ (hallow) ‘evening’ (een). This is the evening before the Christian holy day of All Saints Day. On All Saints Day, Christians remember the saints. But Halloween is even older than Christianity. Before Christianity, people in Europe believed that on October 31 ghosts of dead people came back. To scare the ghosts, people dressed like devils and were very noisy. They also made big fires to keep the ghosts away. Later, people did not believe in ghosts, but they kept the day of Halloween for fun.

Immigrants came from Europe to America and brought with them the custom of Halloween. Halloween has some strange symbols. One symbol is the jack –o’ – lantern in the window. The jack –o’ – lantern is to scare the ghosts. People cut the pumpkin, throw away all of the inside, and cut a face in it. Then they put a candle inside of it.

Today, in the US, Halloween is very popular with children. They wear masks and special costumes. They want to look like skeletons and ghosts. Then they go from house to house and say, ‘Trick or treat!’ people give them candies, cookies, fruit. When people give nothing, the children sometimes play tricks on them.

**Task 2. True or False?**

All Saints Day is the day before Halloween.

Halloween is older than Christianity.

Halloween is came from Europe.

A jack –o’ – lantern is a pumpkin.

On Halloween children say ‘Trick’.

**Task 3. Complete the sentences with the prepositions below.**

|  |
| --- |
| In on into with from |

Immigrants came -----Europe.

Americans celebrate Halloween ------October, 31.

You put a jack – o’ – lantern ------- the window.

A jack – o’ – lantern is a pumpkin with a face cut ------it.

Halloween is very popular --- children.

Children go ------ house to house.

**Task 4. Replace the underlined words in the sentences with the words below.**

|  |
| --- |
| saints ghosts masks scare play tricks skeletons |

On All Saints Day, Christians remember the holy people.

To frighten the ghosts, people dressed like devils.

Children wear something to cover their faces.

Children want to look like all the bones that make the body.

The jack – o’ – lantern is to scare the people with no bodies that come back after they die.

When people give nothing, the children do something to make them look stupid.

**Тема: «Образование».**

**Задание 10. Письменная работа. Прочитайте ответы Лоры и дайте ответ на ее вопросы.**

**Task 1. Answer Laura’s questions about yourself and your school/college.**

I go to Linden Green Comprehensive in York.

**1. What school do you go to?...**

I’ve been there for three years.

**2. How long have you been at your school?....**

My school day starts at 8.30 a.m.

**3. What time does your school day start?.....**

At 8.30 we have registration with our form tutor. Our first lesson starts at 8.50.

**4. Do you have registration? What time does your first lesson start?.....**

Our lessons last 60 minutes. But some lessons, like Art, are ‘doubles’ of 120 minutes.

**5. How long are your lessons?....................**

We have a break in the morning from 10.50-11.10.

**6. What about you? Do you have a morning break?...............**

Lunch is from 12.10 to 1.10

**7. When is your lunch break?........**

I eat in the school dining room. There’s a wide range of things to choose from – hot meals, soup, salads, sandwiches, snacks and cold drinks.

**8. What do you do for lunch?...**

We have two lessons in the afternoon with a ten minute break from 2.10-2.20.

**9. Do you have lessons in the afternoon? How many?...**

We finish school at 3.20.

**10. What time do you finish school?...**

I’m in Year 10 and I get about 2 hours of homework a night. (Yuk!)

**11. What about you? How much homework do you get a night?....**

**Тема: «Профессии».**

**Задание 11. Письменная работа. Подберите подходящее слово.**

|  |
| --- |
| librarian architect /air hostess/ dentist barber  hairdresser journalist optician /traffic warden/ plumber |

1.This person cuts men’s hair.

2.You go to this person when you have toothache.

3.You go to this person if you want a new pair of glasses.

4.This person looks after you when you are flying.

5.This person makes sure that no one parks their car in the whole place, or parks somewhere for too long. Not many people like this person!

6.This person cuts and styles women’s hair.

7.Before a house is built, this person draws the plans for it.

8.If something goes wrong with your pipes, wash basin or bath, you usually call for this person.

9.This person writes for a newspaper or magazine.

10.This person works in a library.

|  |
| --- |
| fireman politician actress clergyman /managing director/ estate agent/ carpenter  draghtsmat auditor /sales representative |

11.This person is the head of a company.

12.You meet this person when you go to church.

13.You often see this person in plays on television.

14.You go to this person when you want to buy or sell a house.

15.This person helps run the country.

16.This person is called in to examine and report on the accounts of a company.

17.This person makes tables, chairs, doors, etc.

18.This person makes drawings in an office – often a new design or product.

19.He sells anything from a car to a paint brush. He usually travels a lot.

20.You can phone for this person if your house or flat is on fire.

**Тема: «Роль средств массовой информации».**

**Задание 12. Письменная работа.**

**Films/movies.**

**Task 1. Read the short review of each film. Then, match the kind of film with each description.**

**Comedy, documentary, science fiction, romance, action, mystery, animated, horror.**

1.Each night, another person disappears in the village of Rockport.

2. Two people meet on vacation and fall in love.

3. In this children’s classic, the little lost puppy tries to find his family.

4.The body of a young man is found in an art museum. Who killed him and why?

5.A look at the fascinating world of whales

6.Twins decide to change jobs and boy friends for a week!

7.Will rescuers reach the damaged submarine before the oxygen runs out?

8.A spaceship from a distant planet attacks Earth.

**TV programs**

**News, sitcom, cartoon, game show, soap opera, talk show, nature program, children’s program, sports, reality show**

**Task 1. Write the type of film or TV program you can associate with these words.**

Funny, laugh

Detective, crime

Score, baseball

Bulletin, update

Love, boyfriend

Prize, contestants

Cowboys, Indians

Scary, monster

**Тема: «Искусство».**

**Задание 13. Письменная работа. Прочитайте текст, выполните упражнения по тексту.**

**You are going to read the text on the history of British theatre. Six sentences have been removed. Choose among the sentences A – H the one which fits each gap (1 - 7). There is one extra sentence. Check yourself.**

**British Theatre.**

From the fall of Roman Empire until the 10th century, acting hardly existed as an art in Western Europe; only the wandering minstrels gave entertainments in castles and at fairs. In England the first real actors were amateurs who performed Miracle and Morality plays which were religious in character. In the Elizabethan age, the first professional theatres were opened. At the time of Shakespeare there were at least six companies of actors. 1.\_\_\_. There were also companies of boy actors. All the women’s parts were played by boys. It was very difficult for most actors to earn a living on the stage, even in a London company, and many of them fell into debt. When Shakespeare arrived in London in 1586, the acting was very crude and conventional. 2.\_\_\_. But when “The Globe”\* was opened to the public in 1599, it started the golden age of the theatre in England.

In the first half of the 17th century the influence of the puritans was bad for the popular theatre. It was not before the restoration of the monarchy 3.\_\_\_. The most popular plays were comedies. The first part played by an actress was that of Desdemona. Nell Gwynn\* was the first English actress.

By the beginning of the 18th century the most popular type of play was the sentimental comedy. 4.\_\_\_. But later, under the influence of David Garrick\* and some other actors, acting became much more naturalistic.

David Garrick was one of the greatest actors known. But even at his time acting was not very popular. 5.\_\_\_. During the 19th century acting became more and more naturalistic. Like in Shakespeare’s time, 6.\_\_\_. One of the most famous actors of that time was Henry Irving\*. He was the first actor to be knighted. By the 1920s naturalistic acting reached its peak.

7.\_\_\_ Designers make the setting as realistic as possible. Modern producers and directors Peter Hall, Peter Brook and others are trying new styles of acting. Some go back to Greek methods, with a revival of the chorus; others are making use of the audience in helping to interpret the play.

|  |
| --- |
| A. The acting was artificial probably due to the influence of French actors. |
| B. At present most acting still continues to be naturalistic. |
| C. Shakespeare himself joined the Earl of Leicester’s company, which under James I became known as the “King’s Men”. |
| D…. the best actors understood the importance of the team work of the company. |
| E. The theatre has always been very strong in Britain. |
| F. There was almost no scenery, and the actors were dressed in the costumes of their day. |
| G. An actor whose acting offended the audience had to ask pardon on his knees before a full house before he could continue in his profession. |
| H. …in 1660 that theatre-going again became a popular habit. |

**Check yourself for the vocabulary. Find the Russian equivalents for the following English words and word combinations.**

1. a subsidized theatre

a) частный театр,

b) экспериментальный театр,

c) государственный театр,

d) коммерческий театр.

2. auditions

a) акустика,

b) пробы,

c) репетиции,

d) зрительный зал.

3. cast

a) состав актеров,

b) труппа актеров,

c) список актеров,

d) постановка.

4. management

a) художественный совет,

b) распространитель билетов,

c) дирекция театра,

d) касса.

5. performance

a) режиссер,

b) постановка,

c) спектакль,

d) премьера.

6. a walking-on part

a) участие в массовке,

b) движение по сцене,

c) выдающееся исполнение,

d) роль без слов.

7. to look the part

a) искать роль,

b) искать актера на роль,

c) подходить для роли по внешним данным,

d) увидеть … в роли.

8. stage – designer

a) театральный художник,

b) режиссер,

c) рабочий сцены,

d) декорация.

9. house full

a) ремонт театра закончен,

b) представление началось,

c) вход воспрещен,

d) все билеты проданы.

10. dress circle

a) бельетаж,

b) гримерная,

c) партер,

d) гардероб.

11. stage door

a) вход,

b) дверь на сцену,

c) служебный вход,

d) выход со сцены.

12. a standing ticket

a) постоянный билет,

b) входной билет,

c) приглашение,

d) заказанный билет.

13. flop

a) успех,

b) отзыв,

c) провал,

d) критика.

**6. Контрольно - измерительные материалы для текущего контроля (7-8 семестр)**

**Тема: «Детство».**

**Задание 14. Письменная работа. Прочитайте текст, выполните упражнения по тексту.**

**Children lack skill in holding pencils due to iPads.**

A study shows that new technology is reducing children’s ability to use a pencil or pen. The study is from the National Health Service in the UK. Researchers said that nowadays, children spend so much time swiping iPads or mobile phone screens that they cannot hold a pencil properly. Children are not using pencils, so they now lack the muscle strength in their hands to be able to write properly. Researcher Dr Sally Payne said: ‘Children are not coming into school with the hand strength and ability they had 10 years ago. Children coming into school are being given a pencil but are increasingly not able to hold it because they don’t have the fundamental movement skills’.

The researchers said technology is changing the physical way that children write, draw or make things. Children are increasingly using technology to create. Dr Payne explained why. She said: ‘It’s easier to give a child an iPad than encourage them to do muscle – building play such as building blocks, cutting and sticking, or pulling toys and ropes. Because of this, they’re not developing the underlying foundation skills they need to grip and hold a pencil.’ Some experts say technology may be causing bigger problems. One expert said if a child isn’t strong enough to hold a pencil, perhaps their whole body is weak. She said it was better for children’s

Physical development to climb trees than to watch YouTube videos.

**1.Vocabulary matching.**

|  |  |
| --- | --- |
| reducing | at the present time, compared to the past |
| nowadays | b.being without smth |
| swiping | c.correctly |
| properly | d.move your finger across a touchscreen in order to use it |
| lack | e.making smaller or less in amount/degree/size |
| strength | f.basic |
| fundamental | g.the quality of being physically strong |
| physical | h.a person who has a lot of skill in a particular area |
| encourage | i.relating to the body, not the mind |
| developing | j.hold smth tightly in your hand |
| 11.foundation | k.use the hands/feet to go up a tree |
| 12.grip | l.growing/become more adult |
| 13.expert | m. the starting point for build from |
| 14.climb | n.give support/hope to smb |

**2.Before reading/listening. True/False.**

The article describes a study done by health services in the USA.

Children today do not have the muscle power to hold a pencil properly.

Children had more muscle strength to hold a pencil 10 years ago.

The article says schools no longer give pencils to children.

Technology isn’t changing how children draw or make things.

A researcher said it’s easier to give a child an iPad than building blocks.

A researcher said weak hands might be a sign of a weaker body.

Children climb trees more often than they look at YouTube videos.

**3.Phrase match: sometimes more than one choice is possible.**

|  |  |
| --- | --- |
| 1. technology is reducing children’s ability | a. that children write |
| 2.children spend so much time swiping | b. movement skills |
| 3.they now lack the muscle | c. grip |
| 4.to be able to write | d. to climb trees |
| 5. they don’t have the fundamental | e. strength in their hands |
| 6.changing the physical way | f. body is weak |
| 7. building | g. to use a pencil |
| 8.skills they need to | h. properly |
| 9.perhaps their whole | i.blocks |
| 10.better for children’s physical development | j.iPads |

**4.Comprehension questions.**

1. which organization carried out the study?

2. what do children spend a lot of time swiping these days?

3.What do children lack in their hands?

4.when did children have more ability in their hands?

5. what are children given in schools that they increasingly cannot use?

6. what are children using more of to create things?

7. what did a researcher say children aren’t pulling these days?

8. what did some experts say technology is causing?

9. what could be weak because of an inability to hold a pencil?

10. what did the article say was better for children’s development?

**5. Put the words in the right order.**

1. children’s/ to/use/Technology/reducing/is/pencils/ability.

2. iPads/much/swiping/time/spend/Children/so.

3. the /lack/in/strength/muscle/hands/They/their.

4. hand/10 /years/they/strength/The/had/ago.

5. fundamental/They/don’t movement/have/skills/the.

6. physical/that/write/Changing/way/children /the.

7. are/to/using/Children/technology/create/increasingly.

8. iPad/child/easier/an/a give/It’s/to.

9. be/may/technology/problems/causing/bigger/say/Experts.

10. to climb/development/trees/for/Better/children’s/ physical.

**Тема: «Образовательные учреждения».**

**Задание 15. Письменная работа.**

**Schools in Britain.**

Every parent wants to send their child to the best school. But which school are the best – private schools or state schools?

- state schools are free, the government pays for everyone.

- public schools are private and parents pay, public schools spend 4 times more on each pupil than state schools but they are very expensive.

1. Do public and state schools teach the same thing?

Public schools have similar subjects to state schools and pupils take the same exams. Public schools don’t have to follow the National Curriculum.

2. What is a boarding school?

Pupils live there and go home in the holidays. Most public schools are boarding schools but there are private day schools too.

3. Which is better: private or state?

a) Becky: I go to a state school but I’ll send my kids to a boarding school because I plan to have a career. They can have a social life and do school work in the same place.

b) Rob: private schools are better because there are so many activities. In my school there is a cadet force ( a junior military training group), film studies and drama classes. Students are more likely to go to a good university.

c) Helena: you get more attention at a private school but state schools are better because you learn to mix with different people. Also most state schools are mixed ( boys and girls) and it’s good to be with boys and girls.

d) Thomas: public schools get better exam results. The people who go there are not just from rich families. My friend’s parents work hard to pay for him to go to public school to give him better chances to life.

e) Harriet: just because public schools have more money doesn’t mean that the pupils are more intelligent. There are drug problems in public schools as well as in state schools.

**A. Match the descriptions to the names. If you think they prefer public schools, put a ‘p’ in the box. If they prefer state schools, put an ‘s’ in the box.**

A…thinks that public schools are good because the pupils work much harder. Some poor people work hard to earn enough money to send their children to public schools. –p/s

B…thinks public schools are good for parents who have busy jobs. Pupils in public schools have a good time with lots of friends and also do a lot of school work too. –p/s

C…believes that both kinds of school have similar problems. It is wrong to say that money and intelligence go together. Pupils in public schools have a lot of privileges and advantages. –p/s

D… prefers mixed schools with boys and girls and schools where people come from different backgrounds and families. This is more like the real world. –p/s

E…is a great fan of public schools because there are so many activities and the academic results are better and pupils have a better chance when they want to go to one of the good universities. He doesn’t have a problem with money!

Becky is someone who…

Rob is someone who…

Helena is someone who…

Thomas is someone who…

Harriet is someone who…

**B. Now finish these statements about public schools and state schools with phrases from the list below (just write the alphabet letter):**

State schools are schools that……

Public schools are schools that…..

A have many extra activities

B have to follow the National Curriculum

C usually have mixed classes of boys and girls

D are free

E cost a lot of money

F get good results because they have small classes

G give pupils military training

**Тема: «Профессия педагога».**

**Задание 16. Письменная работа. Используя лексику текстов, составьте рассказ о своем любимом учителе.**

**I am a teacher.**

I am an administrator, a social worker, a coat finder, an arbitrator, a government directive reader, a curriculum implementer, an artistic director, a form filler, a language specialist, a pencil sharpener, an accountant, a musician, a fundraiser, a report writer, a nose wiper, a public relations officer, a petty cash clerk, an examiner, a surrogate parent, a walking encyclopedia, a scapegoat. But you can just call me a teacher!

**Wanted – middle school teachers!**

Must be optimistic, friendly, patient, versatile (good at doing a lot of different things and able to learn new skills quickly and easily), verbal, enthusiastic, clever, and possess a resilient (someone who quickly becomes healthy or happy again after an illness, difficulty, change), sense of humor.

On –the – job duties include counseling (giving advise), stand –up comedy, breaking up fight, advice to the love –lorn, hormone lectures, make – up consultation, boosting broken egos (to make someone feel more confident and less worried). Only very special individuals need to apply.

**Тема: «Организация свободного времени детей».**

**Задание 17. Письменная работа. Прочитайте текст, выполните упражнения по тексту.**

**Educators recommend more outdoor learning.**

Researchers in Britain are telling schools that children should be doing more learning outdoors. The researchers say there is currently too much focus on sitting in classrooms to pass exams. They say outdoor learning is important for students’ social skills, health and development. It also increases their quality of life. There have been five major reports over the past decade that stress the need for students to learn outdoors and experience nature more. The researchers say that schools are not taking the advice of these reports. They say outdoor learning is on the decline in Britain. The researchers want Britain’s government to act to put outdoor learning on the curriculum of all schools.

The report is from researchers at the University of Plymouth and the organization Natural England. It says there are many benefits of outdoor learning for children. One advantage is that it builds confidence in children as they experience things that were normal for their parents, like climbing trees. Another advantage is that it makes children more aware of the environment and teaches them to respect nature. There are also health benefits as children exercise more instead of sitting in a classroom or being at home with video games. A final benefit is that it helps with the problem of what is called ‘strange danger’. This is an idea many children in the UK today grow up hearing.

**1.Before reading/listening. True/false**

1.Researchers say there is too big a focus in schools on exams.

2.Researchers say outdoor learning increases quality of life.

3.Schools took the advice of five reports on outdoor learning.

4.Outdoor learning is becoming more popular in Britain.

5.The report is from the Natural England University.

6.Outdoor learning helps students with things like climbing trees.

7.Researchers say outdoor learning has health benefits for children.

8.Researchers say outdoor learning helps kids with stranger danger.

**2.Synonym match: match the following synonyms from the article.**

|  |  |
| --- | --- |
| currently | group |
| focus | presently |
| major | dying |
| advice | last |
| in decline | emphasis |
| organization | usual |
| benefits | threat |
| final | important |
| normal | advantages |
| danger | guidance |

**3.Phrase match: sometimes more than one choice is possible.**

|  |  |
| --- | --- |
| Currently too much focus | Outdoor learning |
| It also increases their quality | ‘stranger dander’ |
| Five major reports over the | The decline in Britain |
| Outdoor learning is on | Confidence |
| Put outdoor learning on the | Of life |
| There are many benefits of | On sitting in classrooms |
| It builds | Past decade |
| Teaches them to | Benefits |
| health | Respect nature |
| the problem of what is called | curriculum of all schools |

**4. Gap fill.**

**Major, doing, decline, social, curriculum, focus, taking, need**

Researchers in Britain are telling schools that children should be 1……… more learning outdoors. The researchers say there is currently too much 2……. on sitting in classrooms to pass exams. They say outdoor learning is important for students’ 3……. skills, health and development. It also increases their quality of life. There have been five 4…….reports over the past decade that stress the 5…… for students to learn outdoors and experience nature more. The researchers say that schools are not 6…….. the advice of these reports. They say outdoor learning is on the 7…….. in Britain. The researchers want Britain’s government to act to put outdoor learning on the 8…. of all schools.

**Climbing, benefits, instead, normal, idea, advantage, final, respect.**

The report is from researchers at the University of Plymouth and the organization Natural England. It says there are many 9…… of outdoor learning for children. One 10…. is that it builds confidence in children as they experience things that were 11….. for their parents, like 12……. trees. Another advantage is that it makes children more aware of the environment and teaches them to 13…. nature. There are also health benefits as children exercise more 14….. of sitting in a classroom or being at home with video games. A 15…. benefit is that it helps with the problem of what is called ‘strange danger’. This is an 16….. many children in the UK today grow up hearing.

**5.Comprehension questions.**

1.What did researchers say there is too big a focus on?

2.What kind of skills did researchers say outdoor learning is important for?

3.How many important reports have there been in the past ten years?

4.What did researchers say children needed to experience more?

5.What did researchers say is happening to outdoor learning in Britain?

6.What organization helped make the report?

7.What does outdoor learning build in children?

8.What should children do that was normal for their parents?

9.What does outdoor learning teach children to respect?

**Грамматические темы:**

**Тема: «Имя существительное».**

**Задание 1.Тест. Множественное число существительных.**

1. The … are very fragile, please, wash them carefully.

glass / glases /glasses /glassis

1. She cannot live without discos and …

partes /parties /parteis /partys

1. I don’t like fried … This dish is too fatty for me.

potatoes /potates /potateos /potatos

1. Children are not allowed to play with …

match /matchs /matchis /matches

1. How many … of bread do you want me to buy?

loafs /loaves /loafes /loavs

1. I can’t get home because I’ve lost my …

keys /keis /keies /keyes

1. People called the rescuers their … after they saved two little boys from a burning building.

heros /hereos /heroos /heroes

1. Have you learned these spelling …?

ruls /rules /rulies /rulys

1. ... look like dogs, but they are wild animals and cannot be tamed.

wolfes /wolves /wolvs /wolfs

1. Their … are very kind and polite.

childs /childrens /childes /children

1. A typical English scenery includes green slopes with … and a castle in the background.

sheep /sheepes /sheeps /sheepps

1. His … ached so much that he had to go to the dentist immediately.

tooths /teeth /teeths /toothes

1. These … look familiar, I might have learned some of them at school.

formula /formulas /formulae /formulaes

1. Please, don’t give me any …, I have already decided what to do.

advicys /advices /advice/ advics

1. Our granny doesn’t see well, she always wears …

spectacle /spectaclae /spectacli /spectacles

1. I've earned much … this month.

moneys /moneis /monies /money

1. We bought a lot of … for our new flat.

furniture /furniturae /furnitures /furniturs

1. She bought a kilo of … to make some cocktails for the party.

banans /bananas /bananae /banana

1. What is the …?

new /newer /newes /news

1. We want to buy two … and ride to the beach every morning.

bicycle /bicycls /bicycles /bicyclae

**Тема: «Имя прилагательное».**

**Задание 2. Письменная работа.**

**1. Напишите степени сравнения прилагательных**

|  |  |  |
| --- | --- | --- |
| *положительная* | *сравнительная* | *превосходная* |
| *ugly* |  |  |
| *funny* |  |  |
| *busy* |  |  |

**2. Напишите степени сравнения прилагательных**

|  |  |  |
| --- | --- | --- |
| *положительная* | *сравнительная* | *превосходная* |
| *fat* |  |  |
| *big* |  |  |
| *hot* |  |  |

**3. Напишите степени сравнения прилагательных**

|  |  |  |
| --- | --- | --- |
| *положительная* | *сравнительная* | *превосходная* |
| *clever* |  |  |
| *dark* |  |  |
| *large* |  |  |

**4. Выберите верную форму прилагательного.**

1. London is (big/bigger/the biggest) than Dzerzhinsk.

2. It is (cold/colder/the coldest) in winter.

3. February is (cold/colder/the coldest) month.

4. Is it (hot/hotter/the hottest) in May?

**5. Напишите степени сравнения прилагательных.**

|  |  |  |
| --- | --- | --- |
| *положительная* | *сравнительная* | *превосходная* |
| *beautiful* |  |  |
| *interesting* |  |  |
| *good* |  |  |
| *useful* |  |  |
| *bad* |  |  |

**Тема: «Глагол».**

**Задание3.1.Настоящее время.**

**Задание 1. Сделайте эти шуточные предложения вопросительными и отрицательными.**

1.Dogs can fly

2.Rabbits can swim

3. Spiders eat dogs

4.Cats drink lemonade

5.Snakes play with dogs

6.A cat eats bananas

7.Cats can speak English

8.A rabbit eats meat

**Задание 2. Составьте вопросы к выделенным словам.**

1. You get up at seven o’clock.

2. she lives in Dzerzhinsk.

3. You can cook in the kitchen.

4. he works in the bank.

5. we go to bed at nine o’clock.

6. he has got five cats.

7. she is nine.

**Задание 3. Сделайте предложения отрицательными.**

1.I play tennis.

2.I live in London.

3.My sister is Kate.

4.They can play volleyball.

5.We have got a dog.

6.Tony plays the guitar.

7.My friends like bananas.

**Задание 4. Выберите нужное слово и запишите.**

1.Он **всегда** учит уроки (always/ sometimes)

2.Она **иногда** выносит мусор (usually/sometimes )

3.Мы **каждый день** ходим в школу( always/every day )

4.Маша **часто** пишет письма (often/usually )

5.Аня **обычно** ложится спать в 10 часов вечера (usually/often )

**Задание 3.2. Прошедшее время.**

**1. Напишите, что происходит обычно и что произошло вчера.**

|  |  |  |
| --- | --- | --- |
|  | *настоящее время* | *прошедшее время* |
| *we /clean* | *we clean* | *we cleaned* |
| *he /work* | *he works* | *he worked* |
| *I /play* |  |  |
| *we/wash* |  |  |
| *he/help* |  |  |
| *they/watch* |  |  |
| *she/skate* |  |  |

**2.Скажите, что произошло в прошлом**

|  |
| --- |
| *clean collect finish play talk watch* |

1.They ………………………………………………basketball

2.I ………………………………………………….to my friends

3.My brother …………………………………………………his room

4.My parents ……………………………………………….TV

5.She ……………………………………………………..her work

**3. Напишите 2 форму глаголов.**

|  |  |  |
| --- | --- | --- |
| *say* | *fly* | *sit* |
| *see* | *do* | *fall* |
| *go* | *take* | *eat* |
| *have* | *give* | *sweep* |

**4. Напишите, что произошло.**

1.We go to school – we WENT to school.

2.They see him every day. – They …………………………………him yesterday.

3.He goes to the zoo. – He ………………………………..to the zoo yesterday.

4.They have 5 lessons every day. – They …………………………………..5 lessons yesterday.

5.They fly. – They …………………………….yesterday.

6.They say goodbye. – They …………………………………

**Тема: «Местоимения».**

**Задание 4. Письменная работа.**

**Личные местоимения.**

**1.Заполните пропуски в предложениях, используя местоимения в косвенном падеже.**

1.I can’t translate the text. Can you help …?

2.He can’t find the book. Can you help…?

3.They can’t do the test. Can you help…?

**2.Заполните пропуски в предложениях, используя me, us, him, her, it, them.**

1.She is very shy. Please, don’t laugh at… .

2.The bread is stale. Don’t eat… .

3.He is very lazy. Don’t help … .

4.I’m talking to you. Please, listen to … .

**Притяжательные местоимения.**

**3.Заполните пропуски в предложениях, используя притяжательные местоимения.**

1.I have a coach. …coach is a Merited Master of Sports.

2.He has a sister. …sister lives in Moscow.

3.I like this town. …streets and parks are beautiful.

4.She has a family. …parents work as schoolteachers.

**Возвратные местоимения.**

**4.Заполните пропуски в предложениях, используя возвратные местоимения.**

1.You looked at….

2.She looked at….

3.We looked at… .

4.He looked at… .

**Указательные местоимения.**

**5.Составьте словосочетания, используйте:**

а) this, these.

…prize, …competitions, …distance, …town, …running shoes, …stadium, … book, …swimmers.

б) that , those.

…photograph, …disks, …children, …building,…apples, …students, …library, …bags.

**Неопределенные местоимения.**

**6.Заполните пропуски в предложениях.**

1..It’s time to do shopping. We need …food and …bottle of mineral water.

It’s a very small town. There are …nice buildings and …museum in it.

2.He has …wife, …son here and …relatives abroad.

3.Let’s buy this vase. I have …money with me.

**7.Some or any? Заполните пропуски в предложениях.**

1.Have you got …English books at home?

2.Are there…places of interest in Moscow?

3.They haven’t got …friends.

4.Were there …mistakes in the test?

**Местоимения much, many.**

**8.Заполните пропуски в предложениях. Используйте much, many.**

1.Don’t drink so … coffee. It’s bad for you.

2.There are so …places of interest in Moscow!

3.… in this work was too difficult for me.

**Местоимения little и few.**

**9.Заполните пропуски в предложениях. Используйте a little, a few.**

1.Don’t buy so much coffee, buy … .

2.Don’t close the window. We need … fresh air.

3.There were … athletes in the gym.

4.Now I need …water.

**10.Заполните пропуски, используя little, a little, few, a few.**

1.Give me …water, please. I’m thirsty.

2.I’m going to write …letters now.

3.There is very …bread for dinner. We must go shopping.

**Тема: «Имя числительное».**

**Задание 5. Письменная работа. Имя числительное.**

**Task 1. Write the numbers:**

9, 14, 19, 25, 38, 43, 57, 60, 72, 81, 96, 100

**Task 2. Write the age of each person on his/her birthday:**

1.I’m 9. I’m going to be ….

2.I’m 12. I’m going to be ….

3.I’m 17. I’m going to be ….

4.I’m 20. I’m going to be ….

5.I’m 29. I’m going to be ….

6.I’m 32. I’m going to be ….

7.I’m 57. I’m going to be ….

8.I’m 64. I’m going to be ….

**Task3. Answer the questions:**

1.What is the address of your college?

2.How many floors are there in your college building?

3.What floor is your classroom on?

4.What is your classroom number?

5.How many students are in your class? How many men? How many women?

6.About how many students are in your college?

**Task4. Circle the time that is later**

1. six fifteen/six thirty

2. five past three/three ten

3. four thirty/a quarter past four

4. ten to eight/seven forty – five

5. two twenty – five/two thirty

6. nine forty/ a quarter to ten

7. eleven ten/five past eleven

8. seven fifteen/ twenty past seven

**Task5. Complete this information about yourself. Write the number of minutes, days, hours, weeks, months or years for each sentence.**

1.It takes me….to get to school

2.I study vocabulary for …every day

3.I sleep …a night.

4.I watch TV …a day

5.I have …vacation from work/school

6.I have been absent from college … this year

7.I talk on the phone …a day

8.I go to school … a week

9.I have been studying English for…

**Task 6. Write the date. Use this form: month/day/year**

1.February 22, 2004 2/22/2004

2.May 4, 1997

3.October 15, 1950

4.March 14, 2005

5.July 1, 2006

6.December 10, 2001

7.August 18, 1948

8.January 7, 2010

**Тема: «Предлоги».**

**Задание 6.**

**Тема: «Простые предложения».**

**Задание 7. Письменная работа. Безличное предложение.**

**1.Заполните пропуски в предложениях, используя it is или is it.**

1.How far …from your college to the nearest underground?

2.“….raining now?” “ Yes, … .”

3.“…very late. Please, stay at home! …dangerous to walk at night.”

4.“What time … now?” “… 10 o’clock. …high time to begin our classes”.

5.…expensive to rent a flat?

6.…difficult to speak English?

7.…Ann’s birthday today.

8…difficult to take this exam?

9…true that he is an Olympic champion?

10…good to help your friends.

**2.Заполните пропуски в предложениях. Используйте данные ниже выражения.**

1.It’s dangerous to go out alone at night.

2.It’s very useful to perform them.

3.It’s very pleasant to wear it!

4.It’s very interesting to read it.

5.It’s stupid to have heavy meals at night.

6.It’s very pleasant to communicate with them.

a.You must find this book. … .

b.You should try to practice Chinese fitness exercises. … .

c.You will never lose weight. … .

d.You shouldn’t leave home now. … .

e.Your parents are very friendly. … .

f.What a nice dress! … .

**3.Задайте вопросы, используя How far is it from … to…?**

1.Your house/the bus stop

2.Your college/ your house

3.Your college/ the nearest swimming pool

4.Your house/ the nearest shop

**Тема: «Пассивный залог»**

**Задание 9. Письменная работа.**

**Task 1. Is recycling paper important or a waste of time? Put the verbs in the correct form (Present Simple Passive or Active).**

Many children think that recycling paper is a waste of time. But it isn’t correct. It is a fact that less energy (need) to make new paper from recycled paper and less materials (use). When a lot of people (recycle) their paper, a lot of trees (save) and the forest and its wildlife (protect). Because when forests (cut), fewer animals have homes. Every year an area of rainforests the size of Wales (cut down) and a lot of animals (disappear). Besides, it is necessary to understand that when the rainforest (destroy), it (cause) global warming.

It is good when children (teach) about the environment from a young age. Then they (understand) that everyone can make a difference to their community, their town and the world.

**Task2. Which activities are good for the Earth and which ones damage nature?**

I don’t think it is good when….

I think it is good that….

Rivers are polluted, rainforests are cut down, new trees are planted, energy is saved, water is wasted, the countryside is spoilt, ozone levels are studied, ozone is destroyed, air pollution is reduced, animals are disturbed, towns are built instead of forests.

**Task3. What is the ideal picture of the world?**

|  |  |  |  |
| --- | --- | --- | --- |
| rivers  air  forests  animals  wildlife  litter  pollution from cars  water pollution | is  are | not | destroyed  disturbed  protected  polluted  spoilt  put into water  reduced  recycled |

**Task 4. Put the words into the gaps.**

|  |
| --- |
| bin/ damage/destroy/ disturb/ environment/glass/ instead of/ protect/ recycle/reduce/ reuse/spoil/throw/wildlife/pollute |

1………….nature. Take care of 2……….

Always put garbage in a garbage 3…….., because garbage4……….the countryside. 5……….newspapers, 6…….and plastic bottles, and metal cans. Recycling helps to 7…………pollution. Don’t throw away thing if you can 8……them. Don’t 9…….water. Don’t 10………garbage into the pond. Never draw or paint on trees. It will 11……them. Plant flowers 12……picking them. Don’t 13……….animals. Don’t 14………their homes. Create new places for 15………. .

**Тексты профессиональной направленности для перевода**

**(письменная работа)**

* 1. **Upbringing of children.**

Each person's knowledge of how to bring up a child usually comes from their surroundings and their own upbringing. Psycologists define several models of upbringing in a family.

The first one is non-interference. It’s a model of upbringing, when a child is left to his own resources. Some parents think it is good for children to be allowed to run wild without control or supervision. They say that this enables children's personalities to develop naturally and that they will learn to be responsible for the mistakes they make, cope with problems, be self-relient, and store experience. Making mistakes the child correct them by himself. This method is not good because the child can become impersonal to his parents. Achild who didn’t have caring, responsive and sympathetic parents will become timid and suspicious.

Non-interference can also lead to juvenile delinquency (подростковая преступность), with the children ending up in the courts, or it might simply make children self-centered (эгоистичный), without any consideration for others.

Another model of upbringing is dictation. When parent are always repressing and demanding. Adults supress the child’s initiative. As a result resistence develops in a child. If a child is weak, he becomes repressed, mistrustfull, fearful, irresolute. A child start being afraid of punishment for faults so much, that he becomes inactive and unmotivated. And a child loses natural sense of adventure and curiosity.This model is also not very good.

One more wrong model of upbringing is when parents are too caring, they try to protect a child from all the difficulties and give him everything he asks. A child becomes immature, self-centered, impudent and arrogant and unable to cope with difficulties. From his childhood sorrounded with care, this person starts feeling weak in any situation where it’s necessary to make a decision. Very often when a child becomes a teenager, he can have an emotional explosion, which results in problems with his peers and even in breaking of relationships with family.

The last and the best model of upbringing is cooperation. It consists in creating of relationships in a family, based on united interests and purposes, general activities, mutual support in any initiative. Parents are just, reasonable, approving and tolerant. The foundation of such upbringing is “we”. The child is quite self-relied, and independent, but adults are always beside him ready to help and support in any moment, to calm down and explain what is not understood. Such families are united by the same values and traditions. Members of such families celebrate holidays, work and have rest together. Children become good-natured, confident, unselfish, industrious and can get along with others.

**History of Education**

1. As long as we live we continue to learn, and the education we receive when we are young helps us to continue learning. We are taught to read and write, and we are taught many of the essential facts about the world and shown how to sort them out so that later in life, we shall be able to find out things ourselves and not to ask other people.   
The first teachers were fathers and mothers, but very early in the history of man children began to be taught by people other than their fathers and mothers. It is thought that schools first started in Egypt 5. 000 to 6. 000 years ago, and that it was the invention of’ writing which made them necessary. Reading and writing were quite different from the skills used in everyday life, and writing made it possible to store up knowledge which grew with each generation. Specially trained people were therefore needed to teach it.   
  
2. Only the sons of nobles attended the first Egyptian schools, which taught reading, physical education and good behavior. In ancient India the priestly caste decided what should be taught to each of the four castes, or groups, into which people were divided. Only the priestly caste was allowed to learn the Hindu scriptures. In China, until the XIX century, education was organized according to social classes, and consisted largely of learning the scriptures by heart.   
  
3. A clear example of the way in which even neighbouring people produce different types of education comes from ancient Greece. Sparta and Athens were two Greek states. The Spartans, a hard and warlike people, gave a purely mili-tary education. At the age of seven all boys of noble families were taken from their homes and were sent to live in groups. They were kept under a very strict discipline and were taught hunting, military scouting, swimming and the use of weapons. The Spartans despised literature, and some people think they could not even read.   
At the very same time also for the nobles only the Athenians were building what we call a liberal education - one that helps a man to develop all sides of his nature, helps him to make and appreciate beautiful things and helps him to find the best way of life. They thought it important to educate the body as well as the mind, and had a programme of physical training which consisted of running, jumping, wrestling and throwing the discus. As time went on Athenian education paid special attention to reading, writing and literature and these were taught by a special teacher, known as “grammatist”. Common people were not educated, they were trained in craftsmanship, workmanship, trades. Greek philosophers, or thinkers always discussed what education should try to do and what it should include Platon wrote a book called “The Republic” which is one of the best books ever written on education, and since those days Greek ideas have influenced European education, especially secondary and university education.   
  
4. The Romans were very good at organising, and they were the first people to have schools run by the government free of charge. Throughout their great empire there was a network of these schools which provided for three stages of education.   
At six or seven all boys (and some girls) went to the primary school, where they learned, “three R’s”: reading, writing, and arithmetic. Most children were not taught more than, this, but at 12 or 13 boys of the rich families went on to the “grammar” school to study the Greek and Latin languages and their literature, that is, what had been written in those languages.

At 16, young nobles who wanted to enter politics or the service of their country went to the schools of rhetoric to be trained in rhetoric, or public speaking.   
  
5. In Great Britain the first teachers we read about were craftsmen. They taught children to read, write and count, to cook and mend. their own shoes. In the early XIX century the main system of teaching was the “Monitor” system. The teacher could manage a class of 100 or more by using older pupils or “monitors” to help him. The schools had long desks which were sometimes arranged in tiers so that the teacher could see every child in a large class.

* + 1. **Preschool education.**

Preschool establishments constitute the first link in the system of education and upbringing.

Creches, kindergartens and kindergarten-creches (general and specialized), as well as other preschool establishments provide the most favourable conditions for preschool children's upbringing and are of help to the family.

In the USSR preschool establishments are intended for children under seven. Children are divided into age groups: early (1-, 2- and 3-year-olds), junior (3- and 4-year-olds), middle (4- and 5-year-olds), senior (5- and 6-year-olds) and preparatory (6- and 7-year-olds).

Preschool establishments bring up children in close co-operation with the family, protect and build up their health, inculcate in them elementary practical skills and love for work, promote their aesthetic education, prepare them for school, bring them up in a spirit of respect of their elders, love of the socialist Motherland and their native locale1.

Preschool establishments are directed and staffed, irrespective of their departmental subordination, by the Ministry of Education of the USSR, by the Ministries of Education of Union Republics, and by their local organs.

Medical care and prophylactic measures for children are carried out by health organizations which staff preschool establishments with doctors.

Public preschool education in the USSR meets the interests of both society and the family. It helps women do socially useful work and improve their standard of education.

At the same time, public preschool education has an important role to play as a constituent part of the entire Soviet public education system, being its first stage which ensures the all-round harmonious development of the rising generation.

Special attention has been paid in the last few years to the improvement of the educational process in preschool establishments. The teaching staff of kindergartens is successfully tackling the tasks of the communist upbringing of children.

The development of the child's mental facilities remains the most important task. Soviet experience convincingly proves that preschool children have a tremendous learning capacity. Its timely and planned development is invaluable indeed for the entire subsequent process of upbringing and education.

Moral education of preschool children is of special importance today. Thus, the Programme of Kindergarten Education worked out by the Preschool Education Research Institute of the USSR Academy of Pedagogical Sciences is intended to cultivate in children such qualities as patriotism, the love of and respect for elders, and industriousness. Preschool establishments have been successfully fulfilling this task of late.

Preparing children for school has become systematic and purposeful in the past few years. The number of children going on from kindergartens to school increases from year to year. More and more attention is paid to training teachers for preschool establishments.

**Developmental areas of preschool education**  
The areas of development which preschool education covers varies from country to country. However the following main themes are represented in the majority of systems.   
• Personal, social and emotional development   
• Communication, including talking and listening   
• Knowledge and understanding of the world   
• Creative and aesthetic development   
• Physical development   
• Mathematical awareness and development   
• Playing   
• Self-help skills   
• Social skills   
Allowing preschool aged children to discover and explore freely within each of these areas of development is the foundation for developmental learning. While the National Association for the Education of Young Children has made tremendous strides in publicizing and promoting the idea of developmentally appropriate practice, there is still much work to be done. It is widely recognized that although many preschool educators are aware of the guidelines for developmentally appropriate practice, putting this practice to work effectively in the classroom is more challenging. The National Association for the Education of Young Children(NAEYC) published that although 80% of Kindergarten classrooms claim to be developmentally appropriate, only 20% actually are.

**Age and Importance of Preschool Education**  
Preschool is generally considered appropriate for children between three and five years of age, between the toddler and school stages. During this stage of development, children learn and assimilate information rapidly, and express interest and fascination in each new discovery. It is well established that the most important years of learning are begun at birth. A child's brain at this age is making connections that will last the rest of their life. The environment of the young child influences the development of cognitive and emotional skills due to the rapid brain growth that occurs in the early years. Studies have shown that high quality preschools have a short and long term effect in improving the outcomes of a child, especially a disadvantaged child.   
However, some more recent studies dispute the accuracy of the earlier results which cited benefits to preschool education, and actually point at preschool being detrimental to a child's cognitive and social development. A study by UC Berkeley and Stanford University on 14,000 Kindergarteners revealed that while there is a temporary cognitive boost in pre-reading and math, preschool holds detrimental effects on social development and cooperation.   
The Universal Preschool movement is an international effort to make access to preschool available to families in a similar way to compulsory primary education.

Various jurisdictions and advocates have differing priorities for access, availability and funding sources. See kindergarten for details of pre-school education in various countries. There has been a shift from preschools that operated primarily as controlled play groups to educational settings in which children learn specific, if basic, skills. It examines several different perspectives on teaching in kindergarten, including those of the developmentally appropriate practice, the academic approach, the child-centered approach, and the Montessori approach to the curriculum.   
  
**Methods of preschool education**  
Some preschools have adopted specialized methods of teaching, such as Montessori, Waldorf, Head Start, HighReach Learning, High Scope, The Creative Curriculum, Reggio Emilia approach, Bank Street, Forest kindergartens, and many others which contribute to the foundation of education.   
Creative Curriculum has an interactive website where parents and teachers can work together in evaluating preschool age children. The website is very user friendly and prints off many reports that are helpful in evaluating children and the classroom itself. The web site has a variety of activities that are targeted to each of the fifty goals on the continuum.   
The International Preschool Curriculum adopted a bilingual approach to teaching and offers a curriculum that embraces international standards and recognizes national requirements for preschool education.   
In the United States most preschool advocates support the National Association for the Education of Young Children's Developmentally Appropriate Practices.   
Family childcare can also be nationally accredited by the National Association of Family Childcare if the provider chooses to go through the process. National accreditation is only awarded to those programs who demonstrate the quality standards set forth by the NAFCC.   
  
**Special Education in Preschool**  
In the United States, students who may benefit from special education receive services in preschools. Since the inception of the Individuals with Disabilities Education Act (IDEA) Public Law 101-476 in 1975 and its amendments, PL 102-119 and PL 105-17 in 1997, the educational system has moved away from self-contained classrooms and progressed to inclusion. As a result, there has been a need for special education teachers to practice in various settings in order to assist children with special needs, particularly by working with regular classroom teachers when possible to strengthen the inclusion of children with special needs.

As with other stages in the life of a child with special needs, the Individualized Education Plan (IEP) or an Individual Family Service Plan (IFSP) is an important way for special education teachers, regular classroom teachers, administrators and parents to set guidelines for a partnership to help the child succeed in preschool.

**5. Контрольно - измерительные материалы для текущего контроля (5-8 семестры)**

**Тема: «Знакомство».**

**Задание 1. Лексический тест по теме.**

1. She is the daughter of my mother. She is my…

a) aunt c) grandmother

b) sister d) cousin

2. He is the father of my father. He is my…

a) grandfather c) uncle

b) grandson d) cousin

3. He is the father of my brother. He is my…

a) uncle c) father

b) son d) grandfather

4. He is the son of my uncle. He is my…

a) cousin c) grandfather

b) father d) brother

5. She is the sister of my mother. She is my…

a) grandmother c) aunt

b) daughter d) cousin

6. He is the son of my brother. He is my…

a) cousin c) uncle

b) nephew d) father

7. He is the brother of my mother. He is my…

a) nephew c) uncle

b) son d) cousin

8. He is the husband of my aunt. He is my…

a) uncle c) cousin

b) father d) brother

9. She is the mother of my mother. She is my…

a) aunt c) daughter

b) niece d) grandmother

10. She is the daughter of my sister. She is my…

a) niece c) mother

b) aunt d) cousin

11. She is the wife of my uncle. She is my…

a) mother c) aunt

b) daughter d) niece

12. She is the daughter of my aunt. She is my…

a) cousin c) mother

b) niece d) grandmother

**Тема: «Биография. Качества личности».**

**Задание 2. Письменная работа. Работа с текстом, выполнение заданий по тексту.**

**The History of Jeans.**

**Task1. Put the correct verbs into the gaps and put these paragraphs into the right order.**

**Wore, found, came, sold, made, left, became**

**A.** Jeans …more popular during the 1960s and 1970s. In the 1980s, companies like Calvin Klein and Versace started making designer jeans. These days, jeans are still very popular. Most teenagers wear them.

**B.**In the 1930s, Hollywood…. a lot of films about cowboys and Indians, called ‘westerns’. Cowboys usually ….jeans in these films and jeans started to become fashionable. After that, actors often wore jeans in films.

**C.**In the nineteenth century, people ….gold in California, and the Gold Rush started. Gold miners started wearing jeans because the material was very strong.

**D.**In 1853, Levi Strauss ….his home in New York to start making and selling jeans in San Francisco. He ….many pairs of jeans. His business is very successful today.

**E.**A lot of people think jeans are American, but they started in Europe. The material for jeans is called denim because it ……from Nimes, in France (de Nimes). Workers used denim material to make clothes that lasted a long time.

**Task2. Задайте общие вопросы**

1.The jeans are American

2.The material for jeans is called denim

3.People found gold in the nineteenth century

4.Cowboys wear jeans in westerns

5.My brother wears jeans too

**Task3. What, who, why, where**

1…..did gold miners start wearing jeans?

2…..left his home in New York?

3…..did cowboys usually wear in westerns?

4. ….the Gold Rush start?

**Тема: «Дом. Жилище».**

**Задание 3. Письменная работа. Прочитайте текст, составьте 7 вопросов по тексту.**

**Homes in Great Britain.**

Hello. Do you live in a house or a flat? Have you got a garden or a balcony? Have you got a pet? In this programme we look at some typical British homes – and some unusual ones and we see life in a British home. How do the British live? Some people live in flats but most British people live in houses. And houses are all different shapes and sizes.

A bungalow, a cottage, a terraced house, a semi –detached house and a detached house. An old house, a new house, a large house, and a small house. What are they like inside?

This is the Robinsons’ house. So come in and have a look with me. This is the living room or sitting – room. I like this room. It’s got a nice fireplace. This is where the Robinsons relax. Have a look round. They watch television, play games, or read the paper. They’ve got some interesting pictures and books, too. Well, I’m sorry. We can’t stay here. You must look at the other rooms. Come and see the kitchen. A fridge, a cooker, an oven, a microwave , a sink and a kettle. Kettles are very important. Mrs Robinson is making some tea. The average British person drinks more than eight cups of tea per day! The family usually eat here but sometimes they eat in here. The dining room. This is the room for special meals like birthdays, dinner parties, and Sunday lunches. Tom’s doing his homework here this evening. Well, that’s downstairs. What’s upstairs? This is Julie’s room. And she isn’t doing her homework. Hi! Look at all those posters. This is Tom’s room. What’s he interested in? This is their parents’ room.

The bathroom. Some British people like having a shower, but most prefer a bath. And, this is Mrs Robinson’s study. She’s a writer and she works from home. Over a quarter of British homes have a computer in them now. Look at this! Tom and Julie like using it, too. Excuse me – oh, sorry! That’s ok. A lot of British people really like gardening. What a lovely, garden! Oscar! And this is Oscar. He’s the fifth member of the family. The British are very keen on pets. Not just dogs and cats –rabbits, birds and fish are popular, too. Not all British people live in homes like this. About eighteen percent of British people live in flats. And some people live in very different homes. Like a castle or a mansion. Some people even live in caravans or on boats. And this, of course, is the most famous home in Britain – Buckingham palace. Well, I’m going home now.

**Тема: «Природа и человек».**

**Задание 4. Письменная работа.**

**Task 1. Fill in the gaps.**

Warming, effect, energy, fumes, fuels, waste products, jams, rain, layer, changes, disaster, pollution, rain forest, transport, resources, gases.

Acid …… 7. Public….. 13. Finite….

Tropical…… 8. Traffic…… 14. Greenhouse…..

Exhaust… 9. Natural….. 15. Clean…..

Global… 10. Air…. 16. Recycled……

ozone.. 11. Sea….. 17. Noise……

nuclear.. 12. Solar…… 18. Renewable……..

**Task2. Complete these sentences with the correct form of the words at the end of the sentence.**

What can we do to reduce the……of the atmosphere? Pollute

The change in the climate has produced ….floods. Disaster

Many rare species are threatened with …… Extinct

Many of the gases produced by factories are ….. to our health. Harm.

Exhaust fumes have ….effects on the environment. Damage

Many countries must try and control the growth of the … Populate

Protecting the environment is essential to our …. Survive

The ……of the environment is everyone’s responsibility Protect

While some countries get richer, the….in others get worse. Poor

Millions of people in the world are threatened with ……. Starve

**Task 3. Fill in the blanks using a word from the list:**

Weather, exhaust, on, greenhouse, recycling, fuel, resources, environmental, atmosphere, energy.

Save it.

In recent years, the number of 1…. Problems has increased dangerously. One of the most serious problems is changes to the 2….which has led to the 3…….effect: this is making most climates warmer. It is already affecting several areas of the world with unusual 4….. causing droughts or heavy storms. Cutting down on 5…..fumes from vehicles would help solve the problem. Natural 6……such as oil and coal are not endless, so using other forms of 7….. such as wind, sun, water, and even sea waves would help preserve our planet. Very soon we will be able to drive cars in cities and town that run 8….electricity – a much cleaner 9…. than petrol. And we can also help to reserve finite resources by 10….. things made of glass, aluminium, plastic and paper.

**Task 4. Answer the questions.**

Do you re-use plastic carrier bags?

Do you buy organically-grown vegetables?

Do you buy glass (not plastic) bottles?

Do you take empty bottles to a ‘bottle bank’?

Do you buy CFC – free sprays?

Do you buy vegetables and fruit loose rather than in plastic packets?

Do you buy white tissues rather than coloured ones?

Do you buy free – range eggs?

Do you buy rechargeable batteries?

Do you buy soap and cosmetics not tested on animals?

Do you try to save energy in the home?

If you have a car, do you use unleaded petrol?

Do you try to use public transport or ride a bicycle as much as possible?

Do you try to avoid using chemicals to kill garden pests?

Do you keep paper or aluminium cans for recycling?

**Тема: «Свободное время».**

**Задание 5. Письменная работа.**

**Task1. Read each sentence. Check likely/unlikely**

1.I go to sleep after I get dressed

2.I put on my make up before I take a shower

3.I take a nap after I get up

4.I brush my teeth after I eat

5.I take a shower after I take a bath

6.I take my children to school after we eat dinner

7.I watch TV before I go to bed

8.I take a walk before I get up

9.I get dressed before I take a shower

10.I take a walk after I get home from work

**Task 2. Read the information about Ann and Pam. Find and write about 5 differences in their schedules.**

Ann eats breakfast in the morning, but Pam doesn’t.

|  |  |
| --- | --- |
| Ann. I’m a security guard at an airport. I get up at 6.00 in the morning and eat breakfast. I put on my uniform and go to work. I have a coffee break at 10.00 and I eat lunch at 12.00. Work is over at 3.00, I go to the gym and work out for an hour. I take a shower at the gym. Then I go home, make dinner and eat. Two days a week, I go to school. After school, I watch TV for an hour, I go to bed at 11.00. | Pam. I’m a security guard at an airport. I get up at 6.00 in the morning and take a shower. I put on my uniform and go to work. I have a coffee break at 10.30 and I eat lunch at 12.00. Work is over at 3.00, I go home and take a walk for an hour. Then I make dinner and eat. Three days a week, I go to school. After school, I watch TV for an hour, I go to bed at 11.30. |

**Тема: «Путешествия».**

**Задание 6. Письменная работа.**

**Task1. Put the following words into the correct sentences.**

**Flight, journey, trip, excursion, travel, voyage, outing, tour, run, cruise, package tour, expedition.**

1. We visited lots of famous towns on our American ….. last year.
2. Before the invention of the airoplane, the……from Britain to America could take weeks, even months sometimes
3. Do you want to come for a……in my new car on Sunday?
4. The plane now arriving is …..SAS 343 from Copenhagen.
5. The first thing I did when I got to London was to go on a sightseeing ……
6. In my opinion, the bus way to …..is by air.
7. Last summer I stayed in Brighton and one day our group went on a very interesting ……to Blenheim palace the home of the late Winston Churchill.
8. My uncle is going on a …..next year to try to discover the lost city of Atlantis.
9. How long does the train ……from London to Edinburgh take?
10. Last year my mother went on a Mediterranean….. and was seasick practically the whole time.
11. One of the main advantages of going on a ……, apart from the price, is the fact that you don’t have to spend weeks beforehand planning routes, finding hotels, buying air tickets, etc. It’s all done for you.
12. We went on a day’s …to the zoo in Copenhagen and the whole family loved it.

**Тема: «Здоровый образ жизни».**

**Задание 7. Письменная работа. Прочитайте текст, составьте 7 вопросов по тексту.**

**Screen time before bed is bad for children.**

New research shows that it is bad for children to watch TV, tablet or mobile phone screens before bedtime. Researchers from the University of Colorado found that ‘screen time’ before sleeping damages children’s health. The researchers looked at over 6o different studies on how screen time affects children. They said: ‘ Of more than five dozen studies looking at children aged from 5 to 17 around the world, 90 per cent have found that more screen time is associated with delayed bedtime, fewer hours of sleep, and poorer sleep quality’. Screens are becoming smaller and smaller, so children can look at them in bed. More than 75 per cent of children in the study had some kind of screen in their bedroom.

Children need a lot more sleep than adults. Pre – school children need 10 to 13 hours, pre – teens should get between nine and 12 hours, and teenagers should be getting between eight and 10 hours a night. The researchers highlighted three main reasons how screen affect children’s sleep. First, the light from screen upsets a child’s body clock. The light from screens getting into children’s eyes before they sleep tricks their body into thinking it is still daytime. Second, children often watch videos of things that excite them or interest them. This keeps their brain active, so they take longer to sleep. Finally, when children are watching screens, they are not exercising. Children need physical activity to make them tired.

**Тема: «Страны и континенты».**

**Задание 8.  Письменная работа. Прочитайте текст и ответьте письменно на вопросы.**

A Visit to Stratford.

Stratford is a very interesting town, in the centre of England. Everybody knows it as Shakespeare’s birthplace. There are no mountains or deep valleys near Stratford but there are beautiful woods, green fields, a quiet gentlе river the Avon and lovely black and white houses, with thatched roofs.

The first place which everybody goes to see there is Shakespeare’s house. It is a small house with small rooms in the centre of Stratford. In one of these rooms Shakespeare was born. On the walls of this room you can see many names of famous people who visited this place: Walter Scott, Dickens, Thackeray and others. In one room there stands a little wooden desk, the desk that Shakespeare sat at when he went to the grammar school in Stratford.

There is a garden behind the house with many flowers, trees and plants which Shakespeare mentioned in his plays. You can see a church there, where Shakespeare was buried. There is a bust of Shakespeare that was made by a Dutch sculptor who lived near Shakespeare’s Globe Theatre and saw Shakespeare many times. Not far from Shakespeare’s house there is a very old hotel that was probably there in Shakespeare’s time. The rooms haven’t got numbers on the doors as most hotels have. Instead every room has the name of a Shakespeare play on it – the “Hamlet” room, the “Romeo and Juliet” room and so on.

gentle – тихий

to be born – родиться

Globe Theatre – [театр](http://www.pandia.ru/283123/) “[Глобус](http://www.pandia.ru/162387/)”

to bury – хоронить

thatch – соломенная

the grammar school – [гимназия](http://www.pandia.ru/161914/)

Dutch – голландский

1. What is Stratford famous for?

2. What river can you see near Stratford?

3. Where is Shakespeare’s house?

4. What famous people visited Shakespeare’s house?

5. Where was Shakespeare buried?

**Тема: «Межкультурное общение».**

**Задание 9. Письменная работа.**

**Halloween.**

**Task 1. Read the text ‘Halloween’.**

On October 31, Americans celebrate Halloween. Halloween means ‘holy’ (hallow) ‘evening’ (een). This is the evening before the Christian holy day of All Saints Day. On All Saints Day, Christians remember the saints. But Halloween is even older than Christianity. Before Christianity, people in Europe believed that on October 31 ghosts of dead people came back. To scare the ghosts, people dressed like devils and were very noisy. They also made big fires to keep the ghosts away. Later, people did not believe in ghosts, but they kept the day of Halloween for fun.

Immigrants came from Europe to America and brought with them the custom of Halloween. Halloween has some strange symbols. One symbol is the jack –o’ – lantern in the window. The jack –o’ – lantern is to scare the ghosts. People cut the pumpkin, throw away all of the inside, and cut a face in it. Then they put a candle inside of it.

Today, in the US, Halloween is very popular with children. They wear masks and special costumes. They want to look like skeletons and ghosts. Then they go from house to house and say, ‘Trick or treat!’ people give them candies, cookies, fruit. When people give nothing, the children sometimes play tricks on them.

**Task 2. True or False?**

All Saints Day is the day before Halloween.

Halloween is older than Christianity.

Halloween is came from Europe.

A jack –o’ – lantern is a pumpkin.

On Halloween children say ‘Trick’.

**Task 3. Complete the sentences with the prepositions below.**

|  |
| --- |
| In on into with from |

Immigrants came -----Europe.

Americans celebrate Halloween ------October, 31.

You put a jack – o’ – lantern ------- the window.

A jack – o’ – lantern is a pumpkin with a face cut ------it.

Halloween is very popular --- children.

Children go ------ house to house.

**Task 4. Replace the underlined words in the sentences with the words below.**

|  |
| --- |
| saints ghosts masks scare play tricks skeletons |

On All Saints Day, Christians remember the holy people.

To frighten the ghosts, people dressed like devils.

Children wear something to cover their faces.

Children want to look like all the bones that make the body.

The jack – o’ – lantern is to scare the people with no bodies that come back after they die.

When people give nothing, the children do something to make them look stupid.

**Тема: «Образование».**

**Задание 10. Письменная работа. Прочитайте ответы Лоры и дайте ответ на ее вопросы.**

**Task 1. Answer Laura’s questions about yourself and your school/college.**

I go to Linden Green Comprehensive in York.

**1. What school do you go to?...**

I’ve been there for three years.

**2. How long have you been at your school?....**

My school day starts at 8.30 a.m.

**3. What time does your school day start?.....**

At 8.30 we have registration with our form tutor. Our first lesson starts at 8.50.

**4. Do you have registration? What time does your first lesson start?.....**

Our lessons last 60 minutes. But some lessons, like Art, are ‘doubles’ of 120 minutes.

**5. How long are your lessons?....................**

We have a break in the morning from 10.50-11.10.

**6. What about you? Do you have a morning break?...............**

Lunch is from 12.10 to 1.10

**7. When is your lunch break?........**

I eat in the school dining room. There’s a wide range of things to choose from – hot meals, soup, salads, sandwiches, snacks and cold drinks.

**8. What do you do for lunch?...**

We have two lessons in the afternoon with a ten minute break from 2.10-2.20.

**9. Do you have lessons in the afternoon? How many?...**

We finish school at 3.20.

**10. What time do you finish school?...**

I’m in Year 10 and I get about 2 hours of homework a night. (Yuk!)

**11. What about you? How much homework do you get a night?....**

**Тема: «Профессии».**

**Задание 11. Письменная работа. Подберите подходящее слово.**

|  |
| --- |
| librarian architect /air hostess/ dentist barber  hairdresser journalist optician /traffic warden/ plumber |

1.This person cuts men’s hair.

2.You go to this person when you have toothache.

3.You go to this person if you want a new pair of glasses.

4.This person looks after you when you are flying.

5.This person makes sure that no one parks their car in the whole place, or parks somewhere for too long. Not many people like this person!

6.This person cuts and styles women’s hair.

7.Before a house is built, this person draws the plans for it.

8.If something goes wrong with your pipes, wash basin or bath, you usually call for this person.

9.This person writes for a newspaper or magazine.

10.This person works in a library.

|  |
| --- |
| fireman politician actress clergyman /managing director/ estate agent/ carpenter  draghtsmat auditor /sales representative |

11.This person is the head of a company.

12.You meet this person when you go to church.

13.You often see this person in plays on television.

14.You go to this person when you want to buy or sell a house.

15.This person helps run the country.

16.This person is called in to examine and report on the accounts of a company.

17.This person makes tables, chairs, doors, etc.

18.This person makes drawings in an office – often a new design or product.

19.He sells anything from a car to a paint brush. He usually travels a lot.

20.You can phone for this person if your house or flat is on fire.

**Тема: «Роль средств массовой информации».**

**Задание 12. Письменная работа.**

**Films/movies.**

**Task 1. Read the short review of each film. Then, match the kind of film with each description.**

**Comedy, documentary, science fiction, romance, action, mystery, animated, horror.**

1.Each night, another person disappears in the village of Rockport.

2. Two people meet on vacation and fall in love.

3. In this children’s classic, the little lost puppy tries to find his family.

4.The body of a young man is found in an art museum. Who killed him and why?

5.A look at the fascinating world of whales

6.Twins decide to change jobs and boy friends for a week!

7.Will rescuers reach the damaged submarine before the oxygen runs out?

8.A spaceship from a distant planet attacks Earth.

**TV programs**

**News, sitcom, cartoon, game show, soap opera, talk show, nature program, children’s program, sports, reality show**

**Task 1. Write the type of film or TV program you can associate with these words.**

Funny, laugh

Detective, crime

Score, baseball

Bulletin, update

Love, boyfriend

Prize, contestants

Cowboys, Indians

Scary, monster

**Тема: «Искусство».**

**Задание 13. Письменная работа. Прочитайте текст, выполните упражнения по тексту.**

**You are going to read the text on the history of British theatre. Six sentences have been removed. Choose among the sentences A – H the one which fits each gap (1 - 7). There is one extra sentence. Check yourself.**

**British Theatre.**

From the fall of Roman Empire until the 10th century, acting hardly existed as an art in Western Europe; only the wandering minstrels gave entertainments in castles and at fairs. In England the first real actors were amateurs who performed Miracle and Morality plays which were religious in character. In the Elizabethan age, the first professional theatres were opened. At the time of Shakespeare there were at least six companies of actors. 1.\_\_\_. There were also companies of boy actors. All the women’s parts were played by boys. It was very difficult for most actors to earn a living on the stage, even in a London company, and many of them fell into debt. When Shakespeare arrived in London in 1586, the acting was very crude and conventional. 2.\_\_\_. But when “The Globe”\* was opened to the public in 1599, it started the golden age of the theatre in England.

In the first half of the 17th century the influence of the puritans was bad for the popular theatre. It was not before the restoration of the monarchy 3.\_\_\_. The most popular plays were comedies. The first part played by an actress was that of Desdemona. Nell Gwynn\* was the first English actress.

By the beginning of the 18th century the most popular type of play was the sentimental comedy. 4.\_\_\_. But later, under the influence of David Garrick\* and some other actors, acting became much more naturalistic.

David Garrick was one of the greatest actors known. But even at his time acting was not very popular. 5.\_\_\_. During the 19th century acting became more and more naturalistic. Like in Shakespeare’s time, 6.\_\_\_. One of the most famous actors of that time was Henry Irving\*. He was the first actor to be knighted. By the 1920s naturalistic acting reached its peak.

7.\_\_\_ Designers make the setting as realistic as possible. Modern producers and directors Peter Hall, Peter Brook and others are trying new styles of acting. Some go back to Greek methods, with a revival of the chorus; others are making use of the audience in helping to interpret the play.

|  |
| --- |
| A. The acting was artificial probably due to the influence of French actors. |
| B. At present most acting still continues to be naturalistic. |
| C. Shakespeare himself joined the Earl of Leicester’s company, which under James I became known as the “King’s Men”. |
| D…. the best actors understood the importance of the team work of the company. |
| E. The theatre has always been very strong in Britain. |
| F. There was almost no scenery, and the actors were dressed in the costumes of their day. |
| G. An actor whose acting offended the audience had to ask pardon on his knees before a full house before he could continue in his profession. |
| H. …in 1660 that theatre-going again became a popular habit. |

**Check yourself for the vocabulary. Find the Russian equivalents for the following English words and word combinations.**

1. a subsidized theatre

a) частный театр,

b) экспериментальный театр,

c) государственный театр,

d) коммерческий театр.

2. auditions

a) акустика,

b) пробы,

c) репетиции,

d) зрительный зал.

3. cast

a) состав актеров,

b) труппа актеров,

c) список актеров,

d) постановка.

4. management

a) художественный совет,

b) распространитель билетов,

c) дирекция театра,

d) касса.

5. performance

a) режиссер,

b) постановка,

c) спектакль,

d) премьера.

6. a walking-on part

a) участие в массовке,

b) движение по сцене,

c) выдающееся исполнение,

d) роль без слов.

7. to look the part

a) искать роль,

b) искать актера на роль,

c) подходить для роли по внешним данным,

d) увидеть … в роли.

8. stage – designer

a) театральный художник,

b) режиссер,

c) рабочий сцены,

d) декорация.

9. house full

a) ремонт театра закончен,

b) представление началось,

c) вход воспрещен,

d) все билеты проданы.

10. dress circle

a) бельетаж,

b) гримерная,

c) партер,

d) гардероб.

11. stage door

a) вход,

b) дверь на сцену,

c) служебный вход,

d) выход со сцены.

12. a standing ticket

a) постоянный билет,

b) входной билет,

c) приглашение,

d) заказанный билет.

13. flop

a) успех,

b) отзыв,

c) провал,

d) критика.

**Тема: «Детство».**

**Задание 14. Письменная работа. Прочитайте текст, выполните упражнения по тексту.**

**Children lack skill in holding pencils due to iPads.**

A study shows that new technology is reducing children’s ability to use a pencil or pen. The study is from the National Health Service in the UK. Researchers said that nowadays, children spend so much time swiping iPads or mobile phone screens that they cannot hold a pencil properly. Children are not using pencils, so they now lack the muscle strength in their hands to be able to write properly. Researcher Dr Sally Payne said: ‘Children are not coming into school with the hand strength and ability they had 10 years ago. Children coming into school are being given a pencil but are increasingly not able to hold it because they don’t have the fundamental movement skills’.

The researchers said technology is changing the physical way that children write, draw or make things. Children are increasingly using technology to create. Dr Payne explained why. She said: ‘It’s easier to give a child an iPad than encourage them to do muscle – building play such as building blocks, cutting and sticking, or pulling toys and ropes. Because of this, they’re not developing the underlying foundation skills they need to grip and hold a pencil.’ Some experts say technology may be causing bigger problems. One expert said if a child isn’t strong enough to hold a pencil, perhaps their whole body is weak. She said it was better for children’s

Physical development to climb trees than to watch YouTube videos.

**1.Vocabulary matching.**

|  |  |
| --- | --- |
| reducing | at the present time, compared to the past |
| nowadays | b.being without smth |
| swiping | c.correctly |
| properly | d.move your finger across a touchscreen in order to use it |
| lack | e.making smaller or less in amount/degree/size |
| strength | f.basic |
| fundamental | g.the quality of being physically strong |
| physical | h.a person who has a lot of skill in a particular area |
| encourage | i.relating to the body, not the mind |
| developing | j.hold smth tightly in your hand |
| 11.foundation | k.use the hands/feet to go up a tree |
| 12.grip | l.growing/become more adult |
| 13.expert | m. the starting point for build from |
| 14.climb | n.give support/hope to smb |

**2.Before reading/listening. True/False.**

The article describes a study done by health services in the USA.

Children today do not have the muscle power to hold a pencil properly.

Children had more muscle strength to hold a pencil 10 years ago.

The article says schools no longer give pencils to children.

Technology isn’t changing how children draw or make things.

A researcher said it’s easier to give a child an iPad than building blocks.

A researcher said weak hands might be a sign of a weaker body.

Children climb trees more often than they look at YouTube videos.

**3.Phrase match: sometimes more than one choice is possible.**

|  |  |
| --- | --- |
| 1. technology is reducing children’s ability | a. that children write |
| 2.children spend so much time swiping | b. movement skills |
| 3.they now lack the muscle | c. grip |
| 4.to be able to write | d. to climb trees |
| 5. they don’t have the fundamental | e. strength in their hands |
| 6.changing the physical way | f. body is weak |
| 7. building | g. to use a pencil |
| 8.skills they need to | h. properly |
| 9.perhaps their whole | i.blocks |
| 10.better for children’s physical development | j.iPads |

**4.Comprehension questions.**

1. which organization carried out the study?

2. what do children spend a lot of time swiping these days?

3.What do children lack in their hands?

4.when did children have more ability in their hands?

5. what are children given in schools that they increasingly cannot use?

6. what are children using more of to create things?

7. what did a researcher say children aren’t pulling these days?

8. what did some experts say technology is causing?

9. what could be weak because of an inability to hold a pencil?

10. what did the article say was better for children’s development?

**5. Put the words in the right order.**

1. children’s/ to/use/Technology/reducing/is/pencils/ability.

2. iPads/much/swiping/time/spend/Children/so.

3. the /lack/in/strength/muscle/hands/They/their.

4. hand/10 /years/they/strength/The/had/ago.

5. fundamental/They/don’t movement/have/skills/the.

6. physical/that/write/Changing/way/children /the.

7. are/to/using/Children/technology/create/increasingly.

8. iPad/child/easier/an/a give/It’s/to.

9. be/may/technology/problems/causing/bigger/say/Experts.

10. to climb/development/trees/for/Better/children’s/ physical.

**Тема: «Образовательные учреждения».**

**Задание 15. Письменная работа.**

**Schools in Britain.**

Every parent wants to send their child to the best school. But which school are the best – private schools or state schools?

- state schools are free, the government pays for everyone.

- public schools are private and parents pay, public schools spend 4 times more on each pupil than state schools but they are very expensive.

1. Do public and state schools teach the same thing?

Public schools have similar subjects to state schools and pupils take the same exams. Public schools don’t have to follow the National Curriculum.

2. What is a boarding school?

Pupils live there and go home in the holidays. Most public schools are boarding schools but there are private day schools too.

3. Which is better: private or state?

a) Becky: I go to a state school but I’ll send my kids to a boarding school because I plan to have a career. They can have a social life and do school work in the same place.

b) Rob: private schools are better because there are so many activities. In my school there is a cadet force ( a junior military training group), film studies and drama classes. Students are more likely to go to a good university.

c) Helena: you get more attention at a private school but state schools are better because you learn to mix with different people. Also most state schools are mixed ( boys and girls) and it’s good to be with boys and girls.

d) Thomas: public schools get better exam results. The people who go there are not just from rich families. My friend’s parents work hard to pay for him to go to public school to give him better chances to life.

e) Harriet: just because public schools have more money doesn’t mean that the pupils are more intelligent. There are drug problems in public schools as well as in state schools.

**A. Match the descriptions to the names. If you think they prefer public schools, put a ‘p’ in the box. If they prefer state schools, put an ‘s’ in the box.**

A…thinks that public schools are good because the pupils work much harder. Some poor people work hard to earn enough money to send their children to public schools. –p/s

B…thinks public schools are good for parents who have busy jobs. Pupils in public schools have a good time with lots of friends and also do a lot of school work too. –p/s

C…believes that both kinds of school have similar problems. It is wrong to say that money and intelligence go together. Pupils in public schools have a lot of privileges and advantages. –p/s

D… prefers mixed schools with boys and girls and schools where people come from different backgrounds and families. This is more like the real world. –p/s

E…is a great fan of public schools because there are so many activities and the academic results are better and pupils have a better chance when they want to go to one of the good universities. He doesn’t have a problem with money!

Becky is someone who…

Rob is someone who…

Helena is someone who…

Thomas is someone who…

Harriet is someone who…

**B. Now finish these statements about public schools and state schools with phrases from the list below (just write the alphabet letter):**

State schools are schools that……

Public schools are schools that…..

A have many extra activities

B have to follow the National Curriculum

C usually have mixed classes of boys and girls

D are free

E cost a lot of money

F get good results because they have small classes

G give pupils military training

**Тема: «Профессия педагога».**

**Задание 16. Письменная работа. Используя лексику текстов, составьте рассказ о своем любимом учителе.**

**I am a teacher.**

I am an administrator, a social worker, a coat finder, an arbitrator, a government directive reader, a curriculum implementer, an artistic director, a form filler, a language specialist, a pencil sharpener, an accountant, a musician, a fundraiser, a report writer, a nose wiper, a public relations officer, a petty cash clerk, an examiner, a surrogate parent, a walking encyclopedia, a scapegoat. But you can just call me a teacher!

**Wanted – middle school teachers!**

Must be optimistic, friendly, patient, versatile (good at doing a lot of different things and able to learn new skills quickly and easily), verbal, enthusiastic, clever, and possess a resilient (someone who quickly becomes healthy or happy again after an illness, difficulty, change), sense of humor.

On –the – job duties include counseling (giving advise), stand –up comedy, breaking up fight, advice to the love –lorn, hormone lectures, make – up consultation, boosting broken egos (to make someone feel more confident and less worried). Only very special individuals need to apply.

**Тема: «Организация свободного времени детей».**

**Задание 17. Письменная работа. Прочитайте текст, выполните упражнения по тексту.**

**Educators recommend more outdoor learning.**

Researchers in Britain are telling schools that children should be doing more learning outdoors. The researchers say there is currently too much focus on sitting in classrooms to pass exams. They say outdoor learning is important for students’ social skills, health and development. It also increases their quality of life. There have been five major reports over the past decade that stress the need for students to learn outdoors and experience nature more. The researchers say that schools are not taking the advice of these reports. They say outdoor learning is on the decline in Britain. The researchers want Britain’s government to act to put outdoor learning on the curriculum of all schools.

The report is from researchers at the University of Plymouth and the organization Natural England. It says there are many benefits of outdoor learning for children. One advantage is that it builds confidence in children as they experience things that were normal for their parents, like climbing trees. Another advantage is that it makes children more aware of the environment and teaches them to respect nature. There are also health benefits as children exercise more instead of sitting in a classroom or being at home with video games. A final benefit is that it helps with the problem of what is called ‘strange danger’. This is an idea many children in the UK today grow up hearing.

**1.Before reading/listening. True/false**

1.Researchers say there is too big a focus in schools on exams.

2.Researchers say outdoor learning increases quality of life.

3.Schools took the advice of five reports on outdoor learning.

4.Outdoor learning is becoming more popular in Britain.

5.The report is from the Natural England University.

6.Outdoor learning helps students with things like climbing trees.

7.Researchers say outdoor learning has health benefits for children.

8.Researchers say outdoor learning helps kids with stranger danger.

**2.Synonym match: match the following synonyms from the article.**

|  |  |
| --- | --- |
| currently | group |
| focus | presently |
| major | dying |
| advice | last |
| in decline | emphasis |
| organization | usual |
| benefits | threat |
| final | important |
| normal | advantages |
| danger | guidance |

**3.Phrase match: sometimes more than one choice is possible.**

|  |  |
| --- | --- |
| Currently too much focus | Outdoor learning |
| It also increases their quality | ‘stranger dander’ |
| Five major reports over the | The decline in Britain |
| Outdoor learning is on | Confidence |
| Put outdoor learning on the | Of life |
| There are many benefits of | On sitting in classrooms |
| It builds | Past decade |
| Teaches them to | Benefits |
| health | Respect nature |
| the problem of what is called | curriculum of all schools |

**4. Gap fill.**

**Major, doing, decline, social, curriculum, focus, taking, need**

Researchers in Britain are telling schools that children should be 1……… more learning outdoors. The researchers say there is currently too much 2……. on sitting in classrooms to pass exams. They say outdoor learning is important for students’ 3……. skills, health and development. It also increases their quality of life. There have been five 4…….reports over the past decade that stress the 5…… for students to learn outdoors and experience nature more. The researchers say that schools are not 6…….. the advice of these reports. They say outdoor learning is on the 7…….. in Britain. The researchers want Britain’s government to act to put outdoor learning on the 8…. of all schools.

**Climbing, benefits, instead, normal, idea, advantage, final, respect.**

The report is from researchers at the University of Plymouth and the organization Natural England. It says there are many 9…… of outdoor learning for children. One 10…. is that it builds confidence in children as they experience things that were 11….. for their parents, like 12……. trees. Another advantage is that it makes children more aware of the environment and teaches them to 13…. nature. There are also health benefits as children exercise more 14….. of sitting in a classroom or being at home with video games. A 15…. benefit is that it helps with the problem of what is called ‘strange danger’. This is an 16….. many children in the UK today grow up hearing.

**5.Comprehension questions.**

1.What did researchers say there is too big a focus on?

2.What kind of skills did researchers say outdoor learning is important for?

3.How many important reports have there been in the past ten years?

4.What did researchers say children needed to experience more?

5.What did researchers say is happening to outdoor learning in Britain?

6.What organization helped make the report?

7.What does outdoor learning build in children?

8.What should children do that was normal for their parents?

9.What does outdoor learning teach children to respect?

**Грамматические темы:**

**Тема: «Имя существительное».**

**Задание 1.Тест. Множественное число существительных.**

1. The … are very fragile, please, wash them carefully.

glass / glases /glasses /glassis

1. She cannot live without discos and …

partes /parties /parteis /partys

1. I don’t like fried … This dish is too fatty for me.

potatoes /potates /potateos /potatos

1. Children are not allowed to play with …

match /matchs /matchis /matches

1. How many … of bread do you want me to buy?

loafs /loaves /loafes /loavs

1. I can’t get home because I’ve lost my …

keys /keis /keies /keyes

1. People called the rescuers their … after they saved two little boys from a burning building.

heros /hereos /heroos /heroes

1. Have you learned these spelling …?

ruls /rules /rulies /rulys

1. ... look like dogs, but they are wild animals and cannot be tamed.

wolfes /wolves /wolvs /wolfs

1. Their … are very kind and polite.

childs /childrens /childes /children

1. A typical English scenery includes green slopes with … and a castle in the background.

sheep /sheepes /sheeps /sheepps

1. His … ached so much that he had to go to the dentist immediately.

tooths /teeth /teeths /toothes

1. These … look familiar, I might have learned some of them at school.

formula /formulas /formulae /formulaes

1. Please, don’t give me any …, I have already decided what to do.

advicys /advices /advice/ advics

1. Our granny doesn’t see well, she always wears …

spectacle /spectaclae /spectacli /spectacles

1. I've earned much … this month.

moneys /moneis /monies /money

1. We bought a lot of … for our new flat.

furniture /furniturae /furnitures /furniturs

1. She bought a kilo of … to make some cocktails for the party.

banans /bananas /bananae /banana

1. What is the …?

new /newer /newes /news

1. We want to buy two … and ride to the beach every morning.

bicycle /bicycls /bicycles /bicyclae

**Тема: «Имя прилагательное».**

**Задание 2. Письменная работа.**

**1. Напишите степени сравнения прилагательных**

|  |  |  |
| --- | --- | --- |
| *положительная* | *сравнительная* | *превосходная* |
| *ugly* |  |  |
| *funny* |  |  |
| *busy* |  |  |

**2. Напишите степени сравнения прилагательных**

|  |  |  |
| --- | --- | --- |
| *положительная* | *сравнительная* | *превосходная* |
| *fat* |  |  |
| *big* |  |  |
| *hot* |  |  |

**3. Напишите степени сравнения прилагательных**

|  |  |  |
| --- | --- | --- |
| *положительная* | *сравнительная* | *превосходная* |
| *clever* |  |  |
| *dark* |  |  |
| *large* |  |  |

**4. Выберите верную форму прилагательного.**

1. London is (big/bigger/the biggest) than Dzerzhinsk.

2. It is (cold/colder/the coldest) in winter.

3. February is (cold/colder/the coldest) month.

4. Is it (hot/hotter/the hottest) in May?

**5. Напишите степени сравнения прилагательных.**

|  |  |  |
| --- | --- | --- |
| *положительная* | *сравнительная* | *превосходная* |
| *beautiful* |  |  |
| *interesting* |  |  |
| *good* |  |  |
| *useful* |  |  |
| *bad* |  |  |

**Тема: «Глагол».**

**Задание3.1.Настоящее время.**

**Задание 1. Сделайте эти шуточные предложения вопросительными и отрицательными.**

1.Dogs can fly

2.Rabbits can swim

3. Spiders eat dogs

4.Cats drink lemonade

5.Snakes play with dogs

6.A cat eats bananas

7.Cats can speak English

8.A rabbit eats meat

**Задание 2. Составьте вопросы к выделенным словам.**

1. You get up at seven o’clock.

2. she lives in Dzerzhinsk.

3. You can cook in the kitchen.

4. he works in the bank.

5. we go to bed at nine o’clock.

6. he has got five cats.

7. she is nine.

**Задание 3. Сделайте предложения отрицательными.**

1.I play tennis.

2.I live in London.

3.My sister is Kate.

4.They can play volleyball.

5.We have got a dog.

6.Tony plays the guitar.

7.My friends like bananas.

**Задание 4. Выберите нужное слово и запишите.**

1.Он **всегда** учит уроки (always/ sometimes)

2.Она **иногда** выносит мусор (usually/sometimes )

3.Мы **каждый день** ходим в школу( always/every day )

4.Маша **часто** пишет письма (often/usually )

5.Аня **обычно** ложится спать в 10 часов вечера (usually/often )

**Задание 3.2. Прошедшее время.**

**1. Напишите, что происходит обычно и что произошло вчера.**

|  |  |  |
| --- | --- | --- |
|  | *настоящее время* | *прошедшее время* |
| *we /clean* | *we clean* | *we cleaned* |
| *he /work* | *he works* | *he worked* |
| *I /play* |  |  |
| *we/wash* |  |  |
| *he/help* |  |  |
| *they/watch* |  |  |
| *she/skate* |  |  |

**2.Скажите, что произошло в прошлом**

|  |
| --- |
| *clean collect finish play talk watch* |

1.They ………………………………………………basketball

2.I ………………………………………………….to my friends

3.My brother …………………………………………………his room

4.My parents ……………………………………………….TV

5.She ……………………………………………………..her work

**3. Напишите 2 форму глаголов.**

|  |  |  |
| --- | --- | --- |
| *say* | *fly* | *sit* |
| *see* | *do* | *fall* |
| *go* | *take* | *eat* |
| *have* | *give* | *sweep* |

**4. Напишите, что произошло.**

1.We go to school – we WENT to school.

2.They see him every day. – They …………………………………him yesterday.

3.He goes to the zoo. – He ………………………………..to the zoo yesterday.

4.They have 5 lessons every day. – They …………………………………..5 lessons yesterday.

5.They fly. – They …………………………….yesterday.

6.They say goodbye. – They …………………………………

**Тема: «Местоимения».**

**Задание 4. Письменная работа.**

**Личные местоимения.**

**1.Заполните пропуски в предложениях, используя местоимения в косвенном падеже.**

1.I can’t translate the text. Can you help …?

2.He can’t find the book. Can you help…?

3.They can’t do the test. Can you help…?

**2.Заполните пропуски в предложениях, используя me, us, him, her, it, them.**

1.She is very shy. Please, don’t laugh at… .

2.The bread is stale. Don’t eat… .

3.He is very lazy. Don’t help … .

4.I’m talking to you. Please, listen to … .

**Притяжательные местоимения.**

**3.Заполните пропуски в предложениях, используя притяжательные местоимения.**

1.I have a coach. …coach is a Merited Master of Sports.

2.He has a sister. …sister lives in Moscow.

3.I like this town. …streets and parks are beautiful.

4.She has a family. …parents work as schoolteachers.

**Возвратные местоимения.**

**4.Заполните пропуски в предложениях, используя возвратные местоимения.**

1.You looked at….

2.She looked at….

3.We looked at… .

4.He looked at… .

**Указательные местоимения.**

**5.Составьте словосочетания, используйте:**

а) this, these.

…prize, …competitions, …distance, …town, …running shoes, …stadium, … book, …swimmers.

б) that , those.

…photograph, …disks, …children, …building,…apples, …students, …library, …bags.

**Неопределенные местоимения.**

**6.Заполните пропуски в предложениях.**

1..It’s time to do shopping. We need …food and …bottle of mineral water.

It’s a very small town. There are …nice buildings and …museum in it.

2.He has …wife, …son here and …relatives abroad.

3.Let’s buy this vase. I have …money with me.

**7.Some or any? Заполните пропуски в предложениях.**

1.Have you got …English books at home?

2.Are there…places of interest in Moscow?

3.They haven’t got …friends.

4.Were there …mistakes in the test?

**Местоимения much, many.**

**8.Заполните пропуски в предложениях. Используйте much, many.**

1.Don’t drink so … coffee. It’s bad for you.

2.There are so …places of interest in Moscow!

3.… in this work was too difficult for me.

**Местоимения little и few.**

**9.Заполните пропуски в предложениях. Используйте a little, a few.**

1.Don’t buy so much coffee, buy … .

2.Don’t close the window. We need … fresh air.

3.There were … athletes in the gym.

4.Now I need …water.

**10.Заполните пропуски, используя little, a little, few, a few.**

1.Give me …water, please. I’m thirsty.

2.I’m going to write …letters now.

3.There is very …bread for dinner. We must go shopping.

**Тема: «Имя числительное».**

**Задание 5. Письменная работа. Имя числительное.**

**Task 1. Write the numbers:**

9, 14, 19, 25, 38, 43, 57, 60, 72, 81, 96, 100

**Task 2. Write the age of each person on his/her birthday:**

1.I’m 9. I’m going to be ….

2.I’m 12. I’m going to be ….

3.I’m 17. I’m going to be ….

4.I’m 20. I’m going to be ….

5.I’m 29. I’m going to be ….

6.I’m 32. I’m going to be ….

7.I’m 57. I’m going to be ….

8.I’m 64. I’m going to be ….

**Task3. Answer the questions:**

1.What is the address of your college?

2.How many floors are there in your college building?

3.What floor is your classroom on?

4.What is your classroom number?

5.How many students are in your class? How many men? How many women?

6.About how many students are in your college?

**Task4. Circle the time that is later**

1. six fifteen/six thirty

2. five past three/three ten

3. four thirty/a quarter past four

4. ten to eight/seven forty – five

5. two twenty – five/two thirty

6. nine forty/ a quarter to ten

7. eleven ten/five past eleven

8. seven fifteen/ twenty past seven

**Task5. Complete this information about yourself. Write the number of minutes, days, hours, weeks, months or years for each sentence.**

1.It takes me….to get to school

2.I study vocabulary for …every day

3.I sleep …a night.

4.I watch TV …a day

5.I have …vacation from work/school

6.I have been absent from college … this year

7.I talk on the phone …a day

8.I go to school … a week

9.I have been studying English for…

**Task 6. Write the date. Use this form: month/day/year**

1.February 22, 2004 2/22/2004

2.May 4, 1997

3.October 15, 1950

4.March 14, 2005

5.July 1, 2006

6.December 10, 2001

7.August 18, 1948

8.January 7, 2010

**Тема: «Предлоги».**

**Задание 6.**

**Тема: «Простые предложения».**

**Задание 7. Письменная работа. Безличное предложение.**

**1.Заполните пропуски в предложениях, используя it is или is it.**

1.How far …from your college to the nearest underground?

2.“….raining now?” “ Yes, … .”

3.“…very late. Please, stay at home! …dangerous to walk at night.”

4.“What time … now?” “… 10 o’clock. …high time to begin our classes”.

5.…expensive to rent a flat?

6.…difficult to speak English?

7.…Ann’s birthday today.

8…difficult to take this exam?

9…true that he is an Olympic champion?

10…good to help your friends.

**2.Заполните пропуски в предложениях. Используйте данные ниже выражения.**

1.It’s dangerous to go out alone at night.

2.It’s very useful to perform them.

3.It’s very pleasant to wear it!

4.It’s very interesting to read it.

5.It’s stupid to have heavy meals at night.

6.It’s very pleasant to communicate with them.

a.You must find this book. … .

b.You should try to practice Chinese fitness exercises. … .

c.You will never lose weight. … .

d.You shouldn’t leave home now. … .

e.Your parents are very friendly. … .

f.What a nice dress! … .

**3.Задайте вопросы, используя How far is it from … to…?**

1.Your house/the bus stop

2.Your college/ your house

3.Your college/ the nearest swimming pool

4.Your house/ the nearest shop

**Тема: «Пассивный залог»**

**Задание 9. Письменная работа.**

**Task 1. Is recycling paper important or a waste of time? Put the verbs in the correct form (Present Simple Passive or Active).**

Many children think that recycling paper is a waste of time. But it isn’t correct. It is a fact that less energy (need) to make new paper from recycled paper and less materials (use). When a lot of people (recycle) their paper, a lot of trees (save) and the forest and its wildlife (protect). Because when forests (cut), fewer animals have homes. Every year an area of rainforests the size of Wales (cut down) and a lot of animals (disappear). Besides, it is necessary to understand that when the rainforest (destroy), it (cause) global warming.

It is good when children (teach) about the environment from a young age. Then they (understand) that everyone can make a difference to their community, their town and the world.

**Task2. Which activities are good for the Earth and which ones damage nature?**

I don’t think it is good when….

I think it is good that….

Rivers are polluted, rainforests are cut down, new trees are planted, energy is saved, water is wasted, the countryside is spoilt, ozone levels are studied, ozone is destroyed, air pollution is reduced, animals are disturbed, towns are built instead of forests.

**Task3. What is the ideal picture of the world?**

|  |  |  |  |
| --- | --- | --- | --- |
| rivers  air  forests  animals  wildlife  litter  pollution from cars  water pollution | is  are | not | destroyed  disturbed  protected  polluted  spoilt  put into water  reduced  recycled |

**Task 4. Put the words into the gaps.**

|  |
| --- |
| bin/ damage/destroy/ disturb/ environment/glass/ instead of/ protect/ recycle/reduce/ reuse/spoil/throw/wildlife/pollute |

1………….nature. Take care of 2……….

Always put garbage in a garbage 3…….., because garbage4……….the countryside. 5……….newspapers, 6…….and plastic bottles, and metal cans. Recycling helps to 7…………pollution. Don’t throw away thing if you can 8……them. Don’t 9…….water. Don’t 10………garbage into the pond. Never draw or paint on trees. It will 11……them. Plant flowers 12……picking them. Don’t 13……….animals. Don’t 14………their homes. Create new places for 15………. .

**Тексты профессиональной направленности для перевода**

**(письменная работа)**

* 1. **Upbringing of children.**

Each person's knowledge of how to bring up a child usually comes from their surroundings and their own upbringing. Psycologists define several models of upbringing in a family.

The first one is non-interference. It’s a model of upbringing, when a child is left to his own resources. Some parents think it is good for children to be allowed to run wild without control or supervision. They say that this enables children's personalities to develop naturally and that they will learn to be responsible for the mistakes they make, cope with problems, be self-relient, and store experience. Making mistakes the child correct them by himself. This method is not good because the child can become impersonal to his parents. Achild who didn’t have caring, responsive and sympathetic parents will become timid and suspicious.

Non-interference can also lead to juvenile delinquency (подростковая преступность), with the children ending up in the courts, or it might simply make children self-centered (эгоистичный), without any consideration for others.

Another model of upbringing is dictation. When parent are always repressing and demanding. Adults supress the child’s initiative. As a result resistence develops in a child. If a child is weak, he becomes repressed, mistrustfull, fearful, irresolute. A child start being afraid of punishment for faults so much, that he becomes inactive and unmotivated. And a child loses natural sense of adventure and curiosity.This model is also not very good.

One more wrong model of upbringing is when parents are too caring, they try to protect a child from all the difficulties and give him everything he asks. A child becomes immature, self-centered, impudent and arrogant and unable to cope with difficulties. From his childhood sorrounded with care, this person starts feeling weak in any situation where it’s necessary to make a decision. Very often when a child becomes a teenager, he can have an emotional explosion, which results in problems with his peers and even in breaking of relationships with family.

The last and the best model of upbringing is cooperation. It consists in creating of relationships in a family, based on united interests and purposes, general activities, mutual support in any initiative. Parents are just, reasonable, approving and tolerant. The foundation of such upbringing is “we”. The child is quite self-relied, and independent, but adults are always beside him ready to help and support in any moment, to calm down and explain what is not understood. Such families are united by the same values and traditions. Members of such families celebrate holidays, work and have rest together. Children become good-natured, confident, unselfish, industrious and can get along with others.

**History of Education**

1. As long as we live we continue to learn, and the education we receive when we are young helps us to continue learning. We are taught to read and write, and we are taught many of the essential facts about the world and shown how to sort them out so that later in life, we shall be able to find out things ourselves and not to ask other people.   
The first teachers were fathers and mothers, but very early in the history of man children began to be taught by people other than their fathers and mothers. It is thought that schools first started in Egypt 5. 000 to 6. 000 years ago, and that it was the invention of’ writing which made them necessary. Reading and writing were quite different from the skills used in everyday life, and writing made it possible to store up knowledge which grew with each generation. Specially trained people were therefore needed to teach it.   
  
2. Only the sons of nobles attended the first Egyptian schools, which taught reading, physical education and good behavior. In ancient India the priestly caste decided what should be taught to each of the four castes, or groups, into which people were divided. Only the priestly caste was allowed to learn the Hindu scriptures. In China, until the XIX century, education was organized according to social classes, and consisted largely of learning the scriptures by heart.   
  
3. A clear example of the way in which even neighbouring people produce different types of education comes from ancient Greece. Sparta and Athens were two Greek states. The Spartans, a hard and warlike people, gave a purely mili-tary education. At the age of seven all boys of noble families were taken from their homes and were sent to live in groups. They were kept under a very strict discipline and were taught hunting, military scouting, swimming and the use of weapons. The Spartans despised literature, and some people think they could not even read.   
At the very same time also for the nobles only the Athenians were building what we call a liberal education - one that helps a man to develop all sides of his nature, helps him to make and appreciate beautiful things and helps him to find the best way of life. They thought it important to educate the body as well as the mind, and had a programme of physical training which consisted of running, jumping, wrestling and throwing the discus. As time went on Athenian education paid special attention to reading, writing and literature and these were taught by a special teacher, known as “grammatist”. Common people were not educated, they were trained in craftsmanship, workmanship, trades. Greek philosophers, or thinkers always discussed what education should try to do and what it should include Platon wrote a book called “The Republic” which is one of the best books ever written on education, and since those days Greek ideas have influenced European education, especially secondary and university education.   
  
4. The Romans were very good at organising, and they were the first people to have schools run by the government free of charge. Throughout their great empire there was a network of these schools which provided for three stages of education.   
At six or seven all boys (and some girls) went to the primary school, where they learned, “three R’s”: reading, writing, and arithmetic. Most children were not taught more than, this, but at 12 or 13 boys of the rich families went on to the “grammar” school to study the Greek and Latin languages and their literature, that is, what had been written in those languages.

At 16, young nobles who wanted to enter politics or the service of their country went to the schools of rhetoric to be trained in rhetoric, or public speaking.   
  
5. In Great Britain the first teachers we read about were craftsmen. They taught children to read, write and count, to cook and mend. their own shoes. In the early XIX century the main system of teaching was the “Monitor” system. The teacher could manage a class of 100 or more by using older pupils or “monitors” to help him. The schools had long desks which were sometimes arranged in tiers so that the teacher could see every child in a large class.

* + 1. **Preschool education.**

Preschool establishments constitute the first link in the system of education and upbringing.

Creches, kindergartens and kindergarten-creches (general and specialized), as well as other preschool establishments provide the most favourable conditions for preschool children's upbringing and are of help to the family.

In the USSR preschool establishments are intended for children under seven. Children are divided into age groups: early (1-, 2- and 3-year-olds), junior (3- and 4-year-olds), middle (4- and 5-year-olds), senior (5- and 6-year-olds) and preparatory (6- and 7-year-olds).

Preschool establishments bring up children in close co-operation with the family, protect and build up their health, inculcate in them elementary practical skills and love for work, promote their aesthetic education, prepare them for school, bring them up in a spirit of respect of their elders, love of the socialist Motherland and their native locale1.

Preschool establishments are directed and staffed, irrespective of their departmental subordination, by the Ministry of Education of the USSR, by the Ministries of Education of Union Republics, and by their local organs.

Medical care and prophylactic measures for children are carried out by health organizations which staff preschool establishments with doctors.

Public preschool education in the USSR meets the interests of both society and the family. It helps women do socially useful work and improve their standard of education.

At the same time, public preschool education has an important role to play as a constituent part of the entire Soviet public education system, being its first stage which ensures the all-round harmonious development of the rising generation.

Special attention has been paid in the last few years to the improvement of the educational process in preschool establishments. The teaching staff of kindergartens is successfully tackling the tasks of the communist upbringing of children.

The development of the child's mental facilities remains the most important task. Soviet experience convincingly proves that preschool children have a tremendous learning capacity. Its timely and planned development is invaluable indeed for the entire subsequent process of upbringing and education.

Moral education of preschool children is of special importance today. Thus, the Programme of Kindergarten Education worked out by the Preschool Education Research Institute of the USSR Academy of Pedagogical Sciences is intended to cultivate in children such qualities as patriotism, the love of and respect for elders, and industriousness. Preschool establishments have been successfully fulfilling this task of late.

Preparing children for school has become systematic and purposeful in the past few years. The number of children going on from kindergartens to school increases from year to year. More and more attention is paid to training teachers for preschool establishments.

**Developmental areas of preschool education**  
The areas of development which preschool education covers varies from country to country. However the following main themes are represented in the majority of systems.   
• Personal, social and emotional development   
• Communication, including talking and listening   
• Knowledge and understanding of the world   
• Creative and aesthetic development   
• Physical development   
• Mathematical awareness and development   
• Playing   
• Self-help skills   
• Social skills   
Allowing preschool aged children to discover and explore freely within each of these areas of development is the foundation for developmental learning. While the National Association for the Education of Young Children has made tremendous strides in publicizing and promoting the idea of developmentally appropriate practice, there is still much work to be done. It is widely recognized that although many preschool educators are aware of the guidelines for developmentally appropriate practice, putting this practice to work effectively in the classroom is more challenging. The National Association for the Education of Young Children(NAEYC) published that although 80% of Kindergarten classrooms claim to be developmentally appropriate, only 20% actually are.

**Age and Importance of Preschool Education**  
Preschool is generally considered appropriate for children between three and five years of age, between the toddler and school stages. During this stage of development, children learn and assimilate information rapidly, and express interest and fascination in each new discovery. It is well established that the most important years of learning are begun at birth. A child's brain at this age is making connections that will last the rest of their life. The environment of the young child influences the development of cognitive and emotional skills due to the rapid brain growth that occurs in the early years. Studies have shown that high quality preschools have a short and long term effect in improving the outcomes of a child, especially a disadvantaged child.   
However, some more recent studies dispute the accuracy of the earlier results which cited benefits to preschool education, and actually point at preschool being detrimental to a child's cognitive and social development. A study by UC Berkeley and Stanford University on 14,000 Kindergarteners revealed that while there is a temporary cognitive boost in pre-reading and math, preschool holds detrimental effects on social development and cooperation.   
The Universal Preschool movement is an international effort to make access to preschool available to families in a similar way to compulsory primary education.

Various jurisdictions and advocates have differing priorities for access, availability and funding sources. See kindergarten for details of pre-school education in various countries. There has been a shift from preschools that operated primarily as controlled play groups to educational settings in which children learn specific, if basic, skills. It examines several different perspectives on teaching in kindergarten, including those of the developmentally appropriate practice, the academic approach, the child-centered approach, and the Montessori approach to the curriculum.   
  
**Methods of preschool education**  
Some preschools have adopted specialized methods of teaching, such as Montessori, Waldorf, Head Start, HighReach Learning, High Scope, The Creative Curriculum, Reggio Emilia approach, Bank Street, Forest kindergartens, and many others which contribute to the foundation of education.   
Creative Curriculum has an interactive website where parents and teachers can work together in evaluating preschool age children. The website is very user friendly and prints off many reports that are helpful in evaluating children and the classroom itself. The web site has a variety of activities that are targeted to each of the fifty goals on the continuum.   
The International Preschool Curriculum adopted a bilingual approach to teaching and offers a curriculum that embraces international standards and recognizes national requirements for preschool education.   
In the United States most preschool advocates support the National Association for the Education of Young Children's Developmentally Appropriate Practices.   
Family childcare can also be nationally accredited by the National Association of Family Childcare if the provider chooses to go through the process. National accreditation is only awarded to those programs who demonstrate the quality standards set forth by the NAFCC.   
  
**Special Education in Preschool**  
In the United States, students who may benefit from special education receive services in preschools. Since the inception of the Individuals with Disabilities Education Act (IDEA) Public Law 101-476 in 1975 and its amendments, PL 102-119 and PL 105-17 in 1997, the educational system has moved away from self-contained classrooms and progressed to inclusion. As a result, there has been a need for special education teachers to practice in various settings in order to assist children with special needs, particularly by working with regular classroom teachers when possible to strengthen the inclusion of children with special needs.

As with other stages in the life of a child with special needs, the Individualized Education Plan (IEP) or an Individual Family Service Plan (IFSP) is an important way for special education teachers, regular classroom teachers, administrators and parents to set guidelines for a partnership to help the child succeed in preschool.