**ГБПОУ «Дзержинский педагогический колледж»**

**Фонд оценочных средств**

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

**Форма проведения оценочной процедуры**– дифференцированный зачет

**Дзержинск, 2017**

Фонд оценочных средств разработан на основе Федерального государственного образовательного стандарта среднего профессионального образования по специальностям **09.02.07 Информационные системы и программирование, 09.02.05. Прикладная информатика (по отраслям), 09.02.03 Программирование в компьютерных системах** и программы учебной дисциплины ОПОП СПО (ОУД.03) Иностранный язык.

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| Рассмотрено на заседании предметно-цикловой комиссии общеобразовательных дисциплин и ОГСЭ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Протокол №\_\_\_\_\_\_\_ от «\_\_\_\_\_» \_\_\_\_\_\_\_\_\_ 20\_\_\_\_г.  Председатель ПЦК \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ /\_\_\_\_\_\_\_\_\_\_\_\_\_\_/ |
| Одобрено Экспертным советом колледжа  Протокол №\_\_\_\_\_\_\_ от «\_\_\_\_\_» \_\_\_\_\_\_\_\_\_ 20\_\_\_\_г. |

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* 1. **1. Паспорт ФОС.**

Фонд оценочных средств разработан на основе Федерального государственного образовательного стандарта среднего профессионального образования по специальностям **09.02.07 Информационные системы и программирование, 09.02.05. Прикладная информатика (по отраслям), 09.02.03 Программирование в компьютерных системах** и программы учебной дисциплины ОПОП СПО (ОУД) Иностранный язык.

Содержит комплект оценочных средств для организации дифференцированного зачета и контрольно-измерительные материалы для текущего контроля. Позволяет оценивать освоение умений, усвоение знаний, элементы сформированности 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** | |
| **Промежуточный контроль** | **Текущий контроль** |
| В результате освоения учебной дисциплины обучающийся должен уметь:  - общаться (устно и письменно) на иностранном языке на повседневные темы: | | | |
| **Тема 1.1. Описание людей. Представление себя.** | описывает внешность и анализирует черты характера человека на основе предложенного иллюстративного материала с использованием лексики по теме. | **Диф. зачет** | Практические задания:  Задание 1.Письменная работа.  Самостоятельная работа:  Задание 1. Составление резюме по образцу.  Задание 2. Подготовка ответов на вопросы. |
| **Тема 1.2. Межличностные отношения.** | находит необходимую информацию в тексте по теме, понимая логико-смысловые связи текста. | **Диф. зачет** | Практические задания:  Задание 2.Письменная работа.  Самостоятельная работа:  Задание 1. Составление рассказа о семье.  Задание 2. Составление описание картинки. |
| **Тема 1.3. Человек, здоровье, спорт.** | умеет вести диалог по теме.  использует монологические высказывания (развернутые реплики) в диалогической речи.  делает пересказ текста; составляет монологи по плану. |  | Практические задания:  Задание 3,3а.  Самостоятельная работа:  Задание 1. Составление ассоциограммы «Здоровый образ жизни».  Задание 2. Подготовка ответов на вопросы по теме. |
| **Тема 1.4. Описание местоположения объекта.** | составляет монологическое высказывание в соответствии с предложенной темой. |  | Практические задания:  Задание 4.  Самостоятельная работа:  Задание 1. Составление рассказа по опорной схеме «Современные удобства».  Задание 2. Чтение и перевод текстов по теме. |
| **Тема 1.5. Совершение покупок, магазины, товары.** | рассказывает о своих увлечениях в соответствии с предложенной ситуацией. | **Диф. зачет** | Практические задания:  Задание 5.  Самостоятельная работа:  Задание 1. Составление монолога по образцу. |
| **Тема 1.6. Окружающая среда.** | составляет диалогическое высказывание в соответствии с предложенной темой. |  | Практические задания:  Задание 6.  Самостоятельная работа:  Задание 1. Чтение и перевод текста.  Задание 2. Подготовка ответов на вопросы по теме. |
| **Тема 1.7. Научно-технический прогресс.** | подготавливает монологическое высказывание с использованием лексики по теме. |  | Практические задания:  Задание 7.  Самостоятельная работа:  Задание 1. Чтение и перевод текста по теме.  Задание 2. Выполнение лексико-грамматических упражнений. |
| **Тема 1.8. Повседневная жизнь. Условия жизни.** | составляет и работает с текстом.  обсуждает и объясняет значения пословиц по теме (в парах). |  | Практические задания:  Задание 8.  Самостоятельная работа:  Задание 1. Составление поздравительной открытки.  Задание 2. Выполнение коллажа «Праздники и традиции страны изучаемого языка». |
| **Тема 1.9. Досуг.** | использует образец в качестве опоры для составления соб­ственного текста. | **Диф. зачет** | Практические задания:  Задание 9.  Самостоятельная работа:  Задание 1. Составление рецепта любимого блюда.  Задание 2. Перевод аутентичного рецепта. |
| **Тема 1.10. Экскурсии и путешествия.** | создает словесный социокультурный портрет своей страны и страны/стран изучаемого языка на основе страноведческой и культуроведческой информации. |  | Практические задания:  Задание 10.  Самостоятельная работа:  Задание 1. Сочинение «Город моей мечты».  Задание 2. Чтение и перевод текстов по теме. |
| **Тема 1.11.**  **Описание жилища.** | работает с текстом. составляет монолог по опорным словам.  заполняет таблицу. |  | Практические задания:  Задание 11.  Самостоятельная работа:  Задание 1. Чтение и перевод текстов по теме.  Задание 2. Выполнение лексико-грамматических упражнений. |
| **Тема 1.12. Культурные и национальные традиции, обычаи и праздники страны изучаемого языка.** | создает словесный социокультурный портрет страны на основе разнообразной страноведческой и культуроведческой информации. | **Диф. зачет** | Практические задания:  Задание 12.  Самостоятельная работа:  Задание 1. Подготовка ответов на вопросы по теме.  Задание 2. Чтение и перевод текстов по теме. |
| **Тема 1.13. Государственное устройство.** | создает словесный социокультурный портрет своей страны на основе разнообразной страноведческой и культуроведческой информации. |  | Практические задания:  Задание 13.  Самостоятельная работа:  Задание 1. Чтение и перевод текстов по теме.  Задание 2. Подготовка ответов на вопросы по теме. |
| **Тема 2.1. Достижения и инновации в области науки и техники.** | ведет диалог по теме.  использует монологические высказывания (развернутые реплики) в диалогической речи.  делает пересказ текста; составляет монологи по плану. |  | Практические задания:  Задание 14.  Самостоятельная работа:  Задание 1. Чтение и перевод текста по теме.  Задание 2. Выполнение лексико-грамматических упражнений.  Задание 3. Составление потребительской рекламы. |
| **Тема 2.2. Машины и механизмы. Промышленное оборудование.** | ведет диалог по теме.  использует монологические высказывания (развернутые реплики) в диалогической речи.  делает пересказ текста; составляет монологи по плану. |  | Практические задания:  Задание 15.  Самостоятельная работа:  Задание 1. Чтение и перевод статей из газет/ журналов.  Задание 2. Чтение журнальных статей. |
| **Тема 2.3. Современные компьютерные технологии в промышленности.** | ведет диалог по теме.  использует монологические высказывания (развернутые реплики) в диалогической речи.  делает пересказ текста; составляет монологи по плану. |  | Практические задания:  Задание 16.  Самостоятельная работа. |
| **Тема 2.4. Отраслевые выставки.** | находит основную информацию в тексте, понимая логико-смысловые связи.  выполняет задания на соответствие терминов и дефиниций.  работает в микро группах.  составляет список важных элементов для разработки вебсайта. |  | Практические задания:  Задание 17.  Самостоятельная работа:  Задание 1. Чтение и перевод текстов по теме.  Задание 2. Решение кроссворда на основе лексики. |
| В результате освоения учебной дисциплины обучающийся должен знать:  значения новых лексических единиц, связанных с тематикой данного этапа и с соответствующими ситуациями общения;  распознавать на письме и в речевом потоке изученные лексиче­ские единицы. Различать сходные по написанию и звучанию слова. Выбирать наиболее подходящий для конкрет­ной ситуации синоним или антоним;  пользоваться основными грамматическими средствами английского языка (выражения количества, сравнения, модальности, образа и цели действия, выражения просьбы, совета и др.).  **Грамматический минимум включает основные грамматические темы:** | | | |
| **Имя существительное.** | владеет идиоматическими выражениями, оценочной лексикой, единицами речевого этикета, обслуживающими ситуации общения в рамках изучаемых тем, владеет правилами множественного числа | **Диф. зачет** | Практические задания:  Задание 1. Письменное задание. |
| **Артикль.** | узнает в письменном и устном тексте изученные лексические единицы, в том числе словосочетания, сопоставляет их с артиклем. |  | Практические задания:  Задание 2. Письменная работа. |
| **Имя прилагательное,**  **наречие.** | объясняет употребление степеней сравнения  прилагательных и наречий. | **Диф. зачет** | Практические задания:  Задание 3. Письменная работа. |
| **Глагол.** | понимает использование формы настоящего, будущего и прошедшего времени глагола, приводя примеры употребления.  понимает значение местоимений, приводя примеры их употребления. | **Диф. зачет** | Практические задания:  Задание 4. Тест по теме Present Simple.  Задание 5. Тест по теме Present Continuous.  Задание 6. Тест по теме Past Simple.  Задание 7. Тест по теме Future Simple. |
| **Местоимения.** | ориентируется во многообразии местоимений |  | Практические задания:  Задание 9. Письменная работа. |
| **Имя числительное.** | понимает употребление числительных. |  | Практические задания:  Задание 10. Письменная работа. |
| **Предлоги.** | сравнивает употребление предлогов. | **Диф. зачет** | Практические задания:  Задание 11. Письменная работа. |
| **Простые, сложные вопросительные предложения.** | определяет структуру простого и сложного предложения, устанавливает логические, временные, причинно-следственные, со­чинительные, подчинительные и другие связи и отношения между элементами предложения и текста. | **Диф. зачет** | Практические задания:  Задание 12. Письменная работа. |
| **Условные предложения.** | понимает правила образования и употребления  придаточных условных предложений. |  | Практические задания:  Задание 13. Письменная работа. |
| **Согласование времен. Прямая и косвенная речь.** | понимает правила образования и употребления  прямой и косвенной речи. | **Диф. Зачет** | Практические задания:  Задание 14. Письменная работа. |

**1.2. Проверка сформированности ОК.**

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| **Тема** | **Дидактические единицы** | **Формируемые ОК** | Виды работ |
| **Тема 1.1.**  **Описание людей**  **Представление себя** | Лексика по теме «Внешность», «Характер», «Национальность», «Приветствие», «Знакомство» | ОК 4  ОК 7 | составление личного портрета  -составление портрета (внешность и характер) друга.  составление резюме по образцу |
| **Тема 1.2.**  **Межличностные отношения (семья, проблемы поколений)** | Лексика по теме «Семья» | ОК 3 | составление рассказа по теме по опорным словам.  составление описания семейного фото |
| **Тема 1.3.**  **Человек, здоровье,**  **спорт** | Лексика по теме:  «День здоровья в колледже», «Здоровое питание», «Вредные привычки», «Спорт» | ОК 7 | составление монолога по теме «Мое здоровье и здоровый образ жизни»  составление меню и аргументация выбранных блюд |
| **Тема 1.4.**  **Описание местоположения** | Лексика по теме  «Транспорт», «Время/ Часы», «Карта города (местонахождение магазинов, автостанций и т.д.)» | ОК 5 | чтение диалогов по теме «Как пройти от… до….?»  составление диалогов «Как добраться от дома до колледжа» |
| **Тема 1.5.**  **Совершение покупок, магазины, товары** | Лексика по теме:  «Покупки», «Магазины», «Товары» | ОК 4 | составление и работа с текстом «Покупки в продовольственном магазине»  составление и работа с текстом «Покупка одежды», «В аптеке». |
| **Тема 1.6.**  **Окружающая среда** | Лексика по теме: «Окружающая среда»,  «Проблемы экологии в современном мире»  «Природа», «Времена года». | ОК 5 | составление монолога «Мое любимое время года»  составление кроссворда  составление монолога «Проблемы экологии в нашем городе» |
| **Тема 1.7.**  **Научно-технический прогресс** | Лексика по теме: «Наука и Техника», «Великие изобретения», «Известные ученые России и Великобритании» | ОК 4  ОК 2 | чтение текстов по теме  поиск лексики в текстах по теме «Нано — технологии», «Нано -материалы», «Нано -медицина»  составление монолога на выбор по темам «Известные ученые России/ Великобритании» |
| **Тема 1. 8.**  **Повседневная жизнь, условия жизни** | Лексика по теме: «Мой рабочий день», «Мои выходные» | ОК 4 | составление и работа с текстом «Мой рабочий день в колледже»  составление и работа с текстом «Мой рабочий день после учебы», «Режим дня».  обсуждение и объяснения значений пословиц по теме в парах |
| **Тема 1.9.**  **Досуг** | Лексика по теме:  «Мои увлечения», «Увлечения моих друзей» | ОК 5  ОК 6 | Подготовка презентаций с фото собственного досуга и их комментирование  составление диалога «Мои увлечения»  составление монолога «Увлечения моих друзей» |
| **Тема 1.10.**  **Экскурсии и путешествия** | Лексика по теме:  «Путешествия», «Транспорт» | ОК 7  ОК 6 | работа с текстами по теме  составление монолога «Город моей мечты» |
| **Тема 1.11.**  **Описание жилища**  **(дом, квартира)** | Лексика по теме  «Мебель», «Условия жизни», «Жизнь в городе» | ОК 5 | работа с текстом. Составление монолога по опорным словам «Моя квартира»  заполнение таблицы «Преимущества и недостатки жизни в городе» |
| **Тема 1.12.**  **Культурные и национальные традиции, обычаи и праздники страны изучаемого языка** | Лексика по теме:  «Традиции стран изучаемого языка», «Праздники в Великобритании и России» | ОК 5  ОК 6  ОК 7 | подготовка и комментарий презентации по культурологической тематике  работа в группах (разработка сценария любого праздника (Соединенное королевство)) на анг. языке: видео, рассказ о празднике, конкурсы, задания, презентация. |
| **Тема 1.13.**  **Государственное устройство** | Лексика по темам:  «Государственное устройство», «Национальные символы» | ОК 8  ОК 4 | работа со схемой государственного устройства Англии  работа с терминами  подготовка презентаций по теме «Работа парламента», «Королевские обязанности». |
| **Тема 2. 1.**  **Достижения и инновации в области науки и техники** | Лексика по темам  «Новые открытия в области IT технологий» | ОК 6  ОК 7  ОК 1 | чтение профессионально -ориентированных текстов  обсуждение проблемы в парах |
| **Тема 2.2.**  **Машины и механизмы. Промышленное оборудование.** | Лексика по темам:  «Возможности компьютера», «Операционная система» | ОК 2  ОК 4  ОК 1 | заполнить пробелы в текстах лексикой по теме  перевод терминов на родной язык |
| **Тема 2.3.**  **Современные компьютерные технологии в промышленности** | Лексика по темам:  «Информационные технологии в управлении производством».  «Компьютеризация производства»,  «Календарь выставок по IT” | ОК 5  ОК 4  ОК 1 | прослушивание диалога и заполнение таблицы  работа с текстом  поиск информации на интернет сайтах  составление календаря выставок |
| **Тема 2.4.**  **Отраслевые выставки** | Лексика по темам:  «Обеспечение безопасности и конфиденциальности данных», «Форумы, конференции, вебинары, online конференции», «Графика и дизайн»  «Веб дизайн» | ОК 5  ОК 6  ОК 9 | решение кроссворда на основе лексики текста по безопасности в интернете  выполнение заданий на соответствие терминов и дефиниции  работа в микро группах: «Обсуждение любимых сайтов»  составление списка важных элементов для разработки вебсайта |

**Или это……. ????**

|  |  |  |  |
| --- | --- | --- | --- |
| **ОК** | **Результаты**  **Метапредметные, личностные, предметные** | | **Задания для проверки усвоенных знаний и освоенных умений** |
| ОК 1. Понимать сущность и социальную значимость своей будущей профессии, проявлять к ней устойчивый интерес. | Знать формальные признаки лексических и грамматических явлений | Предметные:  уметь переводить профессионально-ориентированные тексты со словарем, выбирая нужное значение слова  Личностные:  владеет представлением о культурном строе изучаемого языка и его основных отличиях от родного языка.  уметь объяснять междисциплинарные связи иностранного языка.  уметь концентрироваться и распределять внимание в процессе общения. Быстро реагировать на реплики партнера. | Практическое задания по теме |
| ОК 2. Организовывать собственную деятельность, определять методы решения профессиональных задач, оценивать их эффективность и качество. | Знать структуру вопросительного утвердительного, отрицательного предложения, как работать с текстом | Метапредметные:  уметь самостоятельно выбирать успешные коммуникативные стратегии в различных ситуациях общения  уметь организовать и планировать собственную деятельность; демонстрирует понимание цели и способов ее достижения.  Предметные:  Уметь отвечать на вопросы по теме, находить основную информацию в тексте, подбирать материал в соответствии с предложенным творческим заданием, используя различные источники информации.  Уметь представить устное сообщение (с предварительной подготовкой) на заданную тему | Практическое задания по теме:  «Новости, средства массовой информации» |
| ОК 3. Оценивать риски и принимать решения в нестандартных ситуациях. | Знать лексический и грамматический минимум, необходимый для чтения профессионально – ориентированных текстов, знать, как работать со справочной литературой. | Уметь переводить со словарем иностранные тексты профессиональной направленности, уметь осуществлять языковую и контекстуальную догадку | Практическое задания по теме:  «Межличностные отношения (семья, проблемы поколений). |
| ОК 4. Осуществлять поиск, анализ и оценку информации, необходимой для постановки и решения профессиональных задач, профессионального и личностного развития. | Знать лексику и грамматический минимум по теме | Метапредметные:  уметь осуществлять анализ источников информации для составления текста исследовательской (проектной работы), владеть навыками проектной деятельности, моделирующей реальные ситуации межкультурной коммуникации;  Личностные:  иметь сформированность широкого представления о достижениях национальных культур, о роли английского языка и культуры в развитии мировой культуры;  иметь интерес и способности к наблюдению за иным способом мировидения;  Предметные:  Уметь выступить с монологическим высказыванием по теме, извлекать информацию из текстов, построенных на языковом материале повседневного и профессионального общения | Практическое задания по теме:  «Описание людей. Представление себя», «Совершение покупок», «Государственное устройство», |
| ОК 5. Использовать информационно-коммуникационные технологии для совершенствования профессиональной деятельности. | Знать лексику и грамматический минимум по теме | Метапредметные:  Уметь использовать адекватные эмоционально-экспрессивные сред­ства, мимику и жесты при устных ответах.  Предметные:  Уметь рассказывать о праздниках, работать с текстом, понимать относительно полно (общий смысл) текста по теме | Практическое задания по теме:  «Описание жилища (дом, квартира)», «Досуг», «Описание местоположения», «Культурные и национальные традиции, обычаи и праздники страны изучаемого языка», «Обычаи и традиции России», |
| ОК 6. Работать в коллективе и команде, взаимодействовать с руководством, коллегами и социальными партнерами. | Знать механизм построения всех видов предложения | Метапредметные:  Уметь выбирать тему разговора или подхватывать мысль партнера. Не перебивать говорящего. Корректно менять тему разговора.  уметь организовать коммуникативную деятельность, продуктивно общаться и взаимодействовать с ее участниками, учитывать их позиции, эффективно разрешать конфликты;  осознание своего места в поликультурном мире; готовность и способность вести диалог на английском языке с представителями других культур, достигать взаимопонимания, находить общие цели и сотрудничать в различных областях для их достижения; умение проявлять толерантность к другому образу мыслей, к иной позиции партнера по общению;  готовность и способность к непрерывному образованию, включая самообразование, как в профессиональной области с использованием английского языка, так и в сфере английского языка;  уметь ясно, логично и точно излагать свою точку зрения, используя адекватные языковые средства;  Предметные:  Уметь находить необходимую информацию в тексте со словарем и без, отвечать на вопросы,  употреблять разговорные формулы в коммуникативных ситуациях | Практическое задания по теме:  «Досуг»,  «Культурные и национальные традиции, обычаи и праздники страны изучаемого языка», «Экскурсии и путешествия», «Обычаи и традиции России», |
| ОК 7. Ставить цели, мотивировать деятельность воспитанников, организовывать и контролировать их работу с принятием на себя ответственности за качество образовательного процесса. | Знать лексику и грамматический минимум по теме | Уметь выступить с монологическим высказыванием по теме, описать иллюстративный материал, уметь передать содержимое текста в соответствии с нормами русского литературного языка | Практическое задания по теме:  «Описание людей. Представление себя», «Человек, здоровье, спорт», «Культурные и национальные традиции, обычаи и праздники страны изучаемого языка»,  «Экскурсии и путешествия», «Обычаи и традиции России», |
| ОК 8. Самостоятельно определять задачи профессионального и личностного развития, заниматься самообразованием, осознанно планировать повышение квалификации. | Знать, как представить устное сообщение (с предварительной подготовкой),  знать лексику и грамматический минимум по теме, знать механизм построения всех видов предложения | Уметь выступить с диалогическим высказыванием по теме, ответить на вопросы | Практическое задания по теме:  «Государственное устройство», |
| ОК 9. Осуществлять профессиональную деятельность в условиях обновления ее целей, содержания, смены технологий. | Знать механизм построения всех видов предложения, знать  лингвострановедческую, страноведческую и социокультурную информацию | Уметь ответить на вопросы с опорой на текст, уметь  выделять общее и специфическое в культуре родной страны и изучаемого языка, уметь работать с текстами страноведческого характера | Практическое задания по теме:  «Достижения и инновации в области науки и техники» |

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

**2.1. Паспорт комплекта оценочных средств**

Промежуточный контроль освоения учебной дисциплины осуществляется в форме дифференцированного зачета.

**2.1.1 Показатели оценки освоенных знаний и умений**

|  |  |  |
| --- | --- | --- |
| **Результаты (освоенные умения и усвоенные знания)** | **Основные показатели оценки результата** |  |
| **Тема 1.2. Межличностные отношения.** | выделяет наиболее существенные элементы сообщения  извлекает необходимую информацию  пользуется языковой и контекстуальной догадкой, прогнозированием | **Часть 1. Listening 1.**  Вы услышите 6 высказываний о друзьях. Установите соответствие между высказываниями каждого говорящего 1–6 и утверждениями, данными в списке A–G. Используйте каждую букву, обозначающую утверждение, только один раз. В задании есть одно лишнее утверждение. |
| **Тема 1.9. Досуг.** | читает текст, используя основные виды чтения (ознакомительное, изучающее, просмотровое /поисковое) в зависимости от коммуникативной задачи | **Часть 2. Reading.** **Part 1.** Прочитайте текст и вопросы. Выберите правильный ответ А, В, С на предложенный вопрос. |
| **Тема 1.12. Культурные и национальные традиции, обычаи и праздники страны изучаемого языка.** | выделяет наиболее существенные элементы сообщения  извлекает необходимую информацию  пользуется языковой и контекстуальной догадкой, прогнозированием | **Часть 1. Listening 2.**  Вы услышите разговор о местном фестивале. Определите, какие из приведенных утверждений (A1—A 7) соответствуют содержанию текста (1), какие не соответствуют (2) и о чём в тексте не сказано, то есть на основании текста нельзя дать ни положительного, ни отрицательного ответа (3). |
| **Тема 1.1. Описание людей. Представление себя.** | читает текст, извлекает из текста наиболее важную информацию  находит информацию, отвечающую определенным критериям.  находит фрагменты текста, требующие детального изучения | **Часть 2. Reading. Part III.** Прочитайте описание пяти книг. Найди подходящую книгу для каждого читателя. |
| **Тема 1.5. Магазины, товары. Совершение покупок.** | читает текст, извлекает из текста наиболее важную информацию  находит информацию, отвечающую определенным критериям  находит фрагменты текста, требующие детального изучения | **Часть 2. Reading. Part III.** Прочитайте описание пяти книг. Найди подходящую книгу для каждого читателя. |
| Имя существительное. | сравнивает употребление артиклей,  образует множественное число существительных в  соответствии с правилом. | **Часть 3. Лексико –грамматический тест. Use of English.**  **Part II.** Подберите подходящую грамматическую или лексическую форму слова.  Yesterday Eleanor Preston  (**0**) ….. an international swimming competition for girls (**6**) ….. under sixteen.  **6.** A age B aged C ages D ageing  She had to have special (**9**) ….. to enter, because normally competitors are fourteen or older.  **9** A permission B attention  C opportunity D facility  This (**8**) ….. even better when you learn that Eleanor is only thirteen.  **8** A suggests B means  C sounds D shows |
| Имя прилагательное. | объясняет употребление степеней сравнения прилагательных и наречий. | **Часть 3. Лексико-грамматический тест. Use of English.**  **Part II.** Подберите подходящую грамматическую или лексическую форму слова.  ‘my parents have given up so (**14**) ….. time driving me to local competitions, I think it’s been harder for them, actually.’  **14** A often B much C long D many |
| Глагол. | понимает использование формы настоящего, будущего и прошедшего времени глагола, приводя примеры употребления | **Часть 3. Лексико-грамматический тест. Use of English. Part I.** Подберите лексику/грамматику так, чтобы второе предложение было сходным по смыслу с первым.  **1.**My family has lived in this house for two months.  **My family ……. to this house two months ago.**  **Part II.** Read the text below and choose the correct word for each space. For each question, mark the correct letter **A**, **B**, **C** or **D** on your answer sheet.  I wondered whether she found it hard to (**12**) ….. several hours a day training.  **12** A take B use C spend D pass  After yesterday’s performance, I think she may (**15**) ….. there.  **15** A reach B find C get D make |
| Предлоги. | сравнивает употребление предлогов. | **Часть 3. Лексико –грамматический тест. Use of English. Part I. П**одберите лексику/грамматику так, чтобы второе предложение было сходным по смыслу с первым.  **4.** I prefer doing sport to watching it on TV.  **I like doing sport …… watching it on TV.**  **Part II.** Read the text below and choose the correct word for each space. For each question, mark the correct letter **A**, **B**, **C** or **D** on your answer sheet.  She swam faster (**7**) ….. girls from ten other countries.  **7** A that B from  C than D of |
| Простые предложения. | понимает структуру простого предложения, приводя примеры повествовательного, вопросительного, отрицательного предложений. | **Часть 2. Part II. Соотнесите предложения из столбика А с утверждениями из столбика В.** Match a sentence in A with a sentence in B.  **A**  1. He’s a coach potato.  2. She plays in an orchestra.  3. I love football.  4. My parents adore entertaining.  5. He’s always busy in the garden.  6. She hates watching television.  7. I think fishing is boring.  **B**  a. Her favourite instrument is cello.  b. She likes doing odd jobs instead.  c. He never does any sport.  d. I never catch any fish.  e. I go to all home matches.  f. He’s cutting the grass now.  g. Personally, I enjoy going to restaurants. |
| Сложные предложения. | понимает структуру построения сложного предложения и употребление союзов. | **Часть 3. Лексико –грамматический тест. Use of English.**  **Part I.** Подберите лексику/грамматику так, чтобы второе предложение было сходным по смыслу с первым.  **3.** I live in this house.  **This is the house……. I live.**  **Часть 3. Лексико –грамматический тест. Use of English.**  **Part II. Подберите подходящую грамматическую или лексическую форму слова.**  Eleanor has been (**10**) ….. on swimming for a long time – (**11**) ….. she was three in fact.  **10** A happy B good  C pleased D keen  **11** A until B since  C when D ever |
| Пассивный залог. | понимает правила образования и употребления  страдательного залога. | **Часть 3. Лексико –грамматический тест. Use of English.**  **Part I.** Подберите лексику/грамматику так, чтобы второе предложение было сходным по смыслу с первым.  **5.** A famous tennis player opened the new sports center.  **The new sports center … a famous tennis player.** |
| Прямая и косвенная речь | понимает механизм образования косвенной речи | **Часть 3. Лексико-грамматический тест. Use of English.**  **Part I.** Подберите лексику/грамматику так, чтобы второе предложение было сходным по смыслу с первым.  **2.** They said they didn’t need so much space.  **They said, “…. need so much space.”**  **Часть 3. Лексико –грамматический тест. Use of English.**  **Part II. Подберите подходящую грамматическую или лексическую форму слова.**  She (**13**) ….. me that sometimes she has problems finding time for homework, but that’s all.  **13** A told B explained C said D agreed |

**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. Аудирование.

Часть 2. Работа с текстом.

Часть 3. Грамматические задания.

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.**

**Listening 1.**

**Вы услышите 6 высказываний о друзьях. Установите соответствие между высказываниями каждого говорящего 1–6 и утверждениями, данными в списке A–G. Используйте каждую букву, обозначающую утверждение, только один раз. В задании есть одно лишнее утверждение.**

A. I don't see this person very often any more.

B. Т have not always liked this person.

C. My friend sometimes gets angry with me.

D. Some people dislike my friend.

E. This person is my best friend.

F. My friend's character has changed.

G. This person and I are not friends any more.

**Listening 2.**

**Вы услышите разговор о местном фестивале. Определите, какие из приведенных утверждений (A1—A 7) соответствуют содержанию текста (1), какие не соответствуют (2) и о чём в тексте не сказано, то есть на основании текста нельзя дать ни положительного, ни отрицательного ответа (3).**

A1 he rock concert was very crowded. 1) true 2) false 3) not staled

A2 The audience at the rock concert showed how much they were enjoying it.

1) true 2) false 3) not stated

A3 Fewer people than usual watched the parade. 1) true 2) false 3) not stated

A4. Fewer people than usual took part in the parade. 1) true 2) false 3) not stated

A5. There was a wide variety of art at the art exhibition. 1) true 2) false 3) not stated

A6. There was more abstract art than watercolours at the art exhibition.

1) true 2) false 3) not stated

A7. There were plenty of bargains at the craft fair. 1) true 2) false 3) not stated

**Часть 2.**

**Reading. Прочитайте текст и вопросы. Выберите правильный ответ А, В, С на предложенный вопрос.**

**Part I. Read the text and questions below. For each question, mark the correct letter A, B, C or D on your answer sheet.**

**The artist.**

People think being an artist must be a wonderful way to earn one’s living. And of course, there are lots of great things about working for oneself, at home alone, even in a cold studio like mine. What I really like is that nobody tells me what time to start in the morning. I like to paint as soon as I wake up, which is always early, but isn’t the same time every day. And nobody tells me what to wear, or whether I can take the afternoon off and go to a football match.

But then, I have no one to chat with when I’m bored, no one to discuss last night’s match with during the office lunch hour. Sure, I can spend the afternoon doing something I enjoy like cycling or gardening if I choose. But the work will still be there when I do finally get back home.

Unfortunately, working at home means that people can always find me and I feel increasingly stressed thinking of my work waiting to be done. When I hear the traffic news on the radio I realise that I really haven’t got much to complain about. I find a CD which will start me thinking, turn it up loudly and begin another picture.

**What is the writer trying to do in the text?**

A encourage readers to work at home

B explain why he has changed his job

С describe his working life

D say how he would like to work

**What does the writer like about his life?**

A He has plenty of opportunities for sport.

B He is his own boss.

C He needn’t work in the morning.

D He has a comfortable place to work.

**What does the writer imagine he might do with colleagues?**

A have meals in restaurants

B go to the swimming pol

C spend time in the countryside

D talk about sport

**The writer plays loud music because**

A the traffic outside is noisy

B it helps him to have his ideas

С it prevents him from feeling bored

D he dislikes listening to the radio

**Which of these notices would be most useful for the writer to put on his door?**

A I’m working – please don’t disturb

B Please call at my office for an appointment

С Please knock before entering

D No visitors allowed during office hours

**Part II. Соотнесите предложения из столбика А с утверждениями из столбика В.** Match a sentence in A with a sentence in B.

**A**

1. He’s a coach potato.

2. She plays in an orchestra.

3. I love football.

4. My parents adore entertaining.

5. He’s always busy in the garden.

6. She hates watching television.

7. I think fishing is boring.

**B**

a. Her favourite instrument is cello.

b. She likes doing odd jobs instead.

c. He never does any sport.

d. I never catch any fish.

e. I go to all home matches.

f. He’s cutting the grass now.

g. Personally, I enjoy going to restaurants.

**Part III. Прочитайте описание пяти книг. Найди подходящую книгу для каждого читателя.**

**The people below want to buy a book. There are descriptions of five books. Decide which book would be the most suitable for the following people. For questions 13-17, mark the correct letter A-E on your answer sheet.**

1. Jan is sixteen and she loves shopping for clothes and reading stories about people and things in the news. She wants to read some entertaining light fiction.

2. Paul is nineteen and is very keen on sport. He likes reading about the lives of sporting heroes of the past.

3. Susan is eighteen and enjoys good writing. She is interested in history and plans to travel round Europe, so she wants a book which is both informative and entertaining.

4. Michael is twenty-three, a computer expert, whose interests include travel and sport. He wants a novel with a lot of action and excitement.

5. Sonia is twenty-four. She enjoys love stories of the past, especially if they contain descriptions of beautiful houses, clothes and parties.

**Recommended new books.**

**A** Trains and Boats and Planes

Sometimes funny, sometimes exciting, seldom sad, this beautifully written book describes the adventures of students studying in Europe. There descriptions of great cities and their inhabitants, past and present.

**B** The Beauty

The lovely American girl who came to Europe in the nineteenth century and won the hearts of young men. This novel shows the wonderful silk dresses? The beautiful rooms of different palaces and gardens.

**C** The Fashion House

This amusing novel is just for reading on holidays. It shows the lives and loves of the designers, models, customers of a famous fashion house. It’s written by a model who tells modern fashion world’s secrets.

**D** Getting There

This is the first part of the autobiography of the international gymnastics star. He writes his own story of a young sportsman who wants to achieve success.

**E** Goal Posts

A very well-written adventure story, set in an imagined world of international football stars. The matches are well described, as well as problems of the players as they fight for their careers. A great read for sports fans.

**Часть 3. Лексико-грамматический тест. Use of English.**

**Part I. Подберите лексику/грамматику так, чтобы второе предложение было сходным по смыслу с первым.**

For each question, complete the second sentence so that it means the same as the first. Use **no more than three words**. Write only the missing words on your answer sheet.

**Example:**

**0** the group is called *Fireworks*. **The name of ………. *Fireworks.*** Answer: **0** the group is

**1.** My family has lived in this house for two months.

**My family …………………. to this house two months ago.**

**2.** They said they didn’t need so much space.

**They said, “…………………. need so much space.”**

**3.** I live in this house. **This is the house …………………. I live.**

**4.** I prefer doing sport to watching it on TV.

**I like doing sport ………………… watching it on TV.**

**5.** A famous tennis player opened the new sports center.

**The new sports center …………………… a famous tennis player.**

**Part II. Подберите подходящую грамматическую или лексическую форму слова.**

Read the text below and choose the correct word for each space. For each question, mark the correct letter **A**, **B**, **C** or **D** on your answer sheet.

Example: **0 A won** **B** took **C** beat **D** held

**Olympic hopes.**

Yesterday Eleanor Preston (**0**) ….. an international swimming competition for girls (**6**) ….. under sixteen. She swam faster (**7**) ….. girls from ten other countries. This (**8**) ….. even better when you learn that Eleanor is only thirteen. She had to have special (**9**) ….. to enter, because normally competitors are fourteen or older.

Eleanor has been (**10**) ….. on swimming for a long time – (**11**) ….. she was three in fact. I wondered whether she found it hard to (**12**) ….. several hours a day training. She (**13**) ….. me that sometimes she has problems finding time for homework, but that’s all. ‘my parents have given up so (**14**) ….. time driving me to local competitions, I think it’s been harder for them, actually.’ Her aim is to swim at the Olympics.

After yesterday’s performance, I think she may (**15**) ….. there.

**6** A age B aged C ages D ageing

**7** A that B from C than D of

**8** A suggests B means C sounds D shows

**9** A permission B attention C opportunity D facility

**10** A happy B good C pleased D keen

**11** A until B since C when D ever

**12** A take B use C spend D pass

**13** A told B explained C said D agreed

**14** A often B much C long D many

**15** A reach B find C get D make

**2.4. Пакет экзаменатора.**

**Часть 1. Аудирование.**

**Понимание устного текста. *(LISTENING)***

1. Тест выдается до прослушивания. Учащимся разрешается просмотреть задание в течение 1-2 минут.

2. После второго прослушивания дается 45 минут на завершение выполнения теста.

3. Каждый правильный ответ данного конкурса оценивается в 1 балл.

4. Максимальное количество баллов – 13

**Часть 2. Работа с текстом.**

**Понимание текста.  *(READING)***

1. Время выполнения задания – 55 минут.

2. Текст при выполнении теста не изымается.

3. Каждый правильный ответ данного конкурса оценивается в 1 балл.

4. Максимальное количество баллов – 17.

**Часть 3. Грамматические задания.**

**Лексико –грамматический тест. *(USE OF ENGLISH)***

1. Время выполнения задания –55 минут.

2. Каждый правильный ответ данного конкурса оценивается в 1 балл.

3. Максимальное количество баллов – 15

Общее максимальное количество баллов 45.

**Ответы.**

**Listening.**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| 1 | 2 | 3 | 4 | 5 | 6 |
| E | D | A | G | B | F |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| A1 | A2 | A3 | A4 | A5 | A6 | A7 |
| 1 | 2 | 3 | 2 | 1 | 3 | 2 |

**Reading.**

1C

2B

3D

4B

5A

6C

7A

8E

9G

10F

11B

12D

13C

14D

15 A

16E

17B

**Use of English**

1-moved 8-C 15-C

2-we don`t 9-A

3 –where 10-D

4- rather than 11-B

5- was opened by 12-C

6-B 13-A

7-C 14-B

LISTENING

**Speaker I**: I've got lots оf friends and we all go out together quite often. But I suppose she's the one I feel closest to and I spend more time with her than with any of the others. We tell each other everything – even our most embarrassing secrets! She knows things about me that nobody else knows but I know she won't tell anyone. I like all my friends but I'd be completely lost without her.

**Speaker 2**: My family can't understand why I'm friends with him. They think I shouldn't spend time with him and that he could be a very bad influence on me, I keep Idling them that they have the wrong idea about him. Just because he doesn't look like everyone else, it doesn't mean he's a bad person. In fact, he's always been a very good friend to me and he's helped me in lots of ways.

**Speaker 3**; We used to spend all our time together, I was always at her house or she was always at my house. We had the same interests and we liked the same things. But she moved to another area and we couldn't continue like that. We still meet up occasionally, and we phone and write to each other from time to time, but it's not the same. It's a .shame because we still get on very well.

**Speaker 4**: We had a big argument a few weeks ago and we haven't spoken to each other since then. He really made me so angry and I'm still annoyed with him now. He was really horrible to me and he hasn't phoned to say 'Sorry'. We used to get on really well and we went out together a lot, but I don't care if I never see him again.

**Speaker 5**: When I first met her, I thought she was horrible and I didn't want to spend any time with her. I thought she was a. really arrogant person and that she thought she was better than everyone else. But I was wrong. After a few weeks, I realised that she was really nice, and really funny too. One day, she was with me and a group of other people, and she made us all laugh a lot. I've been good friends with her since then.

**Speaker 6**; When I first met her, she was a really kind and pleasant person and we quickly became friends. She helped me a lot in all sorts of ways. But she's completely different now. She's become really selfish and she only does what she wants to do -- she doesn't care what I want to do. I haven't said anything to her, though. I still want to be friends with her because she's one of my oldest friends and I don’t want to fall out with her.

Text 2. A1–A7

*Man*: What did you think of the festival last week? Did you go to many of the events?'.'

*Woman*: Yeah, I thought it was great. I always look forward to it. What about you?

*Man:* Well. I was pretty busy last week but I went to a couple of things. What did you think of the rock concert? I went to that and I thought it was really good. Did you go to it'.'

*Woman*: Yeah, I did. But I wasn't expecting there to be sо many people there. I was a bit late arriving and by the time I got there, I could only stand at the back. So I didn't have much of a view of the bands, but I enjoyed the music.

*Man*: Yeah, it was certainly a success. Mind you, there wasn't much in the way of audience reaction. I thought everyone would be going mad but they were all a bit quiet. I guess they were just listening and really getting into the music.

*Woman*: Probably. Did you see the parade on Wednesday?'.'

*Man:* No. but I heard about it. Apparently, it wasn't as good as it usually is.

*Woman:* No, it was a bit of a disappointment. I stood on the pavement right in the main square as it arrived at the end and I had a really good view of that.

*Man*: What was wrong with it?

*Woman*: Well, there were as many people as usual in it, but there wasn't any clear theme to it. Usually there's some overall theme - last year it was 'The Future of Our City' - but there didn't seem to be one this year. There were all sorts of costumes this year and they didn't seem to have anything in common with each other.

*Man:* I did go to the art exhibition and I was impressed. What did you think?

*Woman:* Yeah, it was good. What I liked was that all these local artists paint in totally different styles.

*Man*: Mmm, there were certainly all sorts of different approaches, weren't there? I liked the watercolours best.

*Woman*: Yeah, some of them were very good, but it was some of the abstract stuff that really caught my eye.

*Man:* What else did you catch?

*Woman:* I went to the craft fair, but I was astonished at the prices. I'd been expecting to pick up something cheap for my apartment but everything was way too pricey for me.

*Man:* Anyway, the festival was a good event in general.

*Woman:* Yeah, I agree.

**3. Контрольно-измерительные материалы для текущего контроля (1-2 семестр).**

**Тема 1.1. Описание людей. Представление себя.**

**Задание 1. Письменная работа по составлению резюме по образцу.**

*Compose your own resume according to the example.*

**Example:**

**Personal information** (личная информация)

Olga M. Pavlova

*(сначала имя, потом первая буква отчества с точкой, фамилия)*

Ul. Sadovaya, 24, d. 2, kv. 44, Moscow

*(для написания адреса используем транслитерацию)*

Tel:1234567

*(можно дописать cell - мобильный и home - домашний)*

**Objective** (цель)

To obtain a position of an office-manager in an established company.

*(Получить должность офис-менеджера в стабильной компании)*

**Education** (образование)

2006 — 2010 Bachelor in Economics, Institute of Economics and International Relations, Rostov-on-Don (Rostov-na-Donu)

*Бакалавр экономики, Институт экономики и внешнеэкономических связей,*

*г Ростов-на-Дону*

**Employment Experience** *(опыт работы)*

2010 — 2012 Office-Manager, Gulliver Corporation,Moscow

2010 — 2012 Офис-Менеджер, Корпорация «Гулливер», Москва

**Responsibilities** (*обязанности*)

Organized training and orientation of new staff;

*Обучение и ознакомление персонала с новыми обязанностями;*

Maintained office services by controlling correspondence, preparing payroll;

*Координация работы офиса: ведение корреспонденции, подготовка платежных ведомостей*

Designed filing systems and maintained them up-to-date.

*Разработка и обновление системы регистрации документов*

**Skills** (*навыки*)

Microsoft Office, Excel, Power Point

*(Записывает компьютерные навыки)*

English — Intermediate, German — fluent

*Английский — средний уровень, немецкий — свободное владение*

**References** (*рекомендации*)

References are available upon request.

*Рекомендации предоставляются по требованию.*

* 1. ***Глоссарий для составления резюме на английском языке***

|  |  |
| --- | --- |
| безработный – unemployed вакансия – vacancy возраст – age гонорар – fee дарования, способности – abilities дата рождения – date of birth должность – position дополнительная информация, увлечения – extracurricular activities достижения, успехи – accomplishments занятость – employment заполнить вакансию – fill a position заработная плата – salary качества (образование + опыт работы, которым должен обладать претендент) – job qualification квалифицированный – qualified личные данные – personal information место рождения – place of birth место, на котором не требуется особая квалификация – nonskilled position мне … лет – I am ... years old могут быть предоставлены по запросу – applied upon request назначить встречу – to make an appointment найти место работы – find a position образование – education обращаться за работой – apply объявление – advertisment обязанности – responsibilities, duties окончен с красным дипломом – graduated with high honors опытный – experienced отдел – department отменить встречу – to cancel an appointment по настоящее время – till present | поиск работы – job hunting поступить на работу в компанию – join the company претендовать – claim призвание – calling работа – job работа на полный рабочий день – full-time employment работа по совместительству – part-time employment работать в качестве – work in the capacity of работодатель – employer резюме – resume, CV (Curriculum Vitae), the letter of application рекомендатель – referee рекомендации – reference руководитель – head с заработной платой – at a salary of семейное положение – marital status женат/замужем – married холост – single разведен – divorced, separated овдовевший – widowed сильные стороны, талант – personal strengths служащий – employee страховка – insurance умения – skills условленная встреча – appointement ФИО – full name цели, которые ставит претендент при получении работы – career goals цель – objective, goal язык – language беглый английский – fluent English хороший уровень французского – good French начальный французский – beginning French средний уровень немецкого – intermediate German продвинутый уровень английского – advanced English родной русский – native Russian |

**Тема 1.2. Межличностные отношения.**

**Задание 2. Письменная работа. 4 варианта.**

|  |  |
| --- | --- |
| Family Members | Family Members |
| 1. Вставьте пропущенные буквы.   S\_n  Un\_l\_  F\_ t\_e\_  N\_ \_ \_ e\_  D\_ \_ \_ \_t\_r  2. Напишите перевод слов.  Мама  Сестра  Брат  Тётя  Племянница  Сын  Дедушка  Бабушка  Внук  Внучка  Родители  Бабушка и дедушка  Внуки  Двоюродный брат/сестра  Муж  Жена | 1. Вставьте пропущенные буквы.   A\_nt  Ni\_c\_  M\_t\_e\_  C\_ \_s\_ \_  Gr\_nd \_ \_ \_l\_ren  2. Напишите перевод слов.  Папа  Сестра  Брат  Дядя  Племянник  Сын  Дедушка  Бабушка  Внук  Внучка  Родители  Внуки  Бабушка и дедушка  Родители  Муж  Жена |
| Family Members | Family Members |
| 1. Вставьте пропущенные буквы.  S\_ster  P\_r\_nts  H\_ \_b\_nd  Gr\_ndf \_ \_ \_ er  Gr\_ndd\_ \_ \_ \_ter  2. Напишите перевод слов.  Мама  Папа  Брат  Дядя  Тётя  Племянник  Племянница  Сын  Дочь  Бабушка  Двоюродный брат/сестра  Внук  Внуки  Бабушка и дедушка  Жена  Муж | 1. Вставьте пропущенные буквы.  W\_fe  Br\_ \_her  Gr\_n\_s\_n  Gr\_n\_m\_t\_er  Gr\_n\_p\_r\_ \_ts  2. Напишите перевод слов.  Мама  Папа  Сестра  Дядя  Тётя  Племянник  Племянница  Сын  Дочь  Дедушка  Двоюродный брат/сестра  Внучка  Внуки  Муж  Родители |

**Тема 1.3. Человек, здоровье, спорт.**

**Задание 3. Письменная работа.**

|  |  |
| --- | --- |
| Sports | Sports |
| *1. Напишите названия игр с мячом, которые начинаются на эти буквы.*  A f  B  T  T t  R  C  B  V  B  F   1. *Напишите перевод названий видов спорта.*   Парусный спорт  Прыжки в длину  Гребля на каноэ  Дзюдо  Мотогонки  Плавание  Прыжки в высоту  Каратэ  Скачки  Лыжный спорт | *1. Напишите названия игр с мячом, которые начинаются на эти буквы.*  A f  B  T  T t  R  C  B  V  B  F   1. *Напишите перевод названий видов спорта.*   Дзюдо  Гребля на каноэ  Мотогонки  Скачки  Каратэ  Лыжный спорт  Прыжки в длину  Парусный спорт  Плавание  Прыжки в высоту |

**Тема 1.11. Описание местоположения объекта.**

**Задание 11. Прочитайте текст и ответьте на вопросы.**

**Homes.**

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.

**Вопросы:**

1. How many floors are there in the Robinsons’ house?
2. How many rooms are there on the first floor?
3. Is there a fireplace in the living – room?
4. What do the Robinsons do in the living room?
5. What are there in the kitchen?
6. Why are kettles very important?
7. What is the dining room for?
8. How many rooms are there upstairs?
9. Who is the fifth member of the Robinsons’ family?
10. What types of houses were mentioned in the video?

**Тема 1.9. Досуг.**

**Задание 9. You are going to read the story “Johnny Appleseed”. Choose the most suitable heading from the list A-I for each part 1-8 of the story. There is one extra heading which you do not need to use.**

**Вы прочитаете рассказ «Джонни Эплсид». Выберите самое подходящее заглавие из списка A-I для каждой части 1-8 этого рассказа. Есть одно лишнее заглавие, которое вам не надо использовать.**

**Johnny Appleseed**

1. Who was Johnny Appleseed? Was he just in stories? No, Johnny was a real person. His name was John Chapman. He planted apple trees – lots of them. So people called him Johnny Appleseed.

2. Johnny was young when our country was young. Back then many people were moving West. There were no towns, no schools, not even many houses. And there were no apple trees. None at all. Johnny was going West, too. He wanted to plant apple trees. He wanted to make the West a nicer place to live.

3. So Johnny got a big, big bag. He filled it with apple seeds. Then he set out. Johnny walked for days and weeks. On and on. Soon his clothes were rags. His feet were bare. And what kind of hat did he wear? A cooking pot! That way he didn’t have to carry it.

4. Snow came. Did Johnny stop? No. He made snowshoes. Then he walked some more. Spring came. Johnny was out West now. He stopped by a river. He dug a hole. Inside he put an apple seed. Then he covered it with dirt. Someday an apple tree would stand here.

5. Johnny set out again. He hold lots more seeds to plant. Johnny walked by himself. But he was not alone. The animals were his friends. Most people were afraid of wild animals. They had guns to shoot them. But not Johnny. One day a big black bear saw Johnny go by. It did not hurt Johnny. Maybe the bear knew Johnny was a friend.

6. The Indians were Johnny’s friends, too. They showed him how to find good food – berries and plants, and roots.

Where did Johnny sleep? Under the stars. Johnny liked to lie on his back and look up. The wind blew softly. Owls hooted. The stars winked down at him.

7. Many years passed. Johnny planted apple trees everywhere. People started to call him Johnny Appleseed.

One day he came back to where he had planted the first seed. It was a big tree now. A girl was swinging in it. That night Johnny stayed with the girl’s family. He told stories. Everybody liked Johnny. ”Stay with us,” they said. “Make a home here” But Johnny did not stay.”I have work to do,” he said. ”I’m happy. The whole world is my home.”

8. More and more people came out West. Johnny planted more and more trees. In the spring, the trees bloomed with white flowers. In the fall, there were apples – red, round, ripe apples.

People made apple pies. And apple butter for their bread. And apple cider to drink. And children had apple trees to climb. It was all thanks to Johnny Appleseed.

**A. The first seed in the West.**

**B. Days and nights.**

**C. To make the country nice.**

**D. He could not stop his work.**

**E. A strange hat.**

**F. Dangerous way.**

**G. Dreams came true.**

**H. A funny nickname.**

**I. Not feeling lone.**

**Тема 1.4. Описание местоположения.**

**Задание 4. Переведите диалог.**

**Asking the way.**

A: Excuse me, could you tell us the short way to the famous British Museum? We went astray.

B: I certainly can. It is not very far from here. I think it will take you about thirty minutes to get there from here. If you are in a hurry, you can go by bus. The bus-stop is at Oxford Circus.

A: And how can we get to Oxford Circus?

B: Go straight on, then turn left at the traffic lights and go straight on again. In two minutes you are at Oxford Circus.

A: What bus must we take?

B: Your bus is the 73.

A: At what stop do we get off?

B: You have to get off at Great Russel Street. This bus stops in front of the British Museum.

A: And how long will it take us to get to the British Museum by bus?

B: I think about fifteen minutes.

A: One more thing. Is there a bus table at the bus stop? If I see that our bus comes in 15-20 minutes, we shall walk there.

B: Of course, you will find a bus table at the bus stop. I think this bus arrives every 10-15 minutes.

A: Thank you very much!

B: Not at all. Have a good time.

A: Many thanks.

**Тема 1.5. Совершение покупок.**

**Задание 5. Письменное задание. Подберите заголовки. Task 1. Read the article and fill in the headings.**

**History of the Store.**

**The Sales.**

**Location and Management.**

**Recommendation.**

**Departments and Services.**

**All Things, for All People, Everywhere**

a ………………………………………………………………………

"Enter a Different World", it says on the doormat, and this is what you do when you visit Harrods in Knightsbridge, London. Harrods is "the world's most celebrated store", says Chairman Mr. Mohamed Al Fayed.

b ……………………………………………………………………………

In the beginning, though, Harrods was just a small grocer's shop. It was opened in 1849 and run by Charles Henry Harrod. His son took over and added medicines and perfumes, as well as fruit, flowers, sweets and a van delivery service.

Over the years, Harrods has survived a fire, two World Wars and even two bombings. In 1983, Harrods moved abroad and opened a branch in Japan and later others in Hong Kong, Singapore and Taiwan, as well as airport shops in most major European cities.

c ………………………………………………………………………………

Today, around 35,000 people visit Harrods every day. It has got 300 departments spread over seven floors and employs over 4,000 staff. it also has eight door-men, known as Green Men', as well as its own fire brigade, security personnel, doctors and nurses.

Harrods is the official supplier of certain goods to the Royal Family, and sells everything from clothes to caviar. The Food Halls are still the heart and soul of Harrods. In addition to the nineteen bars and restaurants in the store, there is a bank, a travel agent's, a dry cleaner's and the biggest hair and beauty salon in Europe.

d ………………………………………………………………………

January and July are very busy months for Harrods because they are sale times. Over 300. 000 customers visit the store on the first day alone. Many people sleep outside the store all night to be first in when the doors open on the first day.

e …………………………………………………………………………

"All things, for all people, everywhere" is the store's motto. The Harrods name means the best of British quality, service and style. All in all, Harrods is a fascinating place to visit. a branch in Korea.

**Тема 1.12. Культурные и национальные традиции, обычаи и праздники страны изучаемого языка.**

**Задание 12. Работа с текстом.**

**Easter.**

**Task1. Read the text and find out how people celebrate Easter in the UK.**

Easter is an important religious festivity in the UK and traditions are not very different from those in other European countries.

Easter eggs and bunnies, symbolizing the coming of spring and new life, are given as presents at this time of the year. But there are other traditions involving eggs. One of them is “Egg – rolling”. People decorate hard boiled eggs with different colours, then take the eggs to the top of a hill and roll them down. The first egg to reach the bottom wins. In Avenham Park, in Lancashire, the annual egg – rolling attracts more than 40,000 people. Nowadays, it’s common, though, to use chocolate eggs in this competition instead of real eggs.

Another Easter tradition is “Egg hunting”. Parents tell their children that the Easter bunny has brought some Easter eggs and has hidden them in the garden. The children then look for the eggs and the one with the most eggs is the winner.

In the UK, hot cross buns are very popular at Easter. These delicious loaves of bread are made with fruit and spices and they have a cross on the top, symbolizing the 4 quarters of the moon – the hot bun. They are best eaten hot.

Throughout the UK there are also East parades. Adults and children wear special Easter bonnets, decorated with lots of spring flowers.

On Easter Sunday many British go to the Church, which are usually decorated with lots of flowers. Special Easter songs are sung during the religious service. Afterwards, families get together for a special Easter lunch, usually roast lamb with mint sauce and vegetables, followed by the traditional Simnel cake. On Easter Monday people usually stay home and watch some sport on TV, or they go out for the day.

**Task 2. Answer these questions on the text.**

1. What type of festivity is Easter?

2. Are Easter traditions very different in Europe?

3. Why do people give eggs and bunnies as presents at this time of the year?

4. What kind of eggs are used in the traditional Egg –rolling competition?

5. Who wins the competition?

6. How many people watch the competition at Avenham Park?

7. What do children do during “Egg hunting”?

8. What are hot cross buns made of?

9. What do the British do on Easter Sunday?

**Task 3. Find equivalents for these words in the first two paragraphs of the text.**

1. significant

2. representing

3. celebration

4. gifts

5. paint

6. held every year

**Task 4. Find opposites for these words in the last paragraph of the text.**

1. few

2. before that

3. seldom

4. go in

**Task 5. Are the sentences true or false? Correct the false ones.**

1. Easter is usually celebrated in May.

2. A bunny is a type of a cake.

3. People eat hot cross buns for lunch.

4. The cross is a Christian symbol.

5. Children play games with eggs at Easter.

**Тема 1.3. Человек, здоровье, спорт.**

**Задание 3а. Прочитайте текст. Установите соответствия между заголовками А-F и пронумерованными абзацами текста 1-5. Используйте каждую букву только один раз. В задании есть один лишний заголовок.**

**A Influence on people`s health**

**B Dependence on the environment people live in**

**C How to become a vegetarian without health hazard**

**D Pros and cons of vegetarianism**

**E Well- known vegetarians**

**F Some hidden dangers of meat- eating**

1. The word «vegetarian» was coined in about 1840 to mean people who lived without killing for food, either for moral or health reasons or both. But the practice is much older than that. Greek philosophers recommended vegetarianism and famous people who have practised it in the past include Leonardo da Vinci, Tolstoy and Voltaire, Milton, Sir Isaac Newton, Sir Isaac Pitman, Tagore and Bernard Shaw. Surely this proves that mental activity doesn`t depend on flesh- foods. What then are the arguments that might stop us eating meat?

2. For millions of years people must have lived on fruit, nuts, grains and leaves and so developed that kind of digestive system. Perhaps the more we get away from this diet towards meat-eating, the less likely we are to be healthy. Cancer, tuberculosis and heart diseases are certainly more common in meat-eating communities.

3. But if it is so unnatural for Man to have an omnivorous diet, why do we eat (and enjoy) meat at all? One theory is that Man may have started eating the flesh of animals during the Ice Ages when most of the vegetation was destroyed. Today the Eskimos still live almost entirely on the flesh – they have no alternative!

It is worth considering how wasteful meat-eaters are with land. A meat- eater needs about three times as much land to support himself and his animals as a vegetarian does. For every 45 kilos of dry food eaten by cattle only 1.8 – 7.3 kilos come back as food – an expensive method of producing food. So millions of people have no choice but to live mainly off vegetables.

4. Vegetarians claim that the basic food elements which we need to grow and be healthy come from the earth, air and water through vegetation. Therefore, they argue that by eating meat we are getting these foods secondhand after they have been digested by the animal. Getting food through animals also means getting chemicals and hormones used in farming and feeding animals. In fact it has been said that the average American contains so much DDT – a dangerous chemical – that he is not fit to be eaten!

5. A diet of vegetables, fruit, grains and nuts together with a little diary produce can give us all the vitamins and minerals we need. However – a word of warning – after years of flesh-eating, giving up animal products should not be too sudden. Diary products – milk, butter, cheese and eggs – should be used until the body is accustomed to the new diet.

**Тема 1.10. Экскурсии и путешествия.**

**Задание 10. Прочитайте текст. Определите, какие из утверждений A5-A8 соответствуют содержанию текста (1 – True), какие не соответствуют (2 – False) и о чём в тексте не сказано, то есть на основании текста нельзя дать ни положительного, ни отрицательного ответа (3 - stated).**

On August 23rd, the Norwegians’ sledges were ready. They took them outside, and the dogs pulled them across the ice. The sun came up for a half an hour, but it was too cold – 46 degrees below zero. They could not travel in that weather. They went back to the camp and waited.

They waited two weeks, until September 8th. Then, with the temperature at 37 degrees below zero, they started. They ran happily across the snow to the south- eight men, seven sledges and eighty–six dogs. Only Lindstrom, the cook, stayed behind in the camp. At first everything went well. They went twenty- eight kilometres on Saturday and twenty- eight kilometres on Sunday. It was easy. Then, on Monday, the temperature went down to - 56 degrees. There was white fog in front of their faces. They couldn`t see anything. But they travelled twenty- eight kilometres. That night, in their tents, they nearly died of cold. Next day, they stopped and made snow houses. Inside the snow houses it was warm. But everyone was unhappy.

« I told you, Roald!» Johansen said. «Even September is too early! We can`t travel in this cold. Do you want us to die? Let`s go back and wait for better weather.»Amundsen was very angry. He was angry with Johansen, but he was angry with himself, too. He knew Johansen was right.

« All right» he said slowly. « We can`t do more than that. We go back.»

At last the wind was behind them. The dogs ran quickly, and they went faster and faster. They travelled seventy- five kilometres in nine hours and reached the camp.

**A5. The first attempt to start the journey was unsuccessful.**

1. **True 2. False 3. Not stated**

**A6. Lindstrom, the cook, stayed behind in the camp because he was sick.**

1. **True 2. False 3. Not stated**

**A7. The travelers were unhappy due to the lack of food.**

1. **True 2. False 3. Not stated**

**A8. They decided to return to the camp.**

1. **True 2. False 3. Not stated**

**Тема 1.13. Государственное устройство.**

**Задание 13. Read the text.**

**The Political System of Russia.**

The Russian Federation was set up by the Constitution of 1993. After its destruction in 1991, the Soviet Union was broken up into an independent Russia and 14 other new, sovereign nations.

The Russian Federation is a presidential (or a constitutional) republic. The President is the head of state and is elected directly by the people. He controls all the three branches of power. The President is commander-in-chief of the armed forces, he makes treaties and enforces laws, appoints the prime minister, cabinet members and key judges. The President can override and in some cases even dissolve the national parliament, the bicameral Federal Assembly. The President has his administration, but it is not part of the Federal Government. The President is involved in the work of the legislative and executive branches.

The government consists of three branches: legislative, executive and judicial. Each of them is checked and balanced by the President. The legislative power is vested in the Federal Assembly. It consists of the Federation Council (upper house) and the State Duma (lower house). The members of the State Duma are elected by popular vote for a four-year period. The Federation Council isn't elected. It is formed of the heads of the regions. Each Chamber is headed by the Chairman. Legislature is initiated in the State Duma, but to become a law a bill must be approved by the lower and upper houses and signed by the President. The executive power belongs to the Government. The judicial branch is represented by the Constitutional Court, the Supreme Court and regional courts.

**Are these statements true or false? Correct the false ones.**

**1.** The Russian Federation is a parliamentary monarchy.

2. The President is the head of state and is elected by the State Duma.

3. The President is involved in the work of the legislative and judicial branches of power.

4. The government consists of the Federal Assembly and the Federation Council.

5. The executive power is vested in the Federal Assembly.

6. The Federation Council is elected by popular vote.

7. The Federation Council is formed of the heads of the regions.

8. Each Chamber of the Federation Council is checked and balanced by the President.

9. The legislative power is represented by the Constitutional Court, the Supreme Court and regional courts.

10. The Russian Federation was set up by the Constitution of 1991.

**Тема 1.8. Повседневная жизнь. Условия жизни.**

**Задание 8. Работа с текстом. Подберите вопросы к абзацам.**

**What are Russian restaurants like? What sort of food do Russians eat?**

1. Russian people generally eat a rich and varied diet. However, they do eat a lot of dairy products. Some of these include a thick sour cream called smetana, a powdered cream cheese called tvorog and a yoghurt-like drink called kefir.

What sort of food do you serve in your restaurant? We serve a wide variety of traditional Russian dishes. There's draniki which are potato pancakes, salo which is tender pork fat, pelmeni which is pasta stuffed with pork and onions and shashlyks which is lamo kebabs, to name just a few.

2.Certainly. Typically, you have hot and cold appetizers to start, then a soup course, followed by the main course, and then a dessert.

3.Well, appetisers are usually fish or meat dishes. Popular fish dishes are salmon, red herring and smoked sturgeon. Of the meat appetizers, buzhenina is popular which is lean boiled pork with spices as well as jellied tongue served with horseradish sauce.

What about the soups? I've heard of borsch, what other kinds are there? Yes, borsch is made from beets and cabbage and is very popular. Then there's solyanka which can be made from meat or fish or mushrooms. Both are served with sour cream. Eating soup is a well-known Russian tradition because of long, cold winters. Russian soups are very warming and nourishing.

4.That's a difficult question because we have a big menu of lots of speciality dishes because Russians like to have a wide range of traditional dishes to choose from, but I have to saygolubtsy, grilled piglet, beef stroganoff and roast partridge are my customers' favourites. Golubtsy is minced lamb, pork and rice wrapped in cabbage and topped with a cream sauce - delicious!

5.Baked apple is a popular dessert as is fruit and berry kisel which is a sort of sour fruit jelly. Of course, we always have a wide selection of freshly baked pies, too.

Thanks for talking to us. Now I can't wait to try all the delicious dishes you mentioned.

Can you describe a typical meal?

What are some of your speciality main courses?

What sort of desserts do you have on the menu?

What sort of food do Russians eat in general?

What sort of dishes are popular appetizers?

**Тема 1.6. Окружающая среда.**

**Задание 6. Выполните задания.**

|  |  |
| --- | --- |
| ***1. Translate the sentences.***  It’s cold.  It’s raining.  It’s sunny.  It’s snowing.  It’s cloudy.  It’s warm. | ***1. Translate the sentences.***  It’s windy.  It’s cloudy.  It’s foggy.  It’s raining/rainy.  It’s snowing/snowy  It’s sunny. |
| ***2. Write the season.***  I like \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.  It is hot and sunny.  I go on holiday.  I like \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.  It is very cold.  My children play in the snow. | ***2. Write the season.***  I like \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ .  It is not very cold.  I like the flowers.  I like \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.  The children go back to school.  The leaves fall from the trees.. |
| ***3. Write the months, seasons and words about weather.***  UERSMM  ODCL  MEDEERBC  NIGRSP  YAUNARJ  TUSUGA  EVMONRBE  UJEN  UYJL  YAM  SYNNU | ***3. Write the months, seasons and words about weather.***  UERSMM  ODCL  MEDEERBC  NIGRSP  YAUNARJ  TUSUGA  EVMONRBE  UJEN  UYJL  YAM  SYNNU |
| ***4. Write the month.***  The month after January.  The ninth month of the year.  The fifth month of the year.  The month after September.  The seventh month of the year.  The month after July. | ***4. Write the month.***  The last month of the year.  The month before July.  The month before April.  The fourth month of the year.  The first month of the year.  The month before December. |
| ***5. Write the season and translate the texts.***  My favourite season is …………………..  I love the long, hot days and I love the long holiday. My children like playing in the park and eating ice creams. I sometimes go to the beach with my family. Last year in August I went to Turkey to visit my sister and my cousins.  I like ………………………………. best. The weather is sometimes very beautiful in October. I think the trees are very pretty when the leaves go red and brown and yellow. My children like starting in a new class at school and learning new things. | ***5. Write the season and translate the texts.***  My favourite season is ……………………………… I like it because winter is finished and the evenings are light again. I don’t like the dark evenings. I love the flowers in the parks and gardens and seeing the leaves grow on the trees. My children like playing outside in the evenings again.  I love ……………………. I really like waking up in the morning and seeing new snow outside in the garden. My children love going outside and making a snowman. I also like seeing all my friends and family at Christmas. |

**Тема 1.7. Научно-технический прогресс.**

**Задание 7. Прочитайте текст. Выберите один из предложенных вариантов ответа.**

I think the computer is such (8) ... useful invention. Take e-mail, for example. It is a very easy way to write letters. When I was younger, I rarely ever put pen to (9) ... paper, not even to say ‘thank you’ for presents sent by my relatives. Now, though, you can’t keep me away (10) ... the keyboard. I can spend hours typing away (11)... my computer, all types of messages to all types of people. One of (12) ... worst disadvantages for me of writing (A13) ... hand was always the embarrassment of knowing that people would criticise my untidy handwriting and careless spelling. Now thanks (14) ... the spell-check, I can easily edit my letters. Teenagers nowadays take all this (15) ... granted, they don’t realise how fortunate they are.

A8. l) a 2) an 3)the 4 ) —

A9. 1) a 2) an 3) the 4) —

A10. l)from 2) of 3)off 4 ) —

А11. l) a t 2) on 3)with 4) in

А12. l) a 2) an 3) the 4 ) —

А1З. l) by 2) in 3) at 4) with

А14. l)for 2) to 3)by 4 ) —

A15. l) a t 2) by 3)for 4) on

**Тема 2.1. Достижения и инновации в области науки и техники.**

**Задание 14. Прочитайте текст и ответьте на вопросы.**

**Internet Facts**

The prototype for the Internet was created in the sixties by the US Defense Department. To ensure that communication could be kept open in the event of a nuclear attack, it created a computer network known as Arpanet — the Advanced Research Project Agency Network.

The first attempt to connect two computers and allow them to communicate with one another was made by researchers at the University of California in Los Angeles and the Stanford Research Institute on 20 October 1969.

The first people to coin the term 'internet' were two scientists, Vinton Cerf (known as 'father of the Internet') and his collaborator Bob Kahn, who in 1974 devised a means by which data could be transmitted across a global-network of computers.

An Oxford graduate, Tim Berners-Lee, set up the first 'www server' (a Server receives and sends messages) to store the archive of the European Particle Physics Laboratory in Switzerland.

The first e-mail ever sent was in 1972 between computers in two American universities. The most frequently used search word on the net is "sex", typed in 1,550,000 times every month.

The most mentioned male on the Internet is President Bill Clinton, whose name is linked to 1,542,790 sites.

The most mentioned female on the Internet is the actress Pamela Anderson, whose name is linked to 1,542,282 sites.

**Questions:**

1. Who was the prototype for the Internet created by?  
2. Why was the prototype for the Internet created?  
3. Who was the first attempt to connect two computers and allow them to communicate with one another made by?  
4. Who is known as father of the Internet'?  
5. Why was the first 'www server'set up?  
6. What is the most frequently used search word?  
7. Do you think 'The Internet' will have an important influence on our daily lives?

**Тема 2.2. Машины и механизмы. Промышленное оборудование.**

**Задание 15. Прочитайте текст. Выберите один из предложенных вариантов ответа.**

EWB (Engineers Without Borders) is a non-governmental aid organisation best known for its work in developing countries around the world. Its members are all volunteers, which **(А1) ...** they **(А2) ...** for the work they do. EWB **(A3)...** in 2000. Since then it **(А4) ...** with thousands of building projects around the world. I got involved after a holiday I had in Brazil a few years ago. I visited a small village outside S5o Paulo, where I **(А5) ...** a lot of young girls carrying water from the river to the village. This was their job. Because they had to work, they could not go to school.

I decided to do something about it and I filled in an application form for EWB. When I joined EWB we built a water pipe that brings water directly to the village from the river. I am happy to say that since the pipe **(А6) ...,** the little girls **(A7) ...** to school. Being a volunteer for EWB is hard work, but the jobs we do are always very rewarding!

A1. 1) is meant 2) is meaning 3) means 4 ) meant

A2. 1) do not pay 2) are not paid 3) are not paying 4) have not paid

A3. 1) was founded 2) founded 3) has founded 4) was founding

A4. 1) is helped 2) is helping 3) helps 4) has helped

A5. 1) was seen 2) saw 3) was seeing 4) had seen

A6. 1) was built 2) built 3) has built 4) was building

A7. 1) have been going 2) are gone 3) went 4) are going

**Тема 2.3. Современные компьютерные технологии в промышленности.**

**Задание 16. Прочитайте текст. Выберите один из предложенных вариантов ответа.**

Everyone knows that *YouTube* is a free video sharing site which (Al) ... it easy to watch online videos. The site was created in 2005 by Chad Hurley, Steve Chen and Jawed Karim, three young men who (A2) ... at the same company. They (A3) ... to think of a concept for a new website for several months when they came up with the idea of a video-sharing website. Once the new website had been set up, they uploaded their first video. This (A4) ... *Me at the Zoo* and it showed Jawed Karim visiting San Diego Zoo. The short film attracted a lot of viewers and it (A5) ... long for the site to become extremely popular. Today, *YouTube* is estimated to be one of the most popular websites on the Internet. Millions of users around the world (A6) ... accounts on the site that (A7) ... them to upload videos that anyone can watch.

A1. 1) makes 2) is made 3) has been made 4) was making

A2. 1) will all work 2) were all worked 3) were all working 4) have all been working

A3. 1) have tried 2) were tried 3) had been tried ~ 4) had been trying

A4. 1) called 2) was calling 3) has called 4) was called

A5. 1) didn’t take 2) wasn’t taken 3) isn’t taking 4) hadn’t been taken

A6.1) are created 2) have created 3) were created 4) have been created

A7. 1) will be allowed 2) have been allowed 3) allow 4) are allowed

**Тема 2.4. Отраслевые выставки.**

**Задание 17. Прочитайте текст. Выберите один из предложенных вариантов ответа.**

Everyone knows that *YouTube* is a free video sharing site which (Al) ... it easy to watch online videos. The site was created in 2005 by Chad Hurley, Steve Chen and Jawed Karim, three young men who (A2) ... at the same company. They (A3) ... to think of a concept for a new website for several months when they came up with the idea of a video-sharing website. Once the new website had been set up, they uploaded their first video. This (A4) ... *Me at the Zoo* and it showed Jawed Karim visiting San Diego Zoo. The short film attracted a lot of viewers and it (A5) ... long for the site to become extremely popular. Today, *YouTube* is estimated to be one of the most popular websites on the Internet. Millions of users around the world (A6) ... accounts on the site that (A7) ... them to upload videos that anyone can watch.

A1. 1) makes 2) is made 3) has been made 4) was making

A2. 1) will all work 2) were all worked 3) were all working 4) have all been working

A3. 1) have tried 2) were tried 3) had been tried ~ 4) had been trying

A4. 1) called 2) was calling 3) has called 4) was called

A5. 1) didn’t take 2) wasn’t taken 3) isn’t taking 4) hadn’t been taken

A6.1) are created 2) have created 3) were created 4) have been created

A7. 1) will be allowed 2) have been allowed 3) allow 4) are allowed

**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

**Тема: «Артикль».**

**Задание 2. Письменная работа. Вставьте артикли a / the.**

At 1. ……weekend, Alex and Amanda went to 2….theatre. They saw 3…..great play called “I would die for you”. 4……play was 5….romantic story about 6…lives of 7…couple in love. After going to 8…theatre, Alex and Amanda went to 9….restaurant. They both ate 10…very large meal. Amanda had 11….huge bowl of spaghetti and Alex had 12….enormous plate of various kinds of meat. 13…..spaghetti and meat were followed by chocolate cake. After leaving 14….restaurant, Alex and Amanda got 15…..taxi home. On the way home they saw 16….nasty car accident. 17. …yellow car had run straight into 18….black van. 19….yellow car was badly damaged. 20…taxi driver had to take Alex and Amanda home by another route.

**Тема: «Имя прилагательное».**

**Задание 3. 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».**

**Задание 4. Тест по теме Present Simple.**

*Choose the right variant.*

1. Monica (eat) \_\_\_\_\_ eggs. eat / eats
2. Teddy and Monica (eat) \_\_\_\_\_ eggs. eat / eats
3. Mickie (study) \_\_\_\_\_\_\_ English every day. study / studies
4. Mickie and Jason (study) \_\_\_\_\_\_ English on Monday and Tuesday. study / studies
5. Angie and I (drink) \_\_\_\_\_\_\_ coffee. drink / drinks
6. Eva (like) \_\_\_\_\_\_ chocolate. like / likes
7. Dustin (watch) \_\_\_\_\_\_\_ movies. watch / watches
8. Yoko (play) \_\_\_\_\_\_ the piano. play / plays
9. The students (take) \_\_\_\_\_\_ tests. take / takes
10. It (rain) \_\_\_\_\_\_ here a lot. rain / rains

**Задание 5. Тест по теме Present Continuous.**

|  |  |
| --- | --- |
| Test I   1. She (to speak) to you. 2. is speaking b) speaks c) are speaking 3. Somebody (to ring) the bell. 4. is rings b) are ringing c) is ringing 5. Ann (to teach)    1. am teaches b) is teaching c) are teaching   4. At the moment we (fly) over the ocean. a) ’ve flying b) flied c) are flying  5. Listen! Somebody (sing) a nice song.  a) sings b) is singing c) are singing  6. Don’t make so much noise. I (try) to work.  a) tried b) ’m triing c) ’m trying  7. Why you (cry)?  a) do you cry b) are you crying c) have you cryingНачало формыКонец формы | Test II  1. My mother (to laugh).   1. is laughing b) is laughs c) is laughes   2. The friends (to walk) together.   1. are walking b) is walking c) are walks   3. Nobody (to cry).  a) is cryes b) are crying c) is crying  4. I (listen) to you.  a) am listening b) listen  5. I (learn) English now. a) am learning b) learn  6. My Dad (work) a lot this week.  a) works b) are working c) is working  7. They (live) in a small flat these days. a) were living b) are living c) live |

**Задание 6. Тест по теме** Past Simple.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **1** | My uncle \_\_\_ a yacht last week. | | | | | |
| **A** | did buy | **B** | bought | **C** | buyed |
| **2** | She \_\_\_ French when she was at school. | | | | | |
| **A** | Study | **B** | did study | **C** | studied |
| **3** | I \_\_\_ the bills last month. | | | | | |
| **A** | didn’t pay | **B** | didn’t paid | **C** | payed |
| **4** | \_\_\_ a new TV program yesterday? | | | | | |
| **A** | Watched you | **B** | Did you watch | **C** | Did you watched |
| **5** | It was my brother’s birthday on Sunday, so I \_\_\_ him a postcard. | | | | | |
| **A** | Sent | **B** | send | **C** | sended |
| **6** | We \_\_\_ last night due to the nasty weather. | | | | | |
| **A** | didn’t went out | **B** | did go out | **C** | didn’t go out |
| **7** | Who \_\_\_ the first airplane? | | | | | |
| **A** | did invented | **B** | did invent | **C** | invented |
| **8** | My grandfather \_\_\_ violin very well when he was young. | | | | | |
| **A** | can play | **B** | could play | **C** | could played |
| **9** | We \_\_\_ a lot last year. | | | | | |
| **A** | did travel | **B** | travelled | **C** | did travelled |
| **10** | When \_\_\_ Maria? | | | | | |
| **A** | did you last see | **B** | did you last saw | **C** | you last saw |
| **11** | We \_\_\_ to sell our old house and buy a new one. | | | | | |
| **A** | did decide | **B** | did decided | **C** | decided |
| **12** | I \_\_\_ when I was getting off the bus. | | | | | |
| **A** | Slipped | **B** | sliped | **C** | did slip |
| **13** | How much time \_\_\_ in Germany last month? | | | | | |
| **A** | did you spend | **B** | did you spent | **C** | did you spended |
| **14** | John was so thirsty that he \_\_\_ two glasses of water. | | | | | |
| **A** | Drink | **B** | drank | **C** | drinked |
| **15** | It was hot, so I \_\_\_ the window. | | | | | |
| **A** | did open | **B** | open | **C** | opened |
| **16** | Sandra \_\_\_ her English exam successfully yesterday. | | | | | |
| **A** | Passed | **B** | pased | **C** | did pass |
| **17** | When \_\_\_ your new garage? | | | | | |
| **A** | did you built | **B** | did you build | **C** | you built |
| **18** | The film was boring. I \_\_\_ it. | | | | | |
| **A** | Enjoy | **B** | didn’t enjoyed | **C** | didn’t enjoy |
| **19** | Nobody \_\_\_ while we were having dinner. | | | | | |
| **A** | didn’t phone | **B** | phoned | **C** | did phone |
| **20** | We \_\_\_ a nice time at seaside last summer. | | | | | |
| **A** | Had | **B** | did have | **C** | haved |
| **21** | My dad \_\_\_ when he was little. | | | | | |
| **A** | didn’t smoked | **B** | not smoked | **C** | didn’t smoke |
| **22** | \_\_\_ any museums when you were in England? | | | | | |
| **A** | Visited you | **B** | Did you visited | **C** | Did you visit |
| **23** | Rosa was sleeping when somebody \_\_\_ on the door. | | | | | |
| **A** | did knock | **B** | knocked | **C** | did knocked |
| **24** | My mother was very tired, so she \_\_\_ to bed early last night. | | | | | |
| **A** | Went | **B** | go | **C** | did go |
| **25** | He never \_\_\_ long distances when he was a child. | | | | | |
| **A** | Runned | **B** | ran | **C** | didn’t run |

**Задание 7. Тест по теме Future Simple.**

Choose the correct variant:

1. **I'm tired. I (go) to bed.** I’ll I go I’d go
2. **It’s late. I think I (take) a taxi.** will take would take am take
3. **\_\_\_\_ I (answer) the question?** Do Will Shall not
4. **We don’t know their address. What (we/do)?** What are we do  
   What will we do What do we do
5. **Our test (not/take) long** doesn’t take willn’t take won’t take
6. **I’m afraid they (not/wait) for us.** don’t wait will not be waited won’t wait
7. **Diana (come) to the party tomorrow?**  
   Did Diana come Will Diana come Does Diana come
8. **You (arrive) in Paris tomorrow evening.** arrive will arrive arriving
9. **The boy (remember) this day all his life.**  
   will remember should remember remembers
10. **Perhaps they (buy) a new house this year.**  
    bought ‘ll buy buying
11. **He (be) fourteen next year.** ‘ll be will is is
12. **Do you think it (rain)?** Rained will be rain will rain
13. **There (not/be) any wars in the world.** aren’t was will not be not’ll be
14. **Dad (give) Mag a personal computer, \_\_\_\_ he?**   
    gives, didn’t he will give, won’t he give, will he
15. **I (not/do) it before dinner.** not do ‘ll not do not shall do

**Тема: «Местоимения».**

**Задание 8. Письменная работа. Местоимения.**

**Упр. 1.1. Вставьте подходящие по смыслу личные местоимения.**

1. Ben is a little boy. … is six.

2. Jane is a house-wife (домохозяйка). … is lazy (ленивая).

3. Max is a soldier. … is brave.

4. Lily is a young woman. … is very beautiful.

5. Alice is late. … is in a traffic jam (в дорожной пробке).

6. Nick and Ann are far from Moscow. … are on a farm.

7. This is Ben's room. … is nice.

8. These are new books. … are interesting.

9. This is Elsa. … is a student.

10. Nick and Max are students. … are students of a Moscow university.

11. The rooms are small but … are light and warm.

12. The new flat is comfortable but … is far from the university.

13. Jack has many French books. … likes to read French very much.

14. Hans is a new student. … is German.

15. Alice and Jane are new secretaries. … are not lazy.

**Упр. 1.2. Вставьте соответствующие личные местоимения в предлагаемых ответах на вопросы.**

1. Is your house new? – Yes, … is.

2. Are the students at the English lesson now? - Yes, ... are.

3. Is your university in Green Street? – Yes, … is.

4. Are Helen and Bess your sisters? – Yes, … are.

5. Is Ben's sister an engineer? – Yes, … is.

6. Are the pencils red? – No, … are not.

7. Is this room comfortable? - No, … isn't.

8. Are the textbooks on the shelf? - Yes, ... are.

9. Does the girl often visit the museum? – No, … doesn't.

10. Does this pen write well? – Yes, ... does.

11. Is Ben on holiday now? – No, … isn't.

12. Is Helen nice? - Yes, … is.

13. Are you an engineer? - Yes, … am.

**Упр. 1.3. Замените выделенные слова личными местоимениями в объектном падеже.**

1. I like Nick.

2. We like Bess.

3. He likes ice-cream.

4. Can you show the pictures to Ben?

5. You can tell Helen my e-mail address.

6. Are you interested in football?

7. I want to buy two bottles of milk for Bess.

8. Do you want to play tennis with Ben?

9. We must speak to Nick.

10. You should invite Helen and Bess to your house for dinner.

11. Do you know Mary?

12. Tell Nick about your plan.

13. I see my friends every day.

**Упр. 1.4. Вставьте подходящие по смыслу личные местоимения в объектном падеже.**

1. Where is Nick? I want to play tennis with … .

2. Bess is here. Do you want to speak to … ?

3. My sister speaks French. She learns … at school.

4. Look at that man. Do you know … ?

5. Do you want to read this newspaper? I can give … to … .

6. If you see Ben and Bess, please, don't tell … anything.

7. We want to phone Helen and invite … to the party.

**Упр. 1.5. Замените выделенные слова личными местоимениями в именительном или объектном падеже.**

1. The vase is on the table.

2. Mother often sends Ben to buy milk.

3. Are Bess and Helen ready to do the work?

4. Nick and Ben spend their holidays at the seaside.

5. The man is in the park.

6. The managers are not at work now.

7. Helen and I are good friends.

8. Is Ben at the lesson now?

9. Where is the calculator?

10. The newspapers are on the table.

11. The child is in the garden with his mother.

12. Our parents are always glad to see us.

13. My brother and I are good football players.

14. Bess knows Ben.

15. I see the picture very well.

16. The students have lectures every day.

17. The boy plays football every Sunday.

18. The teacher asks the students.

19. The students write tests every week.

20. Look at the picture!

21. I have the book at home.

22. Max wants to speak to Helen.

**Упр. 1.6. Замените выделенные слова притяжательными местоимениями.**

1. This is Ben's room.

2. This is Helen's hat.

3. Here is my parents' house.

4. Nick's mother is an economist.

5. Where is my brother's bag?

6. I like Helen's car.

7. Ann's books are on the table.

8 This student's sister is my friend.

9. My sister's house is not far from Ben's house.

10. Where is the children's room?

11. Ann's brothers study at the university.

12. These boys’ fathers don't work at the factory.

13. Here is my sister’s flat.

**Упр. 1.7. Вставьте притяжательные местоимения.**

1. Is your bag new? - Yes, … bag is new .

2. I like … hat, Ann.

3. Don't plant this tree! … branch is broken.

4. Max, you have a new job. Do you like … new job?

5. … friends always tell me everything.

6. Our dog likes to run after ... tail.

**Упр. 1.8. Измените следующие предложения, употребляя абсолютную форму притяжательных местоимений.**

1. This calculator is my calculator.

2. Is this bicycle your bicycle?

3. These hats are her hats.

4. This room is their room.

5. This dog is our dog.

6. My flat is more comfortable than your flat.

7. Our house is near their house.

8. Which of the dictionaries is your dictionary?

9. Is this book his book?

10. Whose cat is this? Is it her cat or his cat?

**Упр. 1.9. Выберите подходящее притяжательное местоимение.**

1. Mark is (their, theirs) cousin.

2. This is our car. It is (our, ours).

3. These are Mary's books. They are (her, hers).

4. White is (my, mine) favourite colour.

5. You can't have this book. It is not (your, yours).

6. (Her, Hers) house is big.

7. Is this (your, yours) coat? - No, it is not (my, mine).

8. Are these your friends' books? - Yes, they are (their, theirs).

9. That is (our, ours) house. It is (our, ours).

**Упр. 1.10. Измените предложения, употребляя указательные местоимения во множественном числе. Сделайте другие необходимые изменения.**

1. This book is French.

2. This girl is in the garden.

3. That map is old.

4. This student is from Great Britain.

5. That flower is beautiful.

6. This is my bag.

7. This is a French text.

8. That room is nice.

9. This film is interesting.

**Тема: «Имя числительное».**

**Задание 9. Письменная работа. Имя числительное.**

**1. Write the following cardinal numerals with letters and make the corresponding ordinal numerals.**

1; 2; 3; 4; 5; 11; 12; 14; 15; 21; 25; 28; 30; 52; 67; 74; 83; 99; 100.

**2. Write it in English.**

1. 245; 533; 816.   
2. 3,562; 7,324.   
3. Сто книг; сотня страниц; сотни людей.   
4. Тысяча машин; тысячи людей; миллион книг.   
5. 2+3=5; 7-4=3; 3х5=15; 10:2=5.   
6. 1 Января; 8 Марта.   
7. Глава 5; автобус 6.   
8. 3.45; 8.09.   
9. 2/3; 4/5.   
  
**Тема: «Предлоги».**

**Задание 10. Письменная работа. Предлоги.**

**Put in the missing prepositions of time where necessary.**

1. My brother got married ….. 10 November.
2. She won’t be out very long. She’ll be back ….. ten minutes. She'll be back ..... 12 o'clock.
3. How can the cars run ….. time with all these traffic jams ..... the mornings?
4. I was up very early, ….. time to see the sun rise.
5. I’ll be moving to a new address ..... Sunday morning ….. the end of March.
6. I waited ages for a taxi. I gave up ….. the end and walked home.
7. I’m going to see some old friends. I haven’t seen them ….. five years ..... I left the University.
8. ..... winter ..... New Year's Eve people wish each other "Happy New Year!"
9. Nice Gothic cathedrals were built ..... the Middle Ages.
10. The students didn't speak ..... the meeting, but after it was over they started speaking ..... the same time interrupting each other.
11. We won't be in town ..... the weekend. We are going to the countryside ..... next Saturday.
12. He usually pays me ..... Friday but ..... last week he didn't pay me ..... the following Monday.

**Complete the sentences using the prepositions of place.**

1. There was a list of names ..... the notice-board. Our names were ….. the top of the list.
2. Is Alex ….. this photograph? I can’t find him.
3. It’s a very small village ….. the south of England. You probably won’t find it ….. your map.
4. I prefer to sit ….. the front of the car.
5. I love to look up at the stars ….. the sky at night.
6. You’ll find the weather forecast ….. the back page of the newspaper.
7. Sign your name ….. the bottom of the page, but write your address ..... the left-hand corner.
8. My sister was seriously ill and she had to stay ..... bed for two weeks.
9. I'm hungry. What's ..... the menu?
10. There is a nice portrait of my aunt ..... the wall ..... the living room.
11. Why didn’t the bus-driver stop ….. the bus-stop ..... the end of the High Street?
12. The office was ..... the tenth floor ..... the right , but the lift didn't work.

**Put in the missing prepositions of movement where necessary.**

25) They walked ..... the museum and saw a lot of interesting things.

26) He had lost his key but he managed to climb ..... the house ..... a window.

27) Welcome ..... the USA! Have you ever been ..... Chicago?

28) We are tired. As soon as we get ..... home, we are going ..... bed.

29) Shall we take a taxi ..... the restaurant or shall we walk?

30) When does your boss usually arrive ..... the office?

31) The boys jumped ..... the river and swam ..... the other side.

32) The stranger went ..... the shadowy alley ..... a small cottage.

33) The terrorists let the passengers get ..... the plane.

34) She got ..... the train and I never saw her again.

**Complete the sentences using the prepositions in the box. at, in, on, by, for, with**

35) You mustn’t eat too much. You are ….. a diet.

36) ….. my opinion, violent films should not be shown ….. TV.

37) We are going to India ….. a short holiday next month. – Will you go there ..... air?

38) My grandmother died recently ….. the age of 85.

39) The house was ..... fire. It had been badly damaged ..... lightning.

40) It takes about an hour to get home ..... my bike and about half an hour ..... my car.

41) A fat man..... fair hair ..... a dark blue suit came out of the bank ..... a black briefcase.

42) Will you pay ..... cash or ..... credit card?

43) Fill in the form ..... block letters and hand it to the receptionist. – Is it OK if I write ….. pencil?

44) I liked sitting ..... the shadow of a huge tree ..... good weather. ….. general I enjoyed my holiday last month..

45) I didn't mean to hurt you. I didn't say that ..... purpose.

46) When I was ..... holiday I spoke to my mother ..... the phone every week.

47) The books ..... Agatha Christie were read ..... millions of people. ….. the whole most people find them rather interesting.

48) Did you read about an accident ..... the newspaper?

**Тема: «Вопросительные предложения».**

**Задание 11. 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.

**Тема: «Условные предложения».**

**Задание 12. Письменная работа. Вопросительные предложения.**

**Задание 13. Письменная работа. Условные предложения.**

**First and second conditionals.**

**I. Complete the sentences using these words and phrases.**

**was leaving cant might starts am would be becomes take should**

1 If I................ not busy, I'll visit you.

2 If he................careful, he wouldn't break things.

3 If he were slimmer, he................ much more attractive.

4 If she................Prime Minister, she'll raise taxes.

5 Unless you stop wasting time, I'm................ right now.

6 If you don't give me more information, I ................help you.

7 If a fire................, the alarm goes off.

8 You................make your own food if you don't like my cooking.

9 ................more exercise and you'll soon feel better.

10 If the weather improves, I................go for a stroll.

**II. Write two sentences using the information. The first should express a likely event and the second a less likely but still possible event.**

**Example: we leave at eight / we arrive on time**

**likely: If we leave at eight o'clock, we'll arrive on time.**

**less likely: If we left at eight o'clock, we'd arrive on time.**

1 am not busy / come and pick you up

2 you fall / break your leg

3 I drink too much wine/1 feel sleepy

4 you get the job/you have more freedom

5 the questions be easy enough / everyone pass the test

**III. Complete the second sentence so that it is as similar in meaning as possible to the first sentence, using the word given. Do not change the word given.**

**Example: Her job is tiring because she doesn't have a secretary. (not)**

**If she had a secretary, her job would not be so tiring.**

1 Give us your vote and we promise to make this country great again. (long) We'll make this country great again .......us your vote.

2 There will be no more unemployment, if we win the elections. (jobs) If we come to power,...... for everybody.

3 We will build more schools if we can afford to. (enough) Provided................., we will build more schools.

4 They won't let you into the theatre without a ticket. (unless) You can't get into the theatre............. a ticket.

5 Bring your sun lotion because a heatwave is possible. (case) Bring your sun lotion...................a heatwave.

**Тема: «Согласование времен».**

**Задание 14. Письменная работа. Согласование времен.**

**1. Закончите предложения в косвенной речи, обратите внимание на изменение местоимений и глаголов.**

**Helen: I want to tell you something about my holiday in London.**

Gareth: What does she say? You: She says that \_\_\_\_\_\_\_\_\_\_.

Helen: I went to London in July. Gareth: What does she say?

You: She says that \_\_\_\_\_\_\_\_\_\_. Helen: My parents went with me.

Gareth: What does she say? You: She says that \_\_\_\_\_\_\_\_\_\_.

Helen: We spent three days in London. Gareth: What does she say?

You: She says that \_\_\_\_\_\_\_\_\_\_. Helen: London is a multicultural place.

Gareth: What does she say? You: She says \_\_\_\_\_\_\_\_\_\_.

Helen: I saw people of all colours. Gareth: What does she say?

You: She says that \_\_\_\_\_\_\_\_\_\_. Helen: Me and my parents visited the Tower.

Gareth: What does she say? You: She says that \_\_\_\_\_\_\_\_\_\_.

Helen: One evening we went to see a musical. Gareth: What does she say?

You: She says that \_\_\_\_\_\_\_\_\_\_. Helen: I love London.

Gareth: What does she say? You: She says \_\_\_\_\_\_\_\_\_\_.

Helen: The people are so nice there. Gareth: What does she say?

You: She says \_\_\_\_\_\_\_\_\_\_.

**2. Закончите предложения в косвенной речи, обратите внимание на изменение местоимений и глаголов.**

**Your friend is an exchange student in the USA at the moment. You are speaking with him on the phone and your friend Sue is standing next to you. She is very excited - you have to repeat every sentence to her.**

Tom: I'm fine. Sue: What does he say?

You: He says that \_\_\_\_\_\_\_\_\_\_. Tom: The weather here is great.

Sue: What does he say? You: He says that \_\_\_\_\_\_\_\_\_\_.

Tom: My host family is very nice. Sue: What does he say?

You: He says that \_\_\_\_\_\_\_\_\_\_. Tom: I have my own room.

Sue: What does he say? You: He says that \_\_\_\_\_\_\_\_\_\_.

Tom: We have a national park here. Sue: What does he say?

You: He says that \_\_\_\_\_\_\_\_\_\_. Tom: We went there yesterday.

Sue: What does he say? You: He says that \_\_\_\_\_\_\_\_\_\_.

Tom: It was great. Sue: What does he say?

You: He says that \_\_\_\_\_\_\_\_\_\_. Tom: I'd love to go there again.

Sue: What does he say? You: He says that \_\_\_\_\_\_\_\_\_\_.

Tom: The teachers at my school are very nice. Sue: What does he say?

You: He says that \_\_\_\_\_\_\_\_\_\_. Tom: My English has improved.

Sue: What does he say? You: He says that \_\_\_\_\_\_\_\_\_\_.

**3. Перепишите предложения в косвенной речи, обратите внимание на изменение местоимений и видовременных форм глаголов.**

1. She said, "I am reading." She said that \_\_\_\_\_\_\_\_\_\_.

2. They said, "We are busy." They said that \_\_\_\_\_\_\_\_\_\_.

3. He said, "I know a better restaurant." He said that \_\_\_\_\_\_\_\_\_\_.

4. She said, "I woke up early." She said that \_\_\_\_\_\_\_\_\_\_.

5. He said, "I will ring her." He said that \_\_\_\_\_\_\_\_\_\_.

6. They said, "We have just arrived." They said that \_\_\_\_\_\_\_\_\_\_.

7. He said, "I will clean the car." He said that \_\_\_\_\_\_\_\_\_\_.

8. She said, "I did not say that." She said that \_\_\_\_\_\_\_\_\_\_.

9. She said, "I don't know where my shoes are." She said that \_\_\_\_\_\_\_\_\_\_.

10. He said: "I won't tell anyone." He said that \_\_\_\_\_\_\_\_\_\_.