**ГБПОУ «Дзержинский педагогический колледж»**

**Фонд оценочных средств**

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

**Дзержинск, 2020**

Фонд оценочных средств разработан на основе Федерального государственного образовательного стандарта среднего профессионального образования по специальности 49 02. 01 «Физическая культура» 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 49. 02. 01. «Физическая культура» 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** | | |
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| В результате освоения учебной дисциплины обучающийся должен уметь:  - общаться (устно и письменно) на иностранном языке на профессиональные и повседневные темы: |  | **Промежуточный контроль** | **Текущий контроль** | |
| - Знакомство. | - рассказывает о семье в соответствии с предложенной ситуацией. |  | 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. | Дифферен-цированный зачет (4 семестр) | 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. |  | 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. | Дифферен- цированный зачет (4 семестр) | 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. | Дифференцированный зачет (8 семестр) | 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. |  | Задание 6. Письменная работа.  Самостоятельная работа:  1написание открытки  2.разработка плана путешествия. | |
| - Здоровый образ жизни. | - отвечает на вопросы по тексту. | Дифференцированный зачет (6 семестр) | Задание 7. Письменная работа.  Самостоятельная работа:  1.планирование рабочего дня.  2.чтение и перевод рецептов. | |
| - Страны и континенты. | - рассказывает о праздниках, используя опорную схему. | Дифференцированный зачет (6 семестр) | Задание 8. Письменная работа.  самостоятельная работа  1.заполнение таблицы «Страны и языки».  2.выполнение упражнений. | |
| - Межкультурное общение. | - отвечает на вопросы, используя информацию из текста. | Дифференцированный зачет (6 семестр) | 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. |  | 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. | Дифференцированный зачет (8 семестр) | 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. |  | 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. | Дифференцированный зачет (8 семестр) | 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. |  | 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. |  | 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 (4, 6, 8 семестры) | | Тест 1. |
| Имя прилагательное. | - объясняет употребление степеней сравнения  прилагательных и наречий. | Дифференцированный зачет (4, 6, 8 семестры) | | Задание 2. Письменная работа. |
| Глагол. | - понимает использование формы настоящего, будущего и прошедшего времени глагола, приводя примеры употребления | Дифференцированный зачет (4, 6, 8 семестры) | | Задание 3.Письменная работа. |
| Местоимения. | - понимает значение местоимений, приводя примеры их употребления. | Дифференцированный зачет (4, 6, 8 семестры) | | Задание 4. Письменная работа. |
| Имя числительное. | - понимает употребление числительных. | Дифференцированный зачет (4, 6, 8 семестры) | | Задание 5. Письменная работа. |
| Предлоги. | - сравнивает употребление предлогов. | Дифференцированный зачет (4, 6, 8 семестры) | | Задание 6. Письменная работа |
| Простые предложения. | - понимает структуру простого предложения, приводя примеры повествовательного, вопросительного, отрицательного предложений. | Дифференцированный зачет (4, 6, 8 семестры) | | Задание 7. Письменная работа. |
| Сложные предложения. | - понимает структуру построения сложного предложения и употребление союзов. | Дифференцированный зачет (4, 6, 8 семестры) | | Задание 8. Письменная работа. |
| Пассивный залог. | - понимает правила образования и употребления  страдательного залога. | Дифференцированный зачет (4, 6, 8 семестры) | | 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 3.2.** Систематизировать и оценивать педагогический опыт и образовательные технологии в области физической культуры на основе изучения профессиональной литературы, самоанализа и анализа деятельности других педагогов.  **ОК 3.** Оценивать риски и принимать решения в нестандартных ситуациях.  **ОК 4.** Осуществлять поиск, анализ и оценку информации, необходимой для постановки и решения профессиональных задач, профессионального и личностного развития.  **ОК 8.** Самостоятельно определять задачи профессионального и личностного развития, заниматься самообразованием, осознанно планировать повышение квалификации. | Знать формальные признаки лексических и грамматических явлений | -Уметь составить связный текст с использованием ключевых слов,  -уметь работать со словарем, выбирая нужное значение слова  -уметь представить устное сообщение ( с предварительной подготовкой) на заданную тему  - уметь применять в речи различные грамматические конструкции и структуры  -уметь выбрать нужное значение слова, ориентируются в формальных признаках лексических и грамматических явлений,  -уметь осуществлять языковую и контекстуальную догадку | Практическое задания по теме: «Знакомство», «Биография», «Качества личности», «Дом. Жилище» «Природа. Человек», «Свободное время», «Путешествия»,  «Профессия педагога», «Здоровый образ жизни», «Организация свободного времени детей", «Страны континенты», «Межкультурное общение», «Роль СМИ»  Чтение и перевод профессионально – ориентированных текстов |
| **ПК 3.4.** Участвовать в исследовательской и проектной деятельности в области физического воспитания.  **ОК 1.** Понимать сущность и социальную значимость своей будущей профессии, проявлять к ней устойчивый интерес.  **ОК 2.** Организовывать собственную деятельность, определять методы решения профессиональных задач, оценивать их эффективность и качество.  **ОК 5.** Использовать информационно-коммуникационные технологии для совершенствования профессиональной деятельности.  **ОК 6.** Работать в коллективе и команде, взаимодействовать с руководством, коллегами и социальными партнерами.  **ОК 7.** Ставить цели, мотивировать деятельность обучающихся, организовывать и контролировать их работу с принятием на себя ответственности за качество образовательного процесса.  **ОК 9.** Осуществлять профессиональную деятельность в условиях обновления ее целей, содержания, смены технологий.  **ОК 10.** Осуществлять профилактику травматизма, обеспечивать охрану жизни и здоровья детей.  **ОК 11.** Строить профессиональную деятельность с соблюдением регулирующих ее правовых норм. | Знать лексический минимум, необходимый для чтения и перевода со словарем иностранных текстов профессиональной направленности | Уметь работать с текстами общекультурного характера и текстами по специальности  -уметь понимать относительно полно (общий смысл) текста по теме  - умеют передать содержимое текста (письменно) в соответствии с нормами русского литературного языка | Практическое задания по теме: «Профессия педагога», «Образовательные учреждения», «Организация свободного времени детей», «Детство», «Образование», «Профессии», «Искусство»  Чтение и перевод профессионально – ориентированных текстов |

**2. Комплект оценочных средств для организации контроля и оценки в форме дифференцированного зачета (4 семестр)**

**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**

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| **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 дифференцированного зачета (6 семестр).**

**3.1. Паспорт комплекта оценочных средств.**

Промежуточный контроль освоения учебной дисциплины осуществляется в форме дифференцированного зачета.

**3.1.1. 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 профессиональные и повседневные темы: |  |  |
| Здоровье, спорт, здоровое питание. | - сопоставляет причину и следствие, находит основную информацию в тексте, понимая логико-смысловые связи. | Часть 1. Прочитайте текст. Скажите, верны или нет, утверждения 1-10. |
| Праздники страны изучаемого языка. Страны и их традиции. | - находит основную информацию в тексте, понимая логико-смысловые связи. | Часть 2. Чтение. Прочитайте текст и выберите подходящее слово для заполнения пропусков. |
| *В результате освоения учебной дисциплины обучающийся должен знать:* |  |  |
| *лексический (1200-1400 лексических единиц) и грамматический минимум* | - использует лексический и грамматический минимум, необходимый для чтения проф. текстов. |  |
| *Грамматический минимум включает основные грамматические темы:* |  |  |
| Глагол. | - понимает использование формы модальных глаголов, приводя примеры употребления | **Часть 3. Лексико – грамматический тест. Выберите верную лексическую или грамматическую форму.**  1. I \_\_\_\_\_\_\_\_\_\_ understand her because I don’t speak Italian.  1) can’t  2) mustn’t  3) needn’t  2. She tried to get out of the house, but \_\_\_\_\_\_\_\_\_\_\_. The doors were locked.  1) couldn’t  2) wouldn’t  3) was to  3. It’s late. You \_\_\_\_\_\_\_\_ go as soon as possible  1) can’t  2) need  3) should  4. You \_\_\_\_\_\_\_\_\_\_\_ copy the homework of your classmates  1) ought  2) must not  3) cannot  5. Yesterday he \_\_\_\_\_\_\_\_\_\_\_\_\_ do all the housework  1) had to  2) must  3) can’t |
| Предлоги. | - сравнивает употребление предлогов. | **Часть 3. Лексико – грамматический тест. Выберите верную лексическую или грамматическую форму.**  12. Three people were taken ….hospital.  1. into  2. to  3. in  13. They arrive …Madrid a week ago.  1. to  2. at  3. in  14. what time did you arrive …the hotel?  1. at  2. into  3. to  15. What time did you get …home?  1. at  2. to  3.-  16. She got …the car and drove away.  1. into  2. in  3. at  17. You need to get …the train at the next station.  1. from  2. off  3. out  18. She got…the bus and I never saw her again.  1. out of  2. out  3.from  19. I’ve been …Italy four times.  1. –  2. in  3. to  20. What time does the train get …London?  1.to  2.in  3. into |
| Имя числительное | - сравнивает употребление числительных | **Часть 3. Лексико – грамматический тест. Выберите верную лексическую или грамматическую форму.**  6. 145 \_\_\_\_\_ live in the Russian Federation.  1millions people  2millions of people  3million people  7.You are \_\_\_\_\_ who asks me this stupid question.  1fifth  2the fiveth  3the fifth  8. Ok! See you on \_\_\_\_\_ of April.  1the twentyth-seventh  2twenty-seven  3the twenty-seventh  9. It is \_\_\_\_\_ hit. I like such songs.  1his the third  2his third  3the third his  10.This bouquet costs \_\_\_\_\_ dollars!  1two hundreds  2two hundred  3two hundred of  11. I wonder what the world will be at the end of \_\_\_\_\_ century?  1twenty one  2the twentieth-first  3the twenty-first |

**3.2. 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. Работа с текстом. Заполнение пропусков в тексте.

Часть 2. Работа с текстом. Определение верных и неверных утверждений на основе прочитанного.

Часть 3. Часть 3. Лексико – грамматический тест. Выбор правильной лексической или грамматической формы.

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

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

**Part 1. Reading. Read the text. Say** T / F.

**Heaviest ever sumo wrestler gives diet advice**

The world's heaviest ever sumo wrestler has given health advice to other wrestlers. The wrestler's fighting name was Orora. He is from Russia and his real name is Anatoly Mikhakhanov. He weighed 292kg before he retired in 2018. Orora has warned other wrestlers to take better care of themselves after the death of a 28-year-old sumo wrestler earlier this year. Orora told the Asahi newspaper that Japan's sumo wrestlers should eat less. Sumo wrestlers are famous for having enormous appetites and for eating a lot. Orora said it was time for wrestlers to think more about their diet and reduce their calorie intake. He said: "It's never easy to stay healthy as long as you're living the life of a sumo wrestler." Orora told reporters that a sumo wrestler's lifestyle can be unhealthy. He described how he put on so much weight. He ate two huge meals a day. He had a daily diet containing over 7,000 calories. He said he used to eat 200 pieces of sushi and drink a crate of beer in one sitting. He also ate extra bowls of rice when other wrestlers offered them to him. His diet led to hypertension and fatigue. He said: "I would lie down and nap right after eating, which wasn't good. Just walking or moving was really troublesome." The Japan Sumo Association has published 10 health guidelines for wrestlers. It said they should eat fish and vegetables, in addition to meat. They should also chew food properly and avoid snacks.

TRUE / FALSE:

1. The sumo wrestler is from Russia. T / F

2. The sumo wrestler retired last year. T / F

3. A 28-year-old sumo wrestler died this year. T / F

4. The heaviest sumo wrestler told other wrestlers to cut their calories. T / F

5. The sumo wrestler could eat 200 pieces of sushi in one sitting. T / F

6. The sumo wrestler said he never ate rice from bowls. T / F

7. The sumo wrestler suffered from hypertension. T / F

8. The Japan Sumo Association said wrestlers should eat more meat. T / F

**Part 2. Reading.**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 1 | a | only | b | one | c | once | d | ones |
| 2 | a | tradition | b | traditionally | c | traditional | d | traditions |
| 3 | a | messaging | b | messager | c | message | d | messages |
| 4 | a | things | b | thing | c | thingy | d | thingamy |
| 5 | a | encourage | b | encouragement | c | encouraging | d | encourages |
| 6 | a | known | b | knows | c | knowing | d | know |
| 7 | a | busier | b | busiest | c | busily | d | busy |

VALENTINE’S DAY

Valentine's Day is (1) \_\_\_ of the most famous holidays in the world. It falls on February the 14th and is celebrated across the world. It is the (2) \_\_\_ day for lovers to express their love to each other. They do this by sending Valentine’s cards with romantic (3) \_\_\_. It is common to leave the card unsigned. Other traditions on this day are buying chocolates and giving red roses. Valentine’s Day used to be an American and European (4) \_\_\_, but now it has gone all over the world. It has become very commercial. Companies that make Valentine’s goods even (5) \_\_\_ people to send Valentine’s cards to their parents and other family members! In Japan, only women give Valentine’s gifts – to all the men they 6….. French and Italian restaurants are also very (7) \_\_\_ on this day.

**Часть 3. Лексико – грамматический тест. Выберите верную лексическую или грамматическую форму.**

**Part 3. Use of English.**

|  |  |
| --- | --- |
| 1. I \_\_\_\_\_\_\_\_\_\_ understand her because I don’t speak Italian.  1) can’t  2) mustn’t  3) needn’t | 11. I wonder what the world will be at the end of \_\_\_\_\_ century?  1twenty one  2the twentieth-first  3the twenty-first |
| 2. She tried to get out of the house, but \_\_\_\_\_\_\_\_\_\_\_. The doors were locked.  1) couldn’t  2) wouldn’t  3) was to | 12. Three people were taken ….hospital.  1. into  2. to  3. in |
| 3. It’s late. You \_\_\_\_\_\_\_\_ go as soon as possible  1) can’t  2) need  3) should | 13. They arrive …Madrid a week ago.  1. to  2. at  3. in |
| 4. You \_\_\_\_\_\_\_\_\_\_\_ copy the homework of your classmates  1) ought  2) must not  3) cannot | 14. what time did you arrive …the hotel?  1. at  2. into  3. to |
| 5. Yesterday he \_\_\_\_\_\_\_\_\_\_\_\_\_ do all the housework  1) had to  2) must  3) can’t | 15. What time did you get …home?  1. at  2. to  3.- |
| 6. 145 \_\_\_\_\_ live in the Russian Federation.  1millions people  2millions of people  3million people | 16. She got …the car and drove away.  1. into  2. in  3. at |
| 7.You are \_\_\_\_\_ who asks me this stupid question.  1fifth  2the fiveth  3the fifth | 17. You need to get …the train at the next station.  1. from  2. off  3. out |
| 8. Ok! See you on \_\_\_\_\_ of April.  1the twentyth-seventh  2twenty-seven  3the twenty-seventh | 18. She got…the bus and I never saw her again.  1. out of  2. out  3.from |
| 9. It is \_\_\_\_\_ hit. I like such songs.  1his the third  2his third  3the third his | 19. I’ve been …Italy four times.  1. –  2. in  3. to |
| 10.This bouquet costs \_\_\_\_\_ dollars!  1two hundreds  2two hundred  3two hundred of | 20. What time does the train get …London?  1.to  2.in  3. into |

**3.4. Пакет экзаменатора.**

Part 1. Reading

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| b | c | d | b | a | d | d |

Part 2. Reading

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| T | F | T | T | T | F | T | F |

Part 3. Use of English

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| 1 | 1 | 3 | 2 | 1 | 3 | 3 | 3 | 2 | 2 | 3 | 2 | 3 | 1 | 3 | 2 | 2 | 1 | 3 | 2 |

Критерии оценивания

Максимальное количество баллов – 35баллов

Понимание письменного текста (Reading)

Задание по чтению состоит из *2 текстов*. На выполнение всех заданий отводится 40 минут. Критерии оценивания: За каждый правильный ответ дается 1 балл. Максимальное количество баллов – 15.

В текстах может содержаться до 2-3 % незнакомых слов, незнание которых не должно препятствовать пониманию текста и выполнению заданий по тексту.

Лексико-грамматический тест (Use of English)

Всего в данном блоке 20 вопросов.

Рекомендуемое время для выполнения всех заданий лексико-грамматического теста – 20 минут. Максимальное количество баллов 20.

**4. Комплект оценочных средств для организации контроля и оценки в форме дифференцированного зачета (8 семестр).**

**4.1. Паспорт комплекта оценочных средств.**

Промежуточный контроль освоения учебной дисциплины осуществляется в форме дифференцированного зачета.

**4.1.1. 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 профессиональные и повседневные темы: |  |  |
| - Свободное время. | - сопоставляет причину и следствие, находит основную информацию в тексте, понимая логико-смысловые связи. | Часть 2. Прочитайте текст. Скажите, верны или нет, утверждения 1-10. |
| - Профессии. | - находит основную информацию в тексте, понимая логико-смысловые связи. | Часть 1. Чтение. Прочитайте пять текстов A, B, C, D, E. Сделайте соответствия с вопросами 1-5.  Who:  0.was a bright pupil? \_C\_  1.was honored with the title of Hero for her historic deed? \_\_\_\_\_  2.waited for her parental permission to realise her dream to become a nurse? \_\_\_\_  3.succeeded as a leader and was awarded the order for her remarkable work for the country? \_\_\_\_  4.worked as a nurse at war? \_\_\_\_  5.was an outstanding scientist? \_\_\_\_ |
| - Детство. | - находит основную информацию в тексте, понимая логико-смысловые связи. | **Часть 2. Прочитайте текст. Скажите, верны или нет, утверждения 1-10.**  1. Some centres are open all winter.  2. The activities available depend on the weather.  3. Action Sports Camps courses are unsuitable for people who are excellent at sport.  4. You need to have your own sports equipment.  5. Children and adults spend some time together each day.  6. Some of the staff are unqualified.  7. Action Sports Camps only recommend accommodation of a high quality.  8. You have to pay the total fee one month after you book.  9. Action Sports Camps charge you more if you pay with your credit card.  10. If you cancel three weeks before your camp, you will get half your money back. |
| *В результате освоения учебной дисциплины обучающийся должен знать:* |  |  |
| *лексический (1200-1400 лексических единиц) и грамматический минимум* | - использует лексический и грамматический минимум, необходимый для чтения проф. текстов. |  |
| *Грамматический минимум включает основные грамматические темы:* |  |  |
| Имя существительное. | - сравнивает употребление артиклей,  - образует множественное число существительных в  соответствии с правилом. | **Часть 3. Лексико – грамматический тест. Выберите верную лексическую или грамматическую форму.**  7. What ... bad weather we are having today!  a) the, b) a, c) an, d) — . |
| Имя прилагательное. | - объясняет употребление степеней сравнения  прилагательных и наречий. | **Часть 3. Лексико – грамматический тест. Выберите верную лексическую или грамматическую форму.**  4. He works ... and makes good progress.  a) hard, b) hardly, c) good, d) badly.  12. This translation is twice as ....  a) easy, b) easier, c) the easiest, d) much easier. |
| Глагол. | - понимает использование формы настоящего, будущего и прошедшего времени глагола, приводя примеры употребления | **Часть 3. Лексико – грамматический тест. Выберите верную лексическую или грамматическую форму.**  1.I... glasses since I was a child,  a) wear, b) wore, c) am wearing, d) have been wearing.  3. He usually had dinner at 4 p.m., ... ?  a) had he, b) hadn't he, c) did he, d) didn't he.  16. ... only one theatre and two cinemas in this city ten years ago.  a) there is, b) there was, c) there are, d) there were.  17. My watch....  a) stops, b) has stopped, c) have stopped, d) stop.  18. Do you know when he ... ?  a) comes, b) will come, c) shall come, d) come.  19. I don't have any pets. Neither ....  a) she does, b) does she, c) is she, d) does she have.  9. I want to know what ...,  a) are you doing, b) were you doing, c) will you do, d) you are doing.  10. I've made ... mistakes now than I made last time.  13. We ... two compositions this month.  a) write, b) wrote, c) were writing, d) have written.  14. I had a feeling that somebody ... there before.  a) is, b) was, c) has been, d) had been. |
| Местоимения. | - понимает значение местоимений, приводя примеры их употребления. | **Часть 3. Лексико – грамматический тест. Выберите верную лексическую или грамматическую форму.**  6. Mary is here. Where are ... ?  a) other, b) others, c) the others, d) another.  8. Did you read ... English books at school?  a) some, b) many, c) much, d) none.  a) few, b) a few, c) fewer, d) less.  11. Can ... of you help me?  a) some, b) any, c) somebody, d) anybody. |
| Предлоги. | - сравнивает употребление предлогов. | **Часть 3. Лексико – грамматический тест. Выберите верную лексическую или грамматическую форму.**  5. He reminds me ... someone I knew in the army.  a) of, b) to, c) from, d) about. |
| Простые предложения. | - понимает структуру простого предложения, приводя примеры повествовательного, вопросительного, отрицательного предложений. | **Часть 3. Лексико – грамматический тест. Выберите верную лексическую или грамматическую форму.**  20. His parents didn't let him ... TV late.  a) to watch, b) watch, c) watching, d) watched. |
| Сложные предложения. | - понимает структуру построения сложного предложения и употребление союзов. | **Часть 3. Лексико – грамматический тест. Выберите верную лексическую или грамматическую форму.**  15. She won't see him ... he phones her.  a) except, b) after, c) unless, d) because.  2. When the phone rang, I... dinner.  a) cook, b) was cooking, c) had been cooking, d) have been cooking. |

**4.2. 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. Работа с текстом. Установление соответствия между текстами и утверждениями.

Часть 2. Работа с текстом. Определение верных и неверных утверждений на основе прочитанного.

Часть 3. Часть 3. Лексико – грамматический тест. Выбор правильной лексической или грамматической формы.

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

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

**Часть 1. Чтение. Прочитайте пять текстов A, B, C, D, E. Сделайте соответствия с вопросами 1-5.**

**Part 1. Reading. Read the texts about famous women. For questions 1- 5, put the correct letter (A-E) on your answer sheet.**

A.Florence Nightingale was impatient with a life without meaningful purpose. By age 24, Florence rejected a marriage proposal and decided to be a nurse. For several years Florence pleaded with her parents, with God and suffered a near nervous breakdown, but never considered disobeying her parents’ wish. At last, in 1851 her parents permitted her to study nursing at an institution in Germany. Two years later, she was appointed superintendent of the institution. Her administration was very successful and so were the changes made to the institution.

B.Louisa May Alcott lived most of her life in Boston and Concord. She worked as a teacher for a short time. Next, she worked as a housekeeper and finally began writing. Her first books were written quickly. Then, Alcott volunteered to be a Civil War nurse, where she caught typhoid and was sent home. But, from this experience her book *Hospital Sketches* became famous. Soon, her stories were chosen for the *Atlantic Monthly.* Her most popular book was *Little Women.* It described her own childhood, as many of her other books: *Aunt Joe’s Scrap Bag, Little Men, Eight Cousins* and others.

C.Marie Curie was born Maria Sklodowska as the fifth and youngest child of Bronislava Boguska, a pianist, singer and teacher and Wladislaw Sklodowski, a professor of mathematics and physics. From young she was remarkable for her prodigious memory and at the age of 16 she won a gold medal on a competition of her secondary education at Russian lycee. In 1891, she went to Paris. She worked late hours and virtually lived bread and butter and tea. In 1904 she was placed the second in the license of mathematical sciences. It was then that she married Pierre Curie, a famous scientist.

D.Valentina Tereshkova was born in Yaroslavl region of the former USSR. Soon after starting work in a textile mill at the age of 18, Valentina joined an amateur parachuting club. She was a hard worker. Later, at the age of 24, she applied to become a cosmonaut. On June 16, 1963 Tereshkova was launched into space aboard *Vostok 6.* She became the first woman to travel in space. Her flight lasted 48 orbits totaling 70 hours 50 minutes in space. She spent more time in orbit than all the US Mercury astronauts combined. Valentina received the Order of Lenin and Hero of the Soviet Union awards for her historic flight.

E.Margaret Thatcher was born in England in the family of grocer and dressmaker. Her father was involved in local politics. Early in her life she decided to be a member of the Parliament. In 1950 Margaret married Denis Thatcher, got her degree from Oxford and worked there as a research chemist. In 1959 she won a seat in Parliament. In 1970 to 1974 she served as the Minister of Education and Science. In 1979 general elections Mrs. Thatcher became the first woman to be elected Prime Minister of Great Britain. She resigned in 1990. She was awarded an Order of Merit award by her Majesty Queen Elizabeth II.

Who:

0.was a bright pupil? \_C\_

1.was honored with the title of Hero for her historic deed? \_\_\_\_\_

2.waited for her parental permission to realise her dream to become a nurse? \_\_\_\_

3.succeeded as a leader and was awarded the order for her remarkable work for the country? \_\_\_\_

4.worked as a nurse at war? \_\_\_\_

5.was an outstanding scientist? \_\_\_\_

**Часть 2. Прочитайте текст. Скажите, верны или нет, утверждения 1-10.**

**Part 2. Reading. Look at the statements 1-10 about advice for new students at a university. Read the text below to decide if each statement is correct or incorrect. If it is correct, mark T. If it is incorrect, mark F.**

1. Some centres are open all winter.

2. The activities available depend on the weather.

3. Action Sports Camps courses are unsuitable for people who are excellent at sport.

4. You need to have your own sports equipment.

5. Children and adults spend some time together each day.

6. Some of the staff are unqualified.

7. Action Sports Camps only recommend accommodation of a high quality.

8. You have to pay the total fee one month after you book.

9. Action Sports Camps charge you more if you pay with your credit card.

10. If you cancel three weeks before your camp, you will get half your money back.

**SPORTS CAMPS**

Action Sports Camps provide activity holidays for children aged over five and adults. We offer training in over twenty sports at ten different centres throughout the UK. All the centres are open from April until October and some open during the winter for weekend courses. The sports offered differ from one centre to another so if you want to do something in particular you should check our colour brochure.

The camps are not just limited to outdoor sports - we cover a wide range of indoor activities as well. So if the rain comes, the camps continue although you may have to take off your football boots and pick up a squash racket instead. With the experience we've gained over the years, we put together the right mix of sport and activities providing sport for all, not just for those who are brilliant at athletics. It is unnecessary to bring any equipment because it is all provided.

We work in small groups, children working with others of their own age, but we do all come together for social activities and meals. So, different members of a family can make their own individual choices but they get a chance to exchange their experiences later on.

Our centres offer first-class accommodation, food and facilities - and the staff are first-class too. Qualified teachers or professionals receive training from us and many work with us year after year. We always employ qualified staff for activities such as swimming, trampolining and gymnastics but some of the assistants organising the children's games are students, many of whom came to the camp themselves when they were younger.

At most of our centres, accommodation is in a hostel or tents. It is not possible for us to arrange other accommodation but we can send you a list of what is available in the area. Most of the places are recommended to us, but not all, so we are not responsible for the quality of the accommodation on this list. Luxury accommodation is not available near our camps.

To book a place at a sports camp, complete the form and send it with a cheque for the deposit to the address below. The rest of the fee can be paid at any time but we must receive it at least one month before your camp. Please note, to keep costs down, you are charged 2.5% extra by us if you pay with your credit card. You will receive a letter of confirmation within ten days of sending your form. Cancellations made up to a month before the camp are refunded in full apart from a 5% administration fee. Fifty per cent of the fee is refunded if a cancellation is made up to two weeks before the date of the camp. After that no refunds can be given.

**Часть 3. Лексико – грамматический тест. Выберите верную лексическую или грамматическую форму.**

**Part 3. Use of English.**

1.I... glasses since I was a child,

a) wear, b) wore, c) am wearing, d) have been wearing.

2. When the phone rang, I... dinner.

a) cook, b) was cooking, c) had been cooking, d) have been cooking.

3. He usually had dinner at 4 p.m., ... ?

a) had he, b) hadn't he, c) did he, d) didn't he.

4. He works ... and makes good progress.

a) hard, b) hardly, c) good, d) badly.

5. He reminds me ... someone I knew in the army.

a) of, b) to, c) from, d) about.

6. Mary is here. Where are ... ?

a) other, b) others, c) the others, d) another.

7. What ... bad weather we are having today!

a) the, b) a, c) an, d) — .

8. Did you read ... English books at school?

a) some, b) many, c) much, d) none.

9. I want to know what ...,

a) are you doing, b) were you doing, c) will you do, d) you are doing.

10. I've made ... mistakes now than I made last time.

a) few, b) a few, c) fewer, d) less.

11. Can ... of you help me?

a) some, b) any, c) somebody, d) anybody.

12. This translation is twice as ....

a) easy, b) easier, c) the easiest, d) much easier.

13. We ... two compositions this month.

a) write, b) wrote, c) were writing, d) have written.

14. I had a feeling that somebody ... there before.

a) is, b) was, c) has been, d) had been.

15. She won't see him ... he phones her.

a) except, b) after, c) unless, d) because.

16. ... only one theatre and two cinemas in this city ten years ago.

a) there is, b) there was, c) there are, d) there were.

17. My watch....

a) stops, b) has stopped, c) have stopped, d) stop.

18. Do you know when he ... ?

a) comes, b) will come, c) shall come, d) come.

19. I don't have any pets. Neither ....

a) she does, b) does she, c) is she, d) does she have.

20. His parents didn't let him ... TV late.

a) to watch, b) watch, c) watching, d) watched.

**4.4. Пакет экзаменатора.**

Part 1. Reading

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 1 | 2 | 3 | 4 | 5 |
| D | A | E | B | C |

Part 2. Reading

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| T | F | F | F | T | F | T | F | T | T |

Part 3. Use of English

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| d | b | d | a | a | c | b | a | d | d | d | a | d | d | c | b | b | b | b | b |

Критерии оценивания

Максимальное количество баллов – 35баллов

Понимание письменного текста (Reading)

Задание по чтению состоит из *2 текстов*. На выполнение всех заданий отводится 40 минут. Критерии оценивания: За каждый правильный ответ дается 1 балл. Максимальное количество баллов – 15.

В текстах может содержаться до 2-3 % незнакомых слов, незнание которых не должно препятствовать пониманию текста и выполнению заданий по тексту.

Лексико-грамматический тест (Use of English)

Всего в данном блоке 20 вопросов.

Рекомендуемое время для выполнения всех заданий лексико-грамматического теста – 20 минут. Максимальное количество баллов 20.

**5.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

**6. 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.

**7. 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.

**6.Контрольно –измерительные материалы для текущего контроля (4-6 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.

**7.Контрольно –измерительные материалы для текущего контроля (7-8 семестры).**

**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.