

МИНОБРНАУКИ РОССИИ

Ярославский государственный университет им. П.Г. Демидова

Факультет иностранных языков
Кафедра иностранных языков гуманитарных факультетов

УТВЕРЖДАЮ
Декан факультета иностранных языков
Н.Н.Касаткина
21 мая 2025 г

**Рабочая программа дисциплины
«Иностранный язык»**

Направление подготовки
45.03.02 Лингвистика

Направленность (профиль)
«Перевод и межкультурная коммуникация»

Форма обучения
очная

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| Программа одобрена на заседании кафедры от «9» апреля 2025 года, протокол № 8 | Программа одобрена НМК факультета иностранных языков протокол № 8 от « 16 » апреля 2025 года |
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Ярославль

1. Цели освоения дисциплины

Целями освоения дисциплины «Иностранный язык» являются:

- практическая: приобретение студентами коммуникативной компетенции, уровень которой позволяет использовать иностранный язык практически как в профессиональной (производственной и научной) деятельности, так и для целей самообразования;
- образовательная: расширение кругозора студентов, повышение уровня их общей культуры и образования, а также культуры мышления, общения и речи;
- воспитательная: использование потенциала английского языка для развития у студентов готовности содействовать налаживанию межкультурных и научных связей, представлять свою страну на международных конференциях и симпозиумах, относиться с уважением к духовным ценностям других стран и народов.

2. Место дисциплины в структуре образовательной программы

Дисциплина «Иностранный язык» относится к обязательной части образовательной программы.

Для освоения данной дисциплины студенты должны владеть знаниями, умениями и навыками, приобретенными в курсе освоения предмета «иностранный язык» в средней школе.

Полученные в курсе знания необходимы для последующего изучения дисциплин «Практический курс английского языка», «Углубленный курс английского языка», «Деловая коммуникация», «Практикум по культуре речевого общения на английском языке», «Лингвострановедение», «Теоретическая фонетика английского языка», «Теоретическая грамматика английского языка», «Социально-экономическая и политическая ситуация в англоязычных странах», «Практикум по переводу», «Теория и практика перевода», «История основного языка».

3. Планируемые результаты обучения по дисциплине, соотнесенные с планируемыми результатами освоения образовательной программы

Процесс изучения дисциплины направлен на формирование следующих элементов компетенций в соответствии с ФГОС ВО, ОП ВО и приобретения следующих знаний, умений, навыков и (или) опыта деятельности:

| Код компетенции | Формулировка компетенции | Перечень планируемых результатов обучения |
|---|---|---|
| Код компетенции | Формулировка компетенции | Перечень планируемых результатов обучения |
| Универсальные компетенции | | |
| УК-4 Способен осуществлять деловую коммуникацию в устной и письменной формах на государственном языке Российской Федерации и иностранном(ых) языке(ах) | И-УК-4_1 - Осуществляет деловую коммуникацию на иностранном языке с учетом особенностей официального и неофициального стилей общения и социокультурных различий | Знает фонетические, грамматические и лексические структуры устной и письменной речи на иностранном языке, особенности культуры стран изучаемого языка, клише делового общения, особенности официального и неофициального стилей общения, особенности социокультурных различий. Умеет воспринимать иностранную речь в ситуациях устного и письменного делового общения, читать на иностранном языке литературу общего и профессионального |

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| | | <p>назначения, говорить и писать на иностранном языке на бытовые и профессиональные темы; применять иностранный язык в качестве средства делового общения, выявлять различия в коммуникации, обусловленные стилем, для эффективного выполнения задач коммуникации.</p> <p>Владеет навыками устной и письменной иноязычной речевой деятельности, навыками ведения эффективной деловой коммуникации, навыками соблюдения соответствующего стиля общения.</p> |
| | И-УК-4_2 - Переводит тексты общего и профессионального назначения с иностранного языка на государственный | <p>Знает: основные средства и приемы перевода лексико-грамматических структур, нормы и правила межличностного общения в целях общей и профессиональной коммуникации.</p> <p>Умеет выполнять элементарный предпереводческий анализ текстов общего и профессионального назначения; использовать основные средства и приемы перевода.</p> <p>Владеет навыками перевода устной и письменной иноязычной речи, учебных и аутентичных текстов общего и профессионального назначения на государственный язык.</p> |

4. Объем, структура и содержание дисциплины

Общая трудоемкость дисциплины составляет 18 зачетных единиц, 648 акад. часов.

| № п/п | Темы (разделы) дисциплины, их содержание | Семестр | Виды учебных занятий, включая самостоятельную работу студентов, и их трудоемкость (в академических часах) | | | | | | Формы текущего контроля успеваемости Форма промежуточной аттестации (по семестрам) |
|----------|--|---------|---|--------------|--------------|--------------|-----------------------------|---------------------------|--|
| | | | Контактная работа | | | | | | |
| | | | лекции | практические | лабораторные | консультации | аттестационные испытания | самостоятельная работа | |
| 1 | Фонетика: Фонетический строй английского языка – теоретическое обоснование Грамматика: Личные | 1 | | 8 | | | | 5 | Входной контроль; устный опрос по фонетике; практическое задание |

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| | местоимения. Глагол-связка to be. Понятие об артикле. Topic: Getting acquainted | | | | | | | по грамматике |
| 2 | Фонетика: Основные принципы классификации согласных звуков английского языка Грамматика: Имя существительное и его грамматические категории. Простое предложение. Topic: Getting acquainted | 1 | | 8 | | 1 | 5 | Устный опрос по фонетике; устный опрос по грамматике; практическое задание по грамматике; словарный диктант; сочинение |
| 3 | Фонетика: Основные принципы классификации гласных звуков английского языка. Грамматика: Вопросительное предложение в английском языке. Грамматические времена Present Simple, Past Simple. Topic: Getting acquainted | 1 | | 10 | | | 5 | Устный опрос по фонетике; устный опрос по грамматике; практическое задание по грамматике; словарный диктант |
| 4 | Фонетика: Согласные звуки [k], [g], [t], [d], [n], [s], [z], [θ]. Грамматика: Притяжательные местоимения. Грамматическое время Present Progressive. Topic: Family | 1 | | 10 | | 1 | 5 | Практическое задание по грамматике; лексико-грамматическая работа |
| 5 | Фонетика: Согласные звуки [p], [b], [m]. Гласные звуки [i], [e]. Грамматика: Главные члены предложения. Грамматическое время Present Perfect Topic: Family | 1 | | 10 | | 1 | 5 | Словарный диктант; чтение и перевод; практическое задание по грамматике |
| 6 | Фонетика: Согласные звуки [l], [f], [v], [j]. Гласный звук [ə]. Интонация. Грамматика: Второстепенные члены предложения. Дополнение. Topic: Family | 1 | | 10 | | 1 | 5 | Устный опрос по грамматике; лексико-грамматическая работа; сочинение |
| 7 | Фонетика: Гласные звуки [i:], [a:], [o:], [u:], [ʊ], [z:], [zu]. Грамматика: Второстепенные члены предложения. Определение. Имя числительное. Topic: Appearance and character | 1 | | 10 | | 1 | 5 | Аудирование; словарный диктант |
| 8 | Фонетика: Согласные [h], [ʃ], [ʒ]. Гласные [o:], [æ], [ei], [ai]. Грамматика: Второстепенные члены предложения. обстоятельство. Предлог. Topic: Appearance and character | 1 | | 10 | | 1 | 5 | Диктант; устный опрос по грамматике; лексико-грамматическая работа |
| 9 | Фонетика: Согласные [w], [r], [ŋ]. Гласные [ʌ], [au]. Грамматика: Артикль. Употребление артиклей с нарицательными | 1 | | 10 | | 1 | 5 | Словарный диктант; устный опрос по грамматике; |

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| | существительными. Topic: Appearance and character | | | | | | | | |
| 10 | Фонетика: Согласные [ʃ], [dʒ]. Артикуляция гласного звука [oi]. Сочетания сонантов. Грамматика: Употребление артиклей с вещественными и абстрактными существительными. Грамматическое время Past Progressive. Topic: Home | 1 | | 10 | | 1 | | 5 | Практическое задание по грамматике; лексико-грамматическая работа; сочинение |
| 11 | Фонетика: Гласные [iə], [eə], [uə]. Нисходяще-восходящий тон. Интонация. Грамматика: Употребление артиклей с именами собственными. Модальный глагол have to. Topic: Home | 1 | | 10 | | 1 | | 5 | Словарный диктант; практическое задание по грамматике |
| 12 | Фонетика: Сочетания гласных [aiə], [auə]. Интонация. Грамматика: Употребление артиклей с существительными в устойчивых выражениях. Модальный глагол can. Topic: Home | 1 | | 10 | | 1 | | 5 | Диктант; лексико-грамматическая работа; сочинение |
| 13 | Фонетика: Сочетание [wə:]. Интонация. Грамматика: Прилагательное. Классификация прилагательных. Субстантивированные прилагательные. Topic: Health | 1 | | 10 | | 1 | | 6 | Словарный диктант; устный опрос по грамматике; чтение и перевод |
| 14 | Фонетика: Ассимилятивные сочетания. Интонация. Грамматика: Прилагательное. Образование степеней сравнения прилагательных. Супплетивные формы. Topic: Health | 1 | | 10 | | 1 | | 6 | Практическое задание по грамматике; лексико-грамматическая работа |
| 15 | Фонетика: Интонация сложноподчиненного предложения. Грамматика: Местоимение. Личные местоимения. Притяжательные местоимения. Возвратные и взаимные местоимения. Модальные глаголы might, may. Topic: Health | 1 | | 10 | | 1 | | 6 | Аудирование; Словарный диктант; |
| 16 | Фонетика: Интонация вводных конструкций. Ударение в составных существительных. Грамматика: Указательные и определительные местоимения. Придаточные предложения | 1 | | 10 | | 1 | | 6 | Диктант; лексико-грамматическая работа; сочинение |

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| | условия в изъявительном наклонении. Topic: Travelling | | | | | | | | |
| 17 | Фонетика: Восходяще-нисходящий тон. Ударение в составных глаголах. Грамматика: Неопределенные и отрицательные местоимения. Topic: Travelling | 1 | | 10 | | 1 | | 6 | Словарный диктант; практическое задание по грамматике |
| 18 | Фонетика: Логическое ударение в экспрессивной речи. Грамматика: Вопросительные, относительные и соединительные местоимения. Пассивный залог. Грамматические времена Present Simple и Past Simple в пассивном залоге. Topic: Travelling | 1 | | 10 | | 1 | | 6 | практическое задание по грамматике; лексико-грамматическая работа; сочинение |
| | | | | | | 2 | 0,5 | 33,5 | Экзамен |
| | Всего за 1 семестр | | | 176 | | 18 | 0,5 | 129,5 | |
| 19 | Фонетика: Интонация. Компоненты интонации: ударение, темп, тембр. Грамматика: Сложное предложение. Связь простых предложений в составе сложного. Классификация сложных предложений. Грамматическое время Present Perfect. Topic: Food and meals | 2 | | 10 | | 1 | | 10 | Словарный диктант; чтение и перевод |
| 20 | Фонетика: Интонация. Интонационные группы. Грамматика: Сложносочиненное предложение. Виды сочинительной связи. Topic: Food and meals | 2 | | 12 | | 1 | | 10 | Диктант; лексико-грамматическая работа |
| 21 | Фонетика: Интонация распространенного предложения. Деление предложения на синтагмы. Грамматика: Сложноподчиненное предложение. Придаточные предложения-подлежащие. Придаточные предложения-сказуемые. Topic: Food and meals | 2 | | 10 | | 1 | | 10 | Словарный диктант; аудирование |
| 22 | Фонетика: Intonation patterns. Components of the intonation pattern: the pre-head, the head, the nucleus, the tail. Грамматика: Сложноподчиненное предложение. Изъяснительные | 2 | | 12 | | 1 | | 10 | Практическое задание по грамматике; лексико-грамматическая работа |

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| | придаточные предложения. Формы будущего времени. Topic: Shopping | | | | | | | |
| 23 | Фонетика: Fundamental intonation patterns and their use. Intonation Pattern 1 Грамматика: Сложноподчиненное предложение. Определительные придаточные предложения. Topic: Shopping | 2 | | 10 | | 1 | | 10 Словарный диктант; чтение и перевод; сочинение |
| 24 | Фонетика: Intonation Pattern 2 Грамматика: Сложноподчиненное предложение. Обстоятельственные придаточные предложения. Реальное и нереальное условие. Topic: Shopping | 2 | | 12 | | 1 | | 10 Диктант; лексико-грамматическая работа |
| 25 | Фонетика: Intonation Pattern 3 Грамматика: Неличные формы глагола. Инфинитив. Topic: Having things done | 2 | | 10 | | 1 | | 10 Словарный диктант; Практическое задание по грамматике |
| 26 | Фонетика: Intonation Pattern 4 Грамматика: Сложноподчиненное предложение. Обстоятельственные придаточные предложения. Неличные формы глагола. Герундий. Topic: Having things done | 2 | | 12 | | 1 | | 10 Практическое задание по грамматике; аудирование; лексико-грамматическая работа |
| 27 | Фонетика: Intonation Pattern 5 Грамматика: Использование грамматической конструкции used to для обозначения действия в прошлом. Согласование времен. Topic: Leisure time | 2 | | 10 | | 1 | | 10 Словарный диктант; Практическое задание по грамматике |
| 28 | Фонетика: Intonation Pattern 6 Грамматика: Использование модального глагола would для обозначения действия в прошлом. Прямая и косвенная речь. Topic: Leisure time | 2 | | 12 | | 1 | | 10 Практическое задание по грамматике; лексико-грамматическая работа; сочинение |
| 29 | Фонетика: Intonation Pattern 7 Грамматика: Категория наклонения. Повелительное наклонение. Изъявительное наклонение. Придаточные предложения условия в изъявительном наклонении. Topic: Getting a job | 2 | | 12 | | 1 | | 10 Словарный диктант; чтение и перевод |
| 30 | Фонетика: Intonation Pattern 8 Грамматика: Категория наклонения. Сослагательное | 2 | | 12 | | 1 | | 10 Аудирование; лексико-грамматическая |

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| | наклонение. Синтетические и аналитические формы сослагательного наклонения. Придаточные предложения условия в сослагательном наклонении. Topic: Getting a job | | | | | | | | работа |
| 31 | Фонетика: обобщенное повторение Грамматика: обобщенное повторение | 2 | | 10 | | 2 | | 10 | Итоговый диктант; итоговое изложение; сочинение, итоговая лексико-грамматическая работа; |
| | | | | | | 2 | 0,5 | 33,5 | Экзамен |
| | Всего за 2 семестр | | | 144 | | 16 | 0,5 | 163,5 | |
| | Всего по дисциплине | | | 320 | | 34 | 1 | 293 | |

Содержание разделов дисциплины

Раздел 1

Фонетика: Фонетический строй английского языка – теоретическое обоснование. Понятие о фонетике и фонеме. Звуки и буквы английского языка. Артикуляционная база английского языка. Органы речи и их работа.

Грамматика: Личные местоимения в именительном и объектном падежах. Формы глагола-связки to be в настоящем и прошедшем времени. Построение предложений с использованием глагола-связки to be. Артикль как служебная часть речи в английском языке. Определенный и неопределенный артикли. Отсутствие артикля.

Topic: Getting acquainted

introduce and talk about yourself

Раздел 2

Фонетика: Основные принципы классификации согласных звуков английского языка. Согласные и гласные звуки английского языка. Основные принципы классификации согласных звуков английского языка. Классификация согласных по способу образования преграды. Классификация согласных по работе активного органа речи и месту образования преграды. Классификация согласных по участию голосовых связок.

Грамматика: Имя существительное и его грамматические категории. Морфологические характеристики существительного. Категория падежа существительного в английском языке. Образование родительного падежа существительных. Образование множественного числа существительных. Супплетивные формы. Определение предложения. Простое предложение. Классификация простых предложений по цели высказывания. Повествовательное предложения. Вопросительное предложение. Побудительное предложение. Восклицательное предложение. Порядок слов в повествовательном предложении. Классификация предложений по наличию / отсутствию главных / второстепенных членов. Односоставные / двусоставные предложения. Распространенные / нераспространенные предложения. Полные неполные предложения.

Topic: Getting acquainted

talk about your interests and how they started

Раздел 3

Фонетика: Основные принципы классификации гласных звуков английского языка. Классификация гласных звуков на основании особенностей положения языка. Классификация гласных звуков на основании особенностей положения губ.

Классификация гласных звуков в зависимости от стабильности артикуляции (монофтонги, дифтонги, дифтонгоиды).

Грамматика: Вопросительное предложение в английском языке. Порядок слов в вопросительном предложении. Общие вопросы. Специальные вопросы. Вопросы к подлежащему. Альтернативные вопросы. Разделительные вопросы. Грамматическое время Present Simple: построение утвердительных, вопросительных и отрицательных предложений. Грамматическое время Past Simple: построение утвердительных, вопросительных и отрицательных предложений.

Topic: Getting acquainted

talk about your plans for the future

Раздел 4

Фонетика: Артикуляция согласных звуков [k], [g], [t], [d], [n], [s], [z], [θ]. Понятие аспирации, палатализации согласных.

Грамматика: Притяжательные местоимения первой и второй формы. Грамматическое время Present Progressive: построение утвердительных, вопросительных и отрицательных предложений.

Topic: Family

Раздел 5

Фонетика: Артикуляция согласных звуков [p], [b], [m]. Артикуляция гласных звуков [i], [e]. Фонетические явления: позиционная долгота гласных, твердый приступ, словесное ударение.

Грамматика: Главные члены предложения. Подлежащее. Способы выражения подлежащего. Сказуемое. Простое глагольное сказуемое. Составное глагольное сказуемое. Составное именное сказуемое. Составное глагольное модальное сказуемое. Составное глагольное видовое сказуемое. Смешанные типы сказуемых. Грамматическое время Present Perfect для обозначения завершенных действий: построение утвердительных, вопросительных и отрицательных предложений.

Topic: Family

Раздел 6

Фонетика: Артикуляция согласных звуков [l], [f], [v], [j]. Артикуляция нейтрального гласного звука [ə]. Латеральный взрыв. Интонация. Понятие синтагмы. Ядерный тон. Низкий нисходящий ядерный тон. Низкий восходящий ядерный тон. Фразовое ударение. Логическое ударение. Английский ритм. Ассимиляция.

Грамматика: Второстепенные члены предложения. Дополнение. Способы выражения дополнения. Прямое дополнение. Косвенное дополнение. Предложное дополнение. Сложное дополнение. Дополнение, обозначающее семантически избыточный объект. Грамматическое время Present Perfect с глаголами состояния: построение утвердительных, вопросительных и отрицательных предложений.

Topic: Family

Раздел 7

Фонетика: Артикуляция гласных звуков [i:], [a:], [o:], [u:], [u], [z:], [zu]. Фонетические явления: носовой взрыв, потеря взрыва, редукция (количественная и качественная). Чтение английских гласных. Первый и второй типы слога.

Грамматика: Второстепенные члены предложения. Определение. Способы выражения определения. Приложение. Обособленное и необособленное приложение. Имя числительное. Количественные числительные. Порядковые числительные. Синтаксические функции количественных и порядковых числительных в предложении.

Topic: Appearance and character

Раздел 8

Фонетика: Артикуляция согласных звуков [h], [ʃ], [ʒ]. Артикуляция гласных звуков [o:], [æ], [ei], [ai]. Потеря аспирации глухих взрывных согласных. Чтение гласных в третьем типе слога. Ударение в двусложных и многосложных словах

Грамматика: Второстепенные члены предложения. Обстоятельство. Виды обстоятельств: обстоятельства времени, частотности, места и направления, образа действия, сопутствующих обстоятельств, степени и меры, причины, результата (следствия), сравнения, условия, уступки, цели. Предлог. Предлоги простые, производные, сложные и составные. Предлоги места и направления. Предлоги времени. Предлоги, выражающие отвлеченные отношения.

Topic: Appearance and character

Раздел 9

Фонетика: Артикуляция согласных звуков [w], [r], [ŋ]. Артикуляция гласных звуков [ʌ], [aʊ]. Чтение гласных диграфов в начале слова. Чтение гласных в неударном слоге.

Грамматика: Артикль. Использование неопределенного артикля с нарицательными существительными. Использование определенного артикля с нарицательными существительными.

Topic: Appearance and character

Раздел 10

Фонетика: Артикуляция согласных звуков [ʃ] и [dʒ]. Артикуляция гласного звука [oi]. Сочетания сонантов с предшествующими согласными. Связующее r. Правила чтения диграфов и некоторых буквосочетаний.

Грамматика: Использование артиклей с вещественными и абстрактными существительными. Грамматическая форма Past Progressive.

Topic: Home

Раздел 11

Фонетика: Артикуляция гласных звуков [iə], [εə], [uə]. Нисходяще-восходящий тон (Fall-Rise). Интонация обращения. Интонация перечисления. Чтение гласных в четвертом типе слога.

Грамматика: Использование артиклей с именами собственными. Модальный глагол have to.

Topic: Home

Раздел 12

Фонетика: Артикуляция трехэлементных сочетаний гласных [aiə], [auə]. Интонационное оформление слова please и словосочетания thank you в предложении.

Грамматика: Использование артиклей с существительными в устойчивых выражениях. Модальный глагол can.

Topic: Home

Раздел 13

Фонетика: Сочетание [wə:]. Интонация обстоятельственной группы. Интонация сложносочиненного предложения.

Грамматика: Прилагательное. Классификация прилагательных. Грамматические категории качественных прилагательных. Грамматические категории относительных прилагательных. Субстантивированные прилагательные.

Topic: Health

Раздел 14

Фонетика: Ассимилятивные сочетания. Интонация восклицательных предложений.

Грамматика: Прилагательное. Образование степеней сравнения прилагательных. Супплетивные формы.

Topic: Health

Раздел 15

Фонетика: Интонация сложноподчиненного предложения.

Грамматика: Местоимение. Классификация местоимений. Личные местоимения. Притяжательные местоимения. Возвратные местоимения. Взаимные местоимения. Модальные глаголы might, may.

Topic: Health

Раздел 16

Фонетика: Интонация вводных слов и предложений. Ударение в составных существительных.

Грамматика: Местоимения. Указательные местоимения. Определительные местоимения. Придаточные предложения условия в изъявительном наклонении.

Topic: Travelling

Раздел 17

Фонетика: Восходяще-нисходящий тон. Ударение в составных глаголах.

Грамматика: Местоимения. Неопределенные местоимения. Отрицательные местоимения. Использование местоимений some, any в утвердительных, вопросительных и отрицательных предложениях.

Topic: Travelling

Раздел 18

Фонетика: Логическое ударение в экспрессивной речи.

Грамматика: Местоимения. Вопросительные местоимения. Относительные местоимения. Соединительные местоимения. Пассивный залог. Грамматические времена Present Simple и Past Simple в пассивном залоге.

Topic: Travelling

Раздел 19

Фонетика: Интонация. Компоненты интонации: ударение, темп, тембр.

Грамматика: Сложное предложение. Способы связи простых предложений в составе сложного. Союзная и бессоюзная связь. Сочинительная и подчинительная связь. Классификация сложных предложений. Грамматическое время Present Perfect.

Topic: Food and meals

Раздел 20

Фонетика: Интонация. Интонационные группы.

Грамматика: Сложносочиненное предложение. Виды сочинительной связи: соединительная связь, разделительная связь, противительная связь и причинно-следственная связь.

Topic: Food and meals

Раздел 21

Фонетика: Интонация распространенного предложения. Деление предложения на синтагмы.

Грамматика: Сложноподчиненное предложение. Классификация придаточных предложений по их грамматической функции. Придаточные предложения-подлежащие. Придаточные предложения-сказуемые.

Topic: Food and meals

Раздел 22

Фонетика: Intonation patterns. Components of the intonation pattern: the pre-head, the head, the nucleus, the tail.

Грамматика: Сложноподчиненное предложение. Изъяснительные придаточные предложения. Формы будущего времени. Грамматическая форма Future Simple. Использование конструкции to be going to для обозначения запланированного действия в будущем. Использование грамматического времени Present Continuous для обозначения действия в будущем.

Topic: Shopping

Раздел 23

Фонетика: Fundamental intonation patterns and their use.

Грамматика: Сложноподчиненное предложение. Определительные придаточные предложения. Использование относительных местоимений в определительных придаточных предложениях.

Topic: Shopping

Раздел 24

Фонетика: Intonation Pattern 2 – (Low Pre-Head+) Descending Head + Low Fall (+Tail)

Грамматика: Сложноподчиненное предложение. Обстоятельственные придаточные предложения. Придаточные предложения времени. Придаточные предложения места. Придаточные предложения причины. Придаточные предложения цели. Придаточные предложения условия. Реальное и нереальное условие.

Topic: Shopping

Раздел 25

Фонетика: ~~Intonation Pattern 3 – (Low Pre-Head+) Low Rise (+Tail)~~

Грамматика: Неличные формы глагола. Инфинитив. Двойственная природа инфинитива. Залоговые и временные формы инфинитива. Использование инфинитива с частицей to и без нее. Инфинитивные конструкции. Объектный падеж с инфинитивом. Именительный падеж с инфинитивом. Инфинитивная конструкция с предлогом for.

Topic: Having things done

Раздел 26

Фонетика: Intonation Pattern 4 – (Low Pre-Head+) Descending Head + Low Rise (+Tail)

Грамматика: Сложноподчиненное предложение. Обстоятельственные придаточные предложения. Придаточные предложения уступки. Придаточные предложения результата. Придаточные предложения образа действия. Придаточные предложения сравнения. Неличные формы глагола. Герундий. Двойственная природа герундия. Формы герундия в современном английском языке. Использование герундия в современном английском языке.

Topic: Having things done

Раздел 27

Фонетика: Intonation Pattern 5 - (Low Pre-Head+) (Descending Head+) Mid-Level (+Tail)

Грамматика: Использование грамматической конструкции used to для обозначения действия в прошлом. Согласование времен.

Topic: Leisure time

Раздел 28

Фонетика: Intonation Pattern 6 - (Low Pre-Head+) Fall Rise (+Tail)

Грамматика: Использование модального глагола would для обозначения действия в прошлом. Прямая и косвенная речь. Правила перевода прямой речи в косвенную.

Topic: Leisure time

Раздел 29

Фонетика: ~~Intonation Pattern 7 – (Low Pre-Head+) Falling Head + Fall Rise~~

Грамматика: Категория наклонения. Повелительное наклонение. Изъявительное наклонение. Придаточные предложения условия в изъявительном наклонении.

Topic: Getting a job

Раздел 30

Фонетика: ~~Intonation Pattern 8 – (Low Pre-Head+) Low Head + Low Rise (+Tail)~~

Грамматика: Категория наклонения. Сослагательное наклонение. Синтетические и аналитические формы сослагательного наклонения. Придаточные предложения условия в сослагательном наклонении.

Topic: Getting a job

Раздел 31

Фонетика: Обобщенное повторение пройденного материала. Классификация гласных и согласных звуков английского языка. Супraseгментные фонетические единицы. Интонация. Компоненты интонации: ударение, темп, тембр. Интонация повествовательного и восклицательного предложений. Интонация общих, специальных, альтернативных и разделительных вопросов. Интонация при перечислении.

Грамматика: Обобщенное повторение пройденного материала. Глагол: система времен английского глагола в активном и пассивном залоге. Порядок слов: построение повествовательных и вопросительных предложений. Существительное: множественное число существительных, притяжательный падеж существительных, использование артикля с различными классами существительных. Прилагательное: степени сравнения прилагательных. Местоимение: разряды местоимений. Числительное: количественные и порядковые числительные. Предлог: предлоги места, времени, направления. Согласование времен. Прямая и косвенная речь. Категория наклонения: изъявительное, повелительное и сослагательное наклонение. Условные придаточные предложения в изъявительном и сослагательном наклонениях. Синтаксис: главные и второстепенные члены простого предложения, сложносочиненное и сложноподчиненное предложение, типы придаточных предложений в составе сложноподчиненного предложения.

5. Образовательные технологии, в том числе технологии электронного обучения и дистанционные образовательные технологии, используемые при осуществлении образовательного процесса по дисциплине

Практическое занятие – занятие, посвященное освоению конкретных умений и навыков и закреплению их по предложенному алгоритму.

Реализация компетентностного подхода предусматривает использование в учебном процессе интерактивной модели обучения иноязычному общению: дискуссия, ролевая игра, обсуждение проблемы в малых группах, монопроекты с широким использованием современных компьютерных технологий и средств телекоммуникации.

Кроме того, в число форм работы со студентами входит: работа в библиотеке, консультирование и осуществление контроля работы студентов в режиме реального времени.

Большое внимание уделяется прослушиванию аудиозаписей, которые используются студентами также во время самостоятельной работы над материалом урока.

Использование ресурсов интернета предусматривает актуализацию творческого потенциала и самостоятельности студентов. Курс обучения предполагает подбор текстов для аннотирования, реферирования и письменного перевода с использованием электронных баз данных библиотек, интернет-страниц специализированных газет и журналов.

Методической основой и целью используемых методов является максимальная приближенность обучения к решению поставленной коммуникативной задачи в реальной жизненной ситуации.

6. Перечень лицензионного и (или) свободно распространяемого программного обеспечения, используемого при осуществлении образовательного процесса по дисциплине

В процессе осуществления образовательного процесса по дисциплине используются: для формирования материалов для текущего контроля успеваемости и проведения промежуточной аттестации, для формирования методических материалов по дисциплине: программы Microsoft Office; Adobe Acrobat Reader.

7. Перечень современных профессиональных баз данных и информационных справочных систем, используемых при осуществлении образовательного процесса по дисциплине

1. Электронные каталоги НБ ЯрГУ (http://www.lib.uniya.ac.ru/opac/bk_cat_find.php)
2. Личный кабинет (http://lib.uniya.ac.ru/opac/bk_login.php)
3. Электронная библиотека учебных материалов ЯрГУ (http://www.lib.uniya.ac.ru/opac/bk_cat_find.php)
4. Электронно-библиотечная система «Юрайт» ([www. urait.ru/](http://www.urait.ru/))
5. Научная электронная библиотека «eLIBRARY.ru» - <http://elibrary.ru> (свободный доступ).
6. Электронно-библиотечная система ZNANIUM - <https://znanium.com/>

8. Перечень основной и дополнительной учебной литературы, ресурсов информационно-телекоммуникационной сети «Интернет», рекомендуемых для освоения дисциплины

а) основная литература:

1. Истомина, Е. А., Английская грамматика = English Grammar : учеб. пособие / Е. А. Истомина, А. С. Саакян. - 5-е изд., испр. и доп., М., Айрис-пресс, 2007, 268с (44 экз.)
2. Гуреев, В. А. Английский язык. Грамматика (B2) : учебник и практикум для вузов / В. А. Гуреев. — Москва : Издательство Юрайт, 2022. — 294 с. — (Высшее образование). — ISBN 978-5-534-07464-2. — Текст : электронный // Образовательная платформа Юрайт [сайт]. — URL: <https://urait.ru/bcode/494348>
3. Невзорова, Г. Д. Английский язык. Грамматика : учебное пособие для вузов / Г. Д. Невзорова, Г. И. Никитушкина. — 2-е изд., испр. и доп. — Москва : Издательство Юрайт, 2022. — 213 с. — (Высшее образование). — ISBN 978-5-534-09359-9. — Текст : электронный // Образовательная платформа Юрайт [сайт]. — URL: <https://urait.ru/bcode/490866>
4. Токарева, Н. Д. Английский язык для лингвистов (A2—B2) : учебник для вузов / Н. Д. Токарева, И. М. Богданова. — 5-е изд. — Москва : Издательство Юрайт, 2022. — 415 с. — (Высшее образование). — ISBN 978-5-534-12874-1. — Текст : электронный // Образовательная платформа Юрайт [сайт]. — URL: <https://urait.ru/bcode/494386>

б) дополнительная литература:

1. Theresa Clementson, Alex Tilbury, Leslie Anne Hendra, David Rea, Adrian Doff and Ben Goldstein English Unlimited Pre-Intermediate Coursebook with e-Portfolio. Cambridge University Press, 2011. (10 экз.)
2. Theresa Clementson, Alex Tilbury, Leslie Anne Hendra, David Rea, Adrian Doff and Ben Goldstein English Unlimited Pre-Intermediate Self-study Pack (Workbook with DVD-ROM). Cambridge University Press, 2011. (10 экз.)
3. Baigent, M., English Unlimited = Английский без границ : средний уровень : Intermediate Self-study Pack (Workbook with DVD-ROM) / M. Baigent, N. Robinson, Cambridge, Cambridge University Press, 2012, 76с (10 экз.)
4. Вейхман, Г. А., Английский без грамматических ошибок : учеб. пособие. - 3-е изд., испр., М., Высшая школа, 2005, 191с (40 экз.)
5. Вельчинская, В. А. Грамматика английского языка : учебно-методическое пособие / В. А. Вельчинская. - 5-е изд., стер. - Москва : ФЛИНТА, 2018. - 232 с.

- ISBN 978-5-9765-0679-4. - Текст : электронный. - URL:
<https://znanium.com/catalog/product/1588095>

9. Материально-техническая база, необходимая для осуществления образовательного процесса по дисциплине

Материально-техническая база, необходимая для осуществления образовательного процесса по дисциплине, включает в свой состав специальные помещения:

- учебные аудитории для проведения практических занятий (семинаров);
- учебные аудитории для проведения групповых и индивидуальных консультаций,
- учебные аудитории для проведения текущего контроля и промежуточной аттестации;
- помещения для самостоятельной работы;
- помещения для хранения и профилактического обслуживания технических средств обучения.

Специальные помещения укомплектованы средствами обучения, служащими для представления учебной информации.

Помещения для самостоятельной работы обучающихся оснащены компьютерной техникой с возможностью подключения к сети «Интернет» и обеспечением доступа в электронную информационно-образовательную среду организации.

Число посадочных мест в аудитории для практических занятий (семинаров) больше либо равно списочному составу группы обучающихся.

Автор:
старший преподаватель кафедры иностранных языков
гуманитарных факультетов

Н.Ю. Шакирова

**Приложение №1 к рабочей программе дисциплины
«Иностранный язык»**

**Фонд оценочных средств
для проведения текущего контроля успеваемости
и промежуточной аттестации студентов
по дисциплине**

**1. Контрольные задания и иные материалы,
используемые в процессе текущего контроля успеваемости**

Задания для самостоятельной работы / текущего контроля

(Данные задания могут выполняться студентом самостоятельно, в таком случае преподавателем в обязательном порядке не проверяются. Также данные задания могут использоваться преподавателем для текущего контроля сформированности УК-4 индикаторы И-УК-4.1, И-УК-4.2

Раздел 1

Входной контроль.

ENTRY TEST

1. Put the verbs in brackets into the correct form.

1. It usually (take) me an hour to get to work. How long (it/ take) you?
2. Hurry up! Everybody (wait) for you.
3. He (hurt) his back while he (work) in the garden.
4. I (think) of selling my car. Would you be interested in buying it?
5. I (think) you should sell your car. You (not/ use) it very often.
6. - you ever (ride) a horse?
- No, this is the first time I (ride) a horse.
7. This car is useless. It (always/ break) down.
8. I can't understand why he (be) so selfish. He isn't usually like that.
9. Last year the company (make) a profit, but this year it (make) a loss.
10. How long you (write) books? How many books have you (write)?
11. I (know) Mary for six years.
12. Mr Smith (work) in a bank for 10 years. Then he (give) it up. Now he is self-employed.
13. We (arrive) at work yesterday morning and (find) that somebody (break) into the office during the night.
14. Don't phone between 6 and 7 tomorrow. We (have) dinner then.
15. Phone me after 7 o'clock. We (finish) dinner by then.
16. I think everything will be fine, but if there (be) any problems, my secretary (call) you.
17. I (not/ speak) to her again until she (apologise).
18. I live in a big city and I don't like it. I wish I (live) n the country.
19. I've eaten too much and now I feel sick. I wish I (not/ eat) so much.
20. Sarah doesn't know Spanish. If she (know) Spanish she (get) the job.

2. Put the verb into the most suitable passive form.

1. The computer (repair). It is working now.
2. In the middle of the town there is a castle which (restore) at the moment. The work is almost finished.
3. Nearly every time I travel by train my flight(delay).
4. Winston Castle (damage) in a fire last night.
5. The man escaped in a car which (steal) earlier in the day.
6. I didn't realise that our conversation (record).
7. A decision (not / make) until the next meeting.

3. Rewrite the following sentences using reported speech:

1. Fiona said: "I was in a car accident last week".
2. The writer told the journalists: "I've been writing this book for the last 3 years".
3. The employee said: "I've just finished the report".
4. Olivia told Ginny: "I won't put off my wedding".
5. Max asked Eva: "Where did you study acting?"
6. Max asked Eva: "Are you available to start next week?"
7. Joe asked Eva: "Will you still go out with me when you're famous?"
8. Eva asked Joe: "Don't tell anyone about the job yet".

4. Put the verbs in brackets into the correct form.

1. If you gamble you risk (lose) your money.
2. Our neighbour threatened (call) the police if we didn't stop the noise.
3. We were all afraid to speak. Nobody dared (say) anything.
4. Did I really tell you I was unhappy? I don't remember (say) that.
5. The driver of one of the cars admitted (cause) the accident.
6. I can't go on (work) here any more. I want a different job.
7. I can't make a decision. I keep (change) my mind.
8. Why did you change your decision? What made you (change) your mind?
9. The water here isn't very good. I'd avoid (drink) it if I were you?
10. The man denied (drive) at 100 miles an hour.
11. Would you mind (not/ interrupt) me all the time?
12. It was a beautiful day, so I suggested (have) a picnic.
13. I considered (apply) for the job, but in the end I decided against it.
14. If the company continues (lose) money, the factory may be closed.

5. Put in the missing preposition.

1. She works quite hard. You can't accuse her being lazy.
2. What did you do with all the money you had? What did you spend it?
3. The plan has been changed but nobody seems to know the reason this.
4. There has been a big increasethe price of oil recently
5. – Have you ever been Tokyo? - No, I have never been Japan.
6. He's very brave. He isn't afraid anything.
7. What's funny? What are you laughing?
8. I apologized my friendkeeping him waiting so long.
9. You remind me somebody I knew a long time ago.
10. Iris Murdoch is my favourite writer. Have you read anything her?
11. We went the theatre last night. We had seats the front row.
12. What do you think is the best solution the problem?
13. I'll be moving to a new address the end of June.
14. We had a lot of problems with our car. We sold it the end.
15. Boston is the east coast of the United States.

6. Use the verbs in brackets in the correct form and complete the sentences:

1. If I weren't in an English class now, I (be)
2. If I could have dinner with a famous actor or actress, I (choose)
3. If I had to give a lecture on English literature and could speak only about 3
authors, I (speak) about
4. If I were an actress, I (like) to play
5. If I were a writer, I (write) a about
6. If I could talk to a famous person from history, I (talk) to
..... about
7. If I were a film director, I (shoot) a film about

Устный опрос по фонетике.

1. Что изучает фонетика?
2. Какая единица может быть определена как «мельчайшая звуковая единица
языка»?
3. Назовите основные органы речи.
4. Какие органы речи относятся к активным?
5. Назовите пассивные органы речи.
6. Охарактеризуйте положение голосовых связок при произнесении глухих
согласных.
7. Охарактеризуйте положение голосовых связок при произнесении гласных,
сонантов и звонких согласных.
8. При каком положении подвижной части мягкого нёба воздушный поток
проходит через нос?

Практическое задание по грамматике.

Complete the sentences using personal pronouns:

Model: I want to see her, but she doesn't want to see me.

1. They want to see me, but _____ don't want to see _____.
2. She wants to see him, but _____ doesn't want to see _____.
3. We want to see them, but _____ don't want to see _____.
4. He wants to see us, but _____ don't want to see _____.
5. They want to see her, but _____ doesn't want to see _____.
6. I want to see them, but _____ doesn't want to see _____.
7. You want to see her, but _____ doesn't want to see _____.

Complete the sentences with the correct form of the verb "to be"

1. I _____ not rich.
2. This bag _____ heavy.
3. These bags _____ heavy.
4. My brother and I _____ good tennis players.
5. Ann _____ at home. Her children _____ at school.
6. I _____ a taxi driver. My sister _____ a nurse.
7. The weather _____ warm and sunny today.
8. Mr Smith _____ a very old man.
9. Diamonds _____ not cheap.
10. My hands _____ cold.

Are these sentences OK? Change the sentences where necessary.

1. I need a new jeans. _____
2. It's lovely park. _____

3. There was woman in the car with two men. _____
4. Sheep eat grass. _____
5. We went fishing, but we didn't catch a fish. _____
6. It's nice place. Many people go there on holiday. _____
7. I don't like mice. I'm afraid of them. _____
8. I'm going to buy a flowers. _____

Раздел 2

Устный опрос по фонетике.

1. По какому принципу звуки речи подразделяются на гласные и согласные?
2. Чем шумные согласные отличаются от сонантов?
3. Назовите основные принципы классификации согласных.
4. На какие группы согласные подразделяются по способу образования преграды?
5. Назовите взрывные смычные согласные.
6. Назовите носовые смычные согласные.
7. Назовите щелевые согласные (фрикативные и сонанты).
8. Какие группы согласных выделяют по работе активного органа речи и месту образования преграды?
9. Назовите губно-губные согласные.
10. Назовите губно-зубные согласные.
11. На какие группы подразделяются переднеязычные согласные?
12. Назовите среднеязычные согласные.
13. Назовите заднеязычные согласные.
14. По какому принципу согласные подразделяются на глухие и звонкие?
15. Каким образом артикулируются конечные глухие и звонкие согласные?

Устный опрос по грамматике.

1. What kinds of sentences do the scholars distinguish according to the purpose of the utterance?
2. What does a declarative sentence state?
3. What word order is used in declarative sentences?
4. What difference is there between Russian and English negative sentences?
5. What word order is used in interrogative sentences?
6. What is an imperative sentence?
7. What does an exclamatory sentence express?
8. How are simple sentences divided according to their structure?
9. What sentences are called incomplete (elliptical)?
10. What sentences are considered extended and unextended?

Практическое задание по грамматике.

I. Put the words in the correct order to make declarative sentences:

1. The film / I / enjoyed / yesterday.
2. Well / the man / the piano / played.
3. Games / played / yesterday / in their rooms / quietly.
4. A table / there / in the middle of / was / room.
5. Before lunch / the letter / in his office / quickly / he / read.
6. This morning / the book / I / from the library / borrowed.
7. There / a lot of / are / at the bus stop / people.
8. Little / an apple / boy / greedily / the / ate.
9. Music / I / like / very much.
10. A new school / built / they / in / last year / our village.

II. Make the plural form of the following nouns:

Place, library, language, dress, fly, watch, clock, country, eye, bus, bush, party, ray, thief, company, mass, leaf, wolf, glass, key, fox, half, life, day, play, factory, city, colony, roof, month, opportunity, journey, shelf, hero.

Man, woman, tooth, foot, goose, child, mouse.

Postman, son-in-law, editor-in-chief, fisherman, schoolgirl, sister-in-law, text-book, pocket-knife, passer-by, statesman.

Словарный диктант.

1. To study
2. To work
3. To speak foreign languages
4. To be interested in
5. To need English for your work
6. To practise one's writing
7. To watch English films
8. To have a conversation with ...
9. To have a job with an international company
10. To start going to classes
11. To move to another city or town
12. To change jobs
13. To need coffee first thing in the morning
14. To like modern art
15. To run in a marathon
16. To have more free time
17. To be married
18. To have children
19. To have an interesting job
20. To go to the cinema (theatre)
21. To have brothers (or sisters)
22. To work for a big (small) company
23. To chat to friends online
24. To work at the weekends
25. To work for charity

Сочинение.

Write about two people in your family or extended family.

Answer the questions:

1. What is he/she like?
2. What does he/she like doing?
3. What is he/she doing at the moment?
4. How do you get on?

Раздел 3

Устный опрос по фонетике.

1. Чем определяется качество гласного звука?
2. На какие принципы опирается классификация гласных звуков английского языка?
3. Какие гласные выделяются в зависимости от того, какая часть языка поднята к нёбу?

4. На какие группы делятся гласные в зависимости от степени подъема той или иной части языка?
5. На какие две группы делятся гласные по положению губ?
6. Какие группы гласных выделяют в зависимости от длительности произнесения звука?
7. Каким изменениям подвержена длительность английских гласных? В каком слоге гласные наиболее длительны? В каких позициях гласные подвергаются сокращению?
8. Какие группы гласных выделяются в зависимости от стабильности артикуляции?

Устный опрос по грамматике.

1. What word order is used in interrogative sentences?
2. What kinds of questions are distinguished in the English language?
3. What answer does a general question require?
4. How are general questions formed?
5. What do general questions with negation express?
6. What words do special questions begin with?
7. What intonation is typical of special question?
8. What word order is used in special questions to the subject?
9. What are alternative questions?
10. What intonation are alternative questions pronounced with?
11. What is a disjunctive question?
12. What intonation are disjunctive questions pronounced with?

Практическое задание по грамматике.

I. Use the Present Simple form of the following verbs to complete the sentences.

Sometimes you need the negative:

Eat flow go grow make rise tell translate

1. The earth round the sun.
2. Rice in Britain.
3. The sun in the east.
4. Bees honey.
5. Vegetarians meat.
6. An interpreter from one language into another.
7. Liars are people who the truth.
8. The River Amazon into the Atlantic Ocean.

II. Complete the sentences. Put the verb into the Past Simple form, positive or negative.

1. It was warm, so I off my coat. (take)
2. The film wasn't very good. I it very much. (enjoy)
3. I knew Sarah was very busy, so I her. (disturb)
4. I was very tired, so I the party early. (leave)
5. The bed was very uncomfortable. I very well. (sleep)
6. The window was open and a bird into the room. (fly)
7. The hotel wasn't very expensive. It very much. (cost)
8. I was in a hurry, so I time to phone you. (have)
9. It was hard carrying the bags. They very heavy. (be)

III. Ask 5 questions to each sentence. Define the type of the question and the tense form.

1. David speaks 4 languages.

2. We had a wonderful meal at that restaurant.
3. I usually walk to work, which takes me about half an hour.
4. Mozart wrote more than 600 pieces of music.
5. The swimming pool opens at 7.30 every morning.

IV. Write questions using the words in brackets:

1. Tom has got a radio. (What)
2. Jane cleans her room once a week. (How often)
3. Bill works in a bank. (Where)
4. I left school ten years ago. (When)
5. I saw an old friend last week. (Who)
6. They ride a bicycle in their free time. (What)
7. I fell asleep in the middle of the film. (Why)
8. The children are doing their homework. (What)
9. Jane is working at home today. (Where)
10. He was 20 when he wrote his first book. (How old)

Словарный диктант.

1. To listen to music
2. To play musical instruments
3. To decide to become an athlete
4. To see the Olympics on TV
5. To win an Olympic medal in
6. To try again
7. To give up
8. To compete in the Olympic Games
9. A coach
10. To be frightened
11. To be successful
12. To talk about one's experiences
13. To have a chance
14. Culture shock
15. To move to a foreign country
16. To fall in love with the new lifestyle
17. To find it difficult to communicate with people
18. To miss the food from your own country
19. Too fast (slow) lifestyle
20. To get angry at people's habits
21. To get used to something

Раздел 4

Практическое задание по грамматике.

I. Fill the verb into the correct form, present continuous or present simple.

1. Alec and Mary are Scottish. They (come) from Glasgow.
2. They'll be here very soon. They (come) by car.
3. Lisa can't answer the phone. She (have) a bath.
4. She (have) two new pairs of jeans.
5. I (think) that all politicians tell lies.
6. I (think) about my girlfriend. She's in New York at the moment.
7. Mmmmm! The dinner (smell) good.
8. Why (you/smell) these roses? They're plastic!

9. I (see) the problem but I can't help you.
10. Jonh's not at home. He (see) his doctor about his sore throat.
11. Nobody (ever/laugh) at my husband's jokes. It's very embarrassing.
12. Jim (not/want) an ice-cream. He doesn't like it.
13. I (understand) you, but I (not agree) with you.
14. She (listen) to a French song, but she (not/understand) what it (mean).
15. I (think) the popularity of ready meals (grow).
They (become) more and more common in Europe.
16. A. How many hours a week (you) work?
B. Well, I (normally/do) 8 hours a day, but at the moment I (work) at least 10 hours and some Saturdays.
17. A What (you/do)?
B I (pack) my suitcase. I (leave) you and this house.
A But I (not/understand). Where (you/go)?
B I (not/know). The only thing I (know) is that Peter (meet) me at the airport at 6 o'clock.
18. A What (that man/do) over there?
B He (wait) for the bank to open.
A But the banks (open) on Saturday afternoons.
B (you/think) he's a bank robber? Watch out! He (take) something out of his pocket. He (walk) towards us.
- C. Excuse me. Could you tell me the time, please?
19. A So, who the gun (belong to), Smith?
B Well, Inspector, we (know) that only three people in the village (own) a gun, but we (know) which of them had a motive for killing the Professor. Let's go back to the scene of crime – I (want) to try an experiment. (you/believe) in telepathy, Inspector Turner?
20. A We're going on holiday to Spain next week.
B How lovely! You went to Spain last year, didn't you?
A Yes, we did. We (always/go) there on holidays.
21. A Bob and Janet are going on holiday next week.
B What? Again? They (always/go) on holidays.
22. A I've just spent £2000 on new clothes. I've bought four pairs of shoes and three new suits.
B How can you afford it? You (always/buy) new clothes.
23. A. I always walk to work.
B. I don't. It's too far to walk. I (always/go) by train.
24. A. My car's old but it (never/break down).
B. You're lucky. My car isn't as old as yours and it (always/break down).

Лексико-грамматическая работа.

1. Present simple and progressive, past simple 1

Underline the correct form of the verb. (5 marks)

Example: Do I need an umbrella? – No, it isn't raining/ doesn't rain.

- 1 I'm sorry, but Fran's not here at the moment. She plays/'s playing tennis with Lisa.
- 2 Melissa and Juana move/ moved into their new house last week.
- 3 Troy goes to see his parents every Sunday and he usually takes/ is taking them out for lunch.
- 4 I am learning/ learned to swim when I was at primary school, but I was never very good.
- 5 I live in London, but I stay /'m staying with a friend in Oxford this week because

I'm on holiday.

2. Present simple and progressive, past simple 2

Complete the questions with the correct form of *do*. (5 marks)

Example: _____ your parents live near you now?

Answer: Do

- 1 Where _____ Tina live before she bought this flat?
- 2 Why _____ Simon go to work yesterday? Was he ill?
- 3 What kind of company _____ Steve work for now?
- 4 How often _____ you see your grandparents these days?
- 5 Why _____ you eat meat? Are you a vegetarian?

3. Present simple and progressive, past simple 3

Complete the sentences with the present progressive form of the verb in brackets. (4 marks)

Example: Where _____ we _____? (go)

Answer: are, going

- 1 What kind of course _____ Sue _____? (do)
- 2 Turn the TV off if you want to. I _____ not _____ it. (watch)
- 3 _____ you _____ your meal? (enjoy)
- 4 Why _____ James and Chris _____ their coats? Are they going out? (wear)

4. Deciding what to do

Complete the conversations using *two* of the words in brackets. (6 marks)

Example: (make / looks / have / get / sees)

A This music festival next week looks interesting.

Would you like to go?

B Yeah, I'd love to. We could get a group together. It'd be a good laugh.

1 (do / idea / are / OK / don't)

A Why _____ we go out for a meal at the weekend?

B Good _____. I can't remember the last time I ate out.

2 (for / think / want / into / like)

A What do you _____ about Mike's barbecue? Are you interested?

B I'm not really _____ barbecues. But I'll go if you really want to.

3 (see / try / do / make / have)

A Do you want me to _____ if I can get tickets for the match on Saturday?

B Sure, why not. You should _____ a look online. They might be cheaper there.

5. Sports and exercise

Circle the activity which is not used with each verb. (3 marks)

Example: play ...

a) football b) basketball c) cycling

1 play ...

a) hockey b) tennis c) yoga

2 do ...

a) skiing b) aerobics c) karate

3 go ...

a) running b) volleyball c) swimming

6. Talking about interests

Put the words and phrases in brackets in order to complete the sentences. (5 marks)

Example: (get fit / to / wanted)

I really_____.

Answer: wanted to get fit

1 (I / started / was / about 15 / when)

It_____.

2 (when / got / I was / running / a teenager / into)

I really_____.

3 (team sports / playing / not / interested / in)

I'm_____.

4 (very important / me, / isn't / going fast)

For_____.

5 (it / to do / about / it's / great thing / very cheap / is,)

The_____.

7. Responding in conversations

Rewrite the replies in the conversations, adding *so* in the correct place (6 marks)

Example: **A** Do you think Maria's at home?

B I guess, because her light is on.

Answer: I guess so, because her light is on.

1 **A** What did you do today?

B It rained all afternoon I stayed at home and watched TV.

2 **A** I phoned earlier but nobody answered.

B No, we were both bored we decided to go out for a walk.

3 **A** I can't believe Samuel spent so much money on English lessons.

B Yes, but he needs to learn English he can talk to American clients.

Раздел 5

Словарный диктант.

1. To start school
2. To go to college or university
3. To take exams
4. To pass exams
5. To do military service
6. To start work
7. To retire
8. Lifelong learning
9. To do a doctorate
10. To write a thesis on
11. To do a course in
12. To be good at ...
13. To write an essay
14. To work for a big (small) company
15. To be self-employed
16. To have a full-time (part-time) job
17. To work in an office
18. To work outdoors
19. To work at home
20. To have a well-paid job
21. To have an interesting job

22. To have a job which helps other people
23. To be happy with one's job
24. Flexible working hours
25. Free health care

Чтение и перевод.

1 Read the article and tick (✓) A, B, or C.

While multi-generational living is normal in many cultures, in some countries such as Britain and the US, it isn't very usual. However, homes where grandparents live with their children and their families in the same house are becoming more common in these countries because of the economic climate. Here, the members of one extended family explain how it works for them.

Georgina – Anna's grandmother

I was really pleased when my son wanted to move back home. I love spending time with Anna, my granddaughter. She's a lovely little girl at the minute – so happy and affectionate – everybody who meets her likes her. It will be wonderful to watch her grow up. I think even my unsociable husband is enjoying it! We eat together twice a week and, once a month, we have a family conference – my husband and I, my son and his wife – to discuss how things are going. We try to respect each other's space. Having my son here makes me less anxious about the future, too. At the moment, we're healthy, but in a few years we're going to need more help.

Esther – Anna's mother

Actually, it's all working out well! My mother-in-law remembers what it's like to have young children, so she's very patient with Anna and sympathetic to me when I'm tired. She often just says: 'Go and rest. I'll look after her'. I think she wants to give advice about what Anna eats and what time she goes to bed, but she usually says nothing! And occasionally I ask her opinion and find her ideas are really sensible. We are all learning to be quite honest with each other, which I think is a good thing.

Chris – Anna's grandfather

I prefer a quiet life and a tidy house, and I think young people should be independent, but my wife loves having the family here. From a selfish point of view, it's good for me too because Georgina is quite talkative and now she can chat to her daughter-in-law. I think it's a very satisfactory situation for everyone concerned!

Alan – Anna's father

I was worried because my mother can be bossy, but actually, she is being sensitive and we're lucky to have a reliable babysitter in the house! My dad is sometimes moody, but he's very affectionate with Anna. We're planning to buy our own house in a couple of years, but I think we'll stay near my parents because the relationship between Anna and her grandparents is so special.

Example: More people are living in extended families in Britain than before.

A True ☒ B False ☐ C Doesn't say ☐

- 1 Georgina thinks that Anna is charming.

A True ☐ B False ☐ C Doesn't say ☐

- 2 The family meets to talk about how they are getting on once a month.

A True ☐ B False ☐ C Doesn't say ☐

- 3 Esther gets very impatient with Georgina because she talks a lot.

A True ☐ B False ☐ C Doesn't say ☐

- 4 Chris is happy that Georgina has a good relationship with Esther.

A True ☐ B False ☐ C Doesn't say ☐

- 5 Chris thinks that they need a bigger house.
A True ☐ B False ☐ C Doesn't say ☐
- 6 Alan is always kind to his mother.
A True ☐ B False ☐ C Doesn't say ☐
- 7 Alan says that they are going to live with his parents for many years.
A True ☐ B False ☐ C Doesn't say ☐

2. Write *G* for Georgina, *E* for Esther, *C* for Chris, and *A* for Alan.

Example: I was very happy about the family moving in. G

- 1 I'm less worried about the future now. _____
- 2 I'm not always very sociable. _____
- 3 I think it's good to be honest. _____
- 4 We can enjoy going out sometimes. _____
- 5 I'm quite bossy but I'm learning to be sensitive. _____
- 6 I sometimes need a little advice. _____
- 7 I love the relationship between the grandparents and their granddaughter. _____
- 8 It's good for young people to live alone. _____

Key: 1. 1A, 2A, 3C, 4A, 5C, 6C, 7B.

2. 1G, 2C, 3E, 4A, 5G, 6E, 7A, 8C.

3 Translate the article in writing

Практическое задание по грамматике.

I. Read the situations and write sentences with the verbs:

1. Jack is looking for his wallet. He can't find it. lose
2. Last month the bus fare was 80 pence. Now it is 90. go up
3. Jane's arm is in plaster. break
4. Tom didn't have a moustache before. Now he has a moustache. grow
5. Kate didn't speak French very well. Now she speaks French much better. improve

II. Write the sentences with *already*, *just*, *yet*, *never*, *ever*.

1. It's Rachel's birthday tomorrow and I (not/ buy/ yet/ a present/her).
2. Can I have a look at your newspaper? – Yes, I
(already/read/it).
3. Can I speak to Joe? – I'm afraid he (just/go out).
4. Do you like octopus? – I don't know. I (never/eat/it).
5. (ever/ride/ a horse)?

III. Put the verb into the correct form, present perfect or past simple.

1. Mary (go) to Egypt last week, but she's back home in England now.
2. How many plays Shakespeare (write)?
3. I (buy) a new car. You must come and see it.
4. When I (get) home last night I (be) very tired.
5. I (go) to the gym this week.
6. – Are you still reading the newspaper?
– No, I (finish) with it. You can have it.
7. I (apply) for a job as a tourist guide, but it wasn't successful.
8. – Have you heard about Max? He (break) his leg.
– Really? How that (happen)?
– He (fall) off the ladder.

9. This is the first time I (drive) a car.
10. Where's Julia? – She is on holiday. She (go) to Italy.

IV. Translate into English:

1. Ты бы хотел что-нибудь поесть? – Нет, я только что пообедал.
2. Этот фильм интересный? – Не знаю, я его еще не видел.
3. Я знаю этого человека, но я забыл его имя.
4. Я не могу найти мой зонт. Кто-то взял его.
5. Ты когда-либо встречал знаменитого человека? – Да. Когда я был в Мексике, я встретил Робби Вильямса и мой друг нас сфотографировал.
6. Ты когда-нибудь был в Египте? – Да. Я отдыхал там 2 года назад. – Ты хорошо провел время. – Да, я загорал и занимался дайвингом.
7. Наша футбольная команда выиграла много матчей в прошлом году, но мы не выиграли никаких матчей в этом году.
8. В прошлом году компания получила прибыль, а в этом году она потерпела убытки.

Раздел 6

Устный опрос по грамматике.

1. What principal parts of the sentence can you name?
2. What can the subject be expressed by?
3. What types of the predicate can be distinguished?
4. What secondary parts of the sentence can you name?
5. What is the object? What part of speech does it usually refer to?
6. What are the most common ways of expressing the object?
7. What other parts of speech can the object be expressed by?
8. What kinds of objects are there in English?
9. What is the complex object?
10. What is the cognate object?

Лексико-грамматическая работа.

1. Present perfect for experience

Complete the sentences with the present perfect form of the verbs in brackets. (5 marks)

Example: _____

reading. (My brother / never / enjoy)

Answer: My brother has never enjoyed

- 1 _____ that it's very important for children to learn a foreign language.
(I / always / think)
- 2 _____ an online course on the Internet? (you / ever / do)
- 3 My cousins _____ an exam in their lives. (never / fail)
- 4 _____ her course yet because she took a year off to go travelling. (My sister / not / finish)
- 5 _____ for you to do an English course? (your company / ever / pay)

2. Present perfect with *for* and *since*

Rewrite the sentences, adding *for* or *since* in the correct place. (8 marks)

Example: I've had this watch I was a child.

Answer: I've had this watch since I was a child.

- 1 Most of my colleagues have been with the company five years or more.
-

2 I haven't seen Shaheen we left school.

3 Have you known about this situation a long time?

4 My parents have taught in the same school nearly 30 years.

5 Linda hasn't missed a single day of school she started.

6 I've wanted to see that film ages, but I've never found the time.

7 We've had our car over five years so we want to get a new one soon.

8 Nasser broke his leg last year so he hasn't played football a few months.

3. Complete the missing word in the sentences. (5 marks)

Example: I'm doing a three-month c_____ in sculpture at the local college.

Answer: course

1 At the moment I'm writing a t_____ on my work in Borneo.

2 When Brendon leaves school next year he is hoping to do a d_____ in history at university.

3 Michelle is going to s_____ up for a French course at the local college.

4 After finishing his MSc, Julian did a d_____ t_____ in art history.

5 I took my driving test four times before I finally p_____.

4. Working conditions

Complete the missing words in the sentences. (4 marks)

Example: The best thing about my job is that I really like all my c_l_e_e.

Answer: colleagues

1 There's a nice a_m_s_h_r_. Everyone's very friendly and we all get on really well.

2 My working hours are f_e_i_l_ – sometimes I start at 8, but on other days I don't start until 10.

3 Well, the basic salary isn't very good, but the b_n_f_t_ are excellent – free health insurance and a company car.

4 I like my job but I sometimes think the m_n_g_m_n could be more organized – there are always either not enough people or too many of them.

5. Presenting yourself

Put the words and phrases in brackets in order to complete the sentences. (4 marks)

Example: (people/really/working/enjoy)

I _____

Answer: I really enjoy working with people.

1. own/business/my/have/to/wanted/always

I _____

2. at/not/good/working with computers/very

I'm _____

3. catering industry/ the/work/for/looking/in

I'm _____

4. in/for/last/the IT business/the/been/12 years

I've _____

6. Uses of *for*

Rewrite the sentences, adding *for* in the correct place. (4 marks)

Example: I've been here two years.

Answer: I've been here for two years.

1 When are you free to come in an interview?

2 I'm going to stay with my sister in Italy the summer.

3 Can you wait me? I need to finish this report.

4 I don't think this film is really very suitable young children – it's too violent.

7 On the telephone

Complete the missing words in the telephone conversations. (10 marks)

Example: A Please, tell Alessandro about the meeting.

B No problem, I'll **give** him the **message** when I see him.

1 A My name is Saad-al-Sharahyan.

B I'm sorry, could you s _____ that f _____ me?

2 A Can you tell me what time the bank opens, please?

B I'm sorry, my English isn't very good. Can you s _____ more _____, please?

3 A I need to speak to Mr. Morgan as soon as possible. It's about the new contract.

B OK, I'll a _____ him to c _____ you as soon as he gets back.

4 A Please could you tell Andrea that I called?

B Yes, of course. What w _____ your name a _____, please?

5 A Could I speak to Sally Pardew, please?

B I'm afraid, she is out of the office at the moment. W _____ you like me to t _____
a message?

Сочинение.

Agree or disagree with the following statement:

“What you learn in life is more important than a formal education”.

Раздел 7

Словарный диктант.

1. To do the shopping
2. Small shops
3. To sell local food
4. Cleaning products
5. Pet food
6. Fresh food
7. Frozen food
8. To buy a week's shopping
9. An amazing choice of food
10. To find all the ingredients
11. Ready-made meals
12. To serve quality food
13. To combine fantastic food with excellent service
14. To choose from a menu
15. To book a table

16. To cook a big meal
17. A menu with vegetarian dishes
18. Friendly stuff
19. To eat inside (outside)
20. To eat together in the evening
21. To have a quick meal
22. To sit around the table
23. Dinner with guests
24. A snack
25. To chop vegetables
26. To bake bread
27. To roast meat
28. To toast bread

Аудирование.

Тексты для аудирования

Listening 1

Dave So, what are you doing this weekend, Ella?

Ella It's my son Tom's 18th birthday on Saturday, so his grandparents, my sister and brother-in-law and my niece are coming round for tea and cake. Then we're going out for dinner in the evening.

Dave Are you all going?

Ella No, dinner is just with Tom's brother Joe, his stepfather, and me.

Dave And where are you going?

Ella Do you know that new place, Giorgio's, in the centre of town?

Wow. That's quite expensive, isn't it?

Well, actually it's OK and the food is delicious. I really like it because it's so relaxed and informal, but it feels special and the staff are really friendly.

Dave Sounds perfect. What are you going to give Tom for his birthday?

Ella I've bought him a camera. And as it's a special birthday, I'm going to use my video camera to make a little film of his life. I've asked some of the extended family to tell a few stories about Tom when he was little. His friends are going to record special messages too.

Dave What a great idea!

Ella My family are very talkative, so I hope he won't find it too embarrassing!

Dave Oh, I'm sure he'll be really pleased. Is he going to see his dad, too?

Ella Yes, Paul is taking him to a football match in London on Sunday afternoon. They get on much better now that Tom is older. Oh, *and* Tom's having a party with his friends on Friday night!

Dave A party? That's generous of you! How many people are coming?

Ella Well, luckily, his friend Lucy is going to be 18 this weekend too, so they're having a party together at her house! And, actually, they're both pretty sensible, so I think it'll be OK ...

Listening 2

1

James Do you want to go out to get some lunch?

Lisa Sorry, I brought a boring egg sandwich and low-fat yoghurt today! Tomorrow?

James I'm afraid I'm meeting my sister tomorrow. What about Friday?

Lisa Yes, Friday's good. We could try that new café down the road. I hear the food's great!

2

Waiter Shall I take your order?
Customer Yes, I'll have the chicken, please.
Waiter It comes with roast potatoes. Do you want any other vegetables with it, too?
Customer Erm ... could I have some cabbage and peas, please.
Waiter Yes, of course. And what would you like to drink with that ...?
3
Customer Excuse me. Do you have any tinned tuna?
Shop assistant Yes, it's just over there on the left, next to the salmon.
Customer OK, thank you. And where can I find the eggs?
Shop assistant Do you want to follow me? I'll show you.
Customer Thanks.
4
Mum Dinner will be ready in half an hour. We're having your favourite – pasta with aubergines.
Harry But I'm really hungry now.
Mum Well, have an apple then.
Harry An apple? That won't help! Can I have a biscuit?
Mum Oh, go on then. But don't eat more than one.
5
Market seller How about some lovely raspberries? You won't find a better price!
Customer Er ... do you have any grapes?
Market seller Yes, we do, madam. Would you like red or green? They're both very sweet.
Customer Can I have half a kilo of the red ones, please?
Market seller There you go.

1 Listen to a conversation about Tom's birthday. Complete each sentence with one word.

- 1 Tom's _____, aunt, uncle and cousin are coming to tea.
- 2 Tom's mum Ella, her _____ and her two sons are going out for dinner.
- 3 Tom's _____ are going to describe what he was like when he was young.
- 4 Paul now has a good relationship with his _____.
- 5 Tom's _____ are going to have a party for him and Lucy on Friday.

2 Listen to five conversations. Tick (✓) A, B, or C.

- 1 Why don't James and Lisa have lunch together today?
 • A James is meeting his sister B Lisa brought her lunch with her C Lisa is meeting a friend at a café
- 2 What does the customer order with the chicken?
 • A rice and green beans B potatoes and green beans C peas and cabbage
- 3 What does the customer need help finding?
 • A eggs and tuna B salmon and eggs C salmon and tuna
- 4 What snack does Harry have before dinner?
 • A two biscuits B a biscuit C an apple
- 5 What does the customer buy?
 • A half a kilo of green grapes B some raspberries C half a kilo of red grapes

Key: 1. 1 cousin, 2 brother, 3 messages, 4 football, 5 Friday

2. 1 C, 2 A, 3 B, 4 B, 5 A

Раздел 8

Диктант.

Gordon Ramsay

Gordon Ramsay is a famous British celebrity chef. He owns restaurants all over the world and he often appears on TV. In some programmes he teaches people how to cook and in others he changes bad restaurants into good ones. Gordon's cooking is delicious and he makes some fantastic dishes with seafood and beef. However, he is also famous for his personality. He's quite competitive, a bit aggressive, and very ambitious! At the moment, he lives in London with his wife and their four children, but he's going to move abroad in the future, where he's planning to open another restaurant.

Устный опрос по грамматике.

1. What secondary parts of the sentence can you name?
2. What is the attribute? What parts of speech does the attribute qualify?
3. What are the most common ways of expressing the attribute?
4. What other parts of speech can the attribute be expressed by?
5. What type of attribute is called the apposition? What kinds of apposition can be distinguished?
6. What is the adverbial modifier? What parts of speech can the adverbial modifier refer to?
7. What kinds of adverbial modifiers are distinguished according to their meaning?
8. What are the most common ways of expressing the adverbial modifier?
9. What other parts of speech can the adverbial modifier be expressed by?

Лексико-грамматическая работа.

a. Circle the correct preposition to complete the sentences. (10 marks)

Example: The pasta comes in / of a cheese sauce.

- 1 The food on / in this restaurant is unbelievable.
- 2 Would you like your dessert with / on custard or ice cream?
- 3 I'd like a table for / of three, please.
- 4 If you want a table in / on the terrace, you need to arrive early.
- 5 The tall guy in / with a beard is my ex-boyfriend.
- 6 Could you bring me a glass with / of water, please?
- 7 We're staying in a big hotel next to / in the beach.
- 8 Let's sit at the table in / on the corner.
- 9 Can I have the chicken curry in / with salad instead of rice?
- 10 The women on / in my family all have red hair.

b. Put the letters in brackets in order to complete the sentences. (5 marks)

Example: Many people in England have toast and cereal for _____.

(rfskbeaat)

Answer: breakfast

- 1 _____ and tomatoes are typical ingredients in a salad. (bremuccu)
- 2 _____ is a type of herb. (sibla)
- 3 Ice cream and cake are usually eaten for _____. (stersde)
- 4 Soup or olives are usually eaten as _____. (trasrest)
- 5 _____ and sauces are often used to make food taste more interesting. (pescis)

2. Put the words in brackets in order to complete the conversation. (9 marks)

Example: A Are _____? (order / ready / to / you)

Answer: you ready to order

B Yes, ¹_____.

(so / I / think) What's the soup of the day?

A Today ²_____.

(soup / cream / it's / tomato)

B OK, so ³_____.

(and / that / the pasta, / have / I'll / please)

A OK. ⁴_____?

(sir / for / and / you,)

C Could ⁵_____.

(chicken salad / have / start / the / I / to) and then the steak?

A Fine, ⁶_____?

(steak / like / how / your / would / and / you)

C Er, ⁷_____.

(well done, / like / please / it / I'd)

A All right. Can ⁸_____?

(you / to / something / get / I / drink)

C Can ⁹_____?

(bottle / we / a / sparkling water / have / of)

3. Rewrite the sentences, adding *with* in the correct place. (8 marks)

Example: We're bored this game now. Can we play something else?

Answer: We're bored with this game now. Can we play something else?

1 I have an appointment Doctor Patel at 9.30.

2 Why don't you and your wife stay me for a few days in the summer?

3 Alex is going out a really nice girl called Sandra.

4 How's your new car? Are you happy it?

5 I bought this MP3 player this morning and I think there's something wrong it.

6 There are only three people in our car so you can come us if you like.

7 The evening will begin a speech by European Director, followed by dinner.

8 It's really a modern bar comfortable sofas to relax on
And lots of space for dancing.

4. Write the correct word from the brackets to complete the instructions. (8 marks)

Example: _____ the onions and garlic in a little oil until brown. (Boil / Stir / Fry)

Answer: Fry

1. _____ the steak for 15 minutes, turning once. (Cut / Stir / Grill)
2. _____ warm, with a green salad. (Shake / Serve / Toast)
3. _____ the rice for 12–15 minutes, until soft. (Chop / Boil / Pour)
4. _____ the herbs and add them to the mixture. (Serve / Fry / Chop)
5. _____ the soup constantly to prevent it from burning. (Serve / Stir / Shake)
6. _____ the cake in a hot oven for about 30 minutes. (Cut / Cover / Bake)
7. _____ the sauce over the pasta, and add black pepper to taste. (Boil / Pour / Shake)
8. _____ the fish in a little oil, turning frequently. (Bake / Toast / Fry)

Раздел 9

Словарный диктант.

1. To travel
2. To get a taxi
3. A taxi rank
4. The minimum fare
5. To use a meter
6. To keep the change
7. To ask for a receipt
8. How much is it to the city centre?
9. I'd like to go to
10. Can I put my case in the back?
11. Could you wait here for five minutes?
12. To chat with the driver
13. To give the driver a tip
14. Rush hours
15. To walk through the city
16. To wear a smart suit
17. To get into a car
18. To talk on the phone
19. To meet a foreign tourist
20. To be in contact
21. To go somewhere on business
22. To text somebody back
23. To go to the airport
24. Is it your first time here?
25. To have a small business in
26. To own a restaurant
27. To visit a place

Устный опрос по грамматике.

1. What part of speech is the article used with?
2. What articles are there in Modern English?
3. What forms does the indefinite article have?
4. When is the form 'a' used? How is it pronounced?
5. When is the form "an" used? How is it pronounced?
6. How is the definite article pronounced?

7. What does the use of the indefinite article imply?
8. What does the use of the definite article show?
9. What does the absence of articles show?
10. What is the original meaning of the indefinite article?
11. What has the definite article developed from?

Раздел 10

Практическое задание по грамматике.

1. Complete the questions in the Present simple or continuous.

1. (like) meeting new people?
2. (read) a good book at the moment?
3. (read) a daily newspaper?
4. (study) for any exams at the moment?
5. (prefer) smart or casual clothes?
6. (usually) get up late at the weekend?
7. (listen) to the radio every morning?
8. (find) English grammar difficult?

2. Complete the sentences with the Past simple and continuous.

1. you (go) out last night? – No, actually we..... (stay) in and Gary (cook) a fantastic meal.
2.(hear) about Abby and Rob's unfortunate holiday? The weather (be) terrible – it (rain) every day, and they both (have) food poisoning from the hotel food.
3. How Tony (hurt) his knee? – He (play) football and (fall) over.
4. How you all (get) so sunburnt? – We (sunbathe) at the weekend and (stay) out too long.
5. How you (cut) your finger? – I (peel) some potatoes and the knife (slip).
6. How Martin (catch) a cold? – He (walk) in the rain and (get) very wet.
7. How a tree (fall) on Simpson's car? – They (stay) in Florida and there (be) a terrible storm.
8. How Sarah (lose) her bag? – She (travel) home from work and (leave) it on the bus.

Лексико-грамматическая работа.

1. Complete the sentences with the past progressive form of the verb in brackets. (5 marks)

Example: _____ as a waitress when she met her husband. (Jill / work)

Answer: Jill was working

- 1 What _____ when I phoned? (you / do)
- 2 You made a mistake because _____ when I told you what to do.
(you / not / listen)
- 3 _____ in Singapore when you went there? (Niall / live)
- 4 _____ down to see our friends when the accident happened. (we / drive)
- 5 Sorry I didn't answer the door. _____ a shower at the time. (I / have)

2. Complete the sentences with the past simple or past progressive form of the verb in brackets. (6 marks)

Example: Why did you both go quiet when I came in? (talk) about me?

Answer: Were you talking

- 1 When I saw the thief, he _____ (wear) a black jacket and blue jeans.
- 2 When Mandy was running through the park yesterday she _____ (fell) over and broke her arm.
- 3 I saw my boss in the supermarket this morning but I don't think she _____ (see) me.
- 4 Gustavo _____ (start) his degree five years ago but a year later he gave up and went travelling.
- 5 The sun _____ (shine) when I got up this morning, but now it's raining.
- 6 You _____ (not live) in Milan when I first met you. You were still in London.

3. Put the words in brackets in order to complete the conversations. (5 marks)

Example: (it / is / far / how)

Answer: How far is it?

_____?
(to / how / the airport / is / much / it)
It's usually about £20.

_____.
(to / please / go / the Grand Hotel, / like / I'd / to)
OK, sir. Jump in.

_____?
(put / can / bags / my / the / back / in / I)
It's OK. I'll do that for you.

_____?
(here / for / you / ten / could / wait / minutes)
I can, but could you pay me first?

_____?
(it / fifteen / make / pounds / just)
B Thank you very much. Here's your change.

4. Underline the correct option for starting a story. (6 marks)

Example: I was looking ...

- a) for somewhere to stay
- b) a job
- c) with some friends

- 1 It was ...
 - a) the middle of winter
 - b) away for the weekend
 - c) for somewhere to stay
- 2 I was ...
 - a) to Germany
 - b) in Italy
 - c) late summer
- 3 I was waiting ...
 - a) some friends
 - b) to the station
 - c) for a bus
- 4 I was on my way ...
 - a) to the airport
 - b) for a few days
 - c) a bar
- 5 I was working ...
 - a) to a bank
 - b) in a factory
 - c) shopping
- 6 I was visiting ...
 - a) the summer
 - b) my cousins
 - c) in the city centre

5. Circle the word which has a /@/ sound. (6 marks)

Example: She's got a new job.

1. She's got a new job.
2. I'll wait for you.
3. We can stay in this hotel.
4. I'd like to stay 2 nights, please.
5. He was going out with his friends.
6. Let's get a taxi.

6. Rewrite the sentences, adding back in the correct place. (8 marks)

Example: Jack gave me a lift home on the of his motorbike.

Answer: Jack gave me a lift home on the back of his motorbike.

1. A year after I left school I went to give a speech to some of the students.

2. There were no rooms available so I had to sleep on the seat of my car.

3. Dom texted me about the party, but I haven't had a chance to text her.

4. Wait here. I'll be in a couple of minutes.

5. Rosa decided the blouse was too small so she took it and changed it.

6. Henry! I thought you were still in the States. When did you get?

7. I think I forgot to lock the front door. Stay here while I go and check.

8. Don't lend Amy anything. I lent her a CD months ago and she still hasn't given it.

7. Underline the correct expression to complete the replies in the conversations. (4 marks)

Example: A I've been in the office since 7 o'clock this morning.

B you're quite tired then?

- a) So b) Yeah

1. A The last time I flew in a plane it was absolutely terrifying.

B _____? Why? What happened?

- a) Oh yeah b) Oh no

2. A Where did you and Gisella meet?

B At university. _____, we went to the same high school, but we didn't know each other then.

- a) So b) Well, actually

3. A I only moved to Paris last month.

B _____. So you don't know the city very well, then?

- a) Actually b) Right

4. A Didn't you enjoy the film very much?

B No, I didn't. _____ it's the worst film I've ever seen.

- a) So b) In fact

Сочинение.

Agree or disagree with the following statement:

"You should always help a stranger, because one day that stranger might be you".

Раздел 11

Словарный диктант.

1. A cash machine
2. Coins and notes
3. To go into a bank
4. To pay in cash
5. To pay by card
6. To pay bills
7. To use the Internet for paying bills
8. To change money
9. Currency
10. To type in one's PIN
11. How would you like to pay?
12. Could I have the bill?
13. Do you take cards?
14. Can I see your student card?
15. To borrow money from the bank
16. To give loans
17. To start small businesses
18. To pay per cent interest a year
19. To make repayments
20. To get credit
21. To lend money
22. To pay rent
23. To earn money
24. To go to someone's house for dinner
25. To take a gift to the hosts
26. To wear shoes in their home
27. To make a lot of noise
28. To look forward to one's holiday
29. To invite friends to a restaurant
30. To pay for all the food and drink

Практическое задание по грамматике.

1. Complete the sentences. Use *have to* or *has to* + these verbs:

Do hit read speak travel wear

1. My eyes are not very good. I glasses.
2. At the end of the course all the students a test.
3. Sarah is studying literature. She a lot of books.
4. Albert doesn't understand much English. You very slowly to him.
5. Kate is not often at home. She a lot in her job.
6. In tennis you the ball over the net.

2. Complete the sentences. Use *have to* or *had to* + these verbs:

Answer buy change go walk

1. We home last night. There were no buses.
2. It's late. I now. I'll see you tomorrow.
3. I went to the supermarket after work yesterday. I some food.
4. This train doesn't go all the way to London. You at Bristol.
5. We did an exam yesterday. We 6 questions out of 10.

3. Write some things that you have to do (don't have to do) or had to do (didn't have to do):

1. Every day
2. Yesterday
3. Tomorrow
4. Last week
5. On Sundays
6. Last year

Раздел 12

Диктант.

Oxfam

Oxfam is an international charity. It started in the UK in 1942 when a group of people became worried about the situation in parts of Europe. There was very little food in some countries because of the war and the people were starving. Today, Oxfam helps people all over the world. Volunteers have shown millions of people how to get clean water and how to grow their own food. The charity has also built schools and hospitals in many different places. Oxfam has been raising money to help the poor for over 70 years now. It has changed the lives of many people all over the world.

Лексико-грамматическая работа.

1. Complete the sentences with the correct form of *can*, *can't*, *have to* or *don't have to*. (10 marks)

Example: You have to pay to get into the concert but students can get a discount.

1. You ____ drive a car until you are 18, but you ____ ride a motorbike when you are 16.
2. We ____ carry ID cards, but we ____ fly on a plane without a passport.
3. Children ____ go to school until they are 16, then they ____ leave and look for a job.
4. My father ____ retire next year when he's 65, or he ____ continue working if he wants to.
5. In the UK everyone ____ have a licence if they have a television, and we ____ pay about £140 to get one.

2. Put the words in brackets in order to complete the conversations. (10 marks)

Example: A ____? (cards / take / do / you)

Answer: Do you take cards?

B Yes, sir. Credit cards and debit cards.

1. A ____?
(pay / card / can / I / by)

B Yes, of course.

2. A ____?
(bag / like / a / you / would)

B No, thanks. I already have one.

3. A ____?
(smaller / have / do / anything / you)

B Let me see. Yes, here you are.

4. A ____?
(pay / like / how / you / would / to)

B With a credit card, please.

5. A _____?

(card / see / can / a / student / I)

B Yes, here you are.

3. Mark the links between the consonant and vowel sounds. There are two in each sentence. (8 marks)

Example: You should ask them if we can pay by card.

1. Maybe you can offer to drive Andy to the airport.
2. You should probably ask if they need some help.
3. You can't go inside if you're wearing a hat.
4. You have to have a shower before you get in the pool.

4. Rewrite the sentences, adding *it* in the correct place. (4 marks)

Example: When we arrived home was very late.

Answer: When we arrived home it was very late.

1. We decided to have a picnic because was such a beautiful day.

2. I hope isn't raining because I forgot my umbrella.

3. The sun is very strong here so you shouldn't stay out in for very long.

4. Felt strange to be back home after three weeks away.

5. Complete the missing words in the sentences. (4 marks)

Example: I don't know if I'll go to the party or not.

I _____ d _____ how I feel tonight.

Answer: It depends.

1. Take your time. It d _____ m _____ if we arrive a bit late.
2. \$35! I _____ t _____ it? I can't believe that's all you brought with you!
3. It's u _____ t _____ y _____ which restaurant to go. I like both of them.
4. I'm not sure I feel like going out tonight, but I'll t _____ a _____ it and let you know.

6. Underline the correct option to complete the sentences. (4 marks)

Example: You can / will need to change some money before you go to New York.

1. Have / Make sure you take your passport and your driving licence with you.
2. That's / It's a good idea to take some travellers' cheques.
3. Don't forget sending / to send me a postcard from San Francisco!
4. How much money should / would I bring?

Сочинение.

Agree or disagree with the following statement:

"It's good to enjoy spending your money, and not worry about saving for the future".

Словарный диктант.

1. Household chores
2. To clean the windows
3. To do the cooking
4. To do the dusting
5. To do the ironing
6. To make the bed
7. To do the vacuuming
8. To wash the clothes
9. To keep fit
10. To burn calories
11. To lose weight
12. To do exercise
13. To go to the gym
14. To go for a run
15. To cycle
16. A swimming pool
17. A fitness centre
18. Good facilities
19. Changing rooms
20. Women-only classes
21. A thunderstorm
22. Clouds
23. A rainbow
24. Snowflakes
25. Hailstones
26. To get colder (warmer)
27. To be more careful in the hot sun
28. Extreme weather
29. Temperatures can rise
30. The dust storms

Устный опрос по грамматике.

1. What does the adjective express?
2. How are adjectives classified according to their meaning and grammatical characteristics?
3. What do qualitative adjectives denote?
4. What do relative adjectives denote?
5. What grammatical characteristics do qualitative adjectives have?
6. What are their usual syntactical functions?
7. In what syntactical function are relative adjectives chiefly used?
8. What characteristics have substantivized adjectives acquired?
9. What are wholly substantivized adjectives?
10. What adjectives are considered partially substantivized?

Чтение и перевод.

1 Read the article and tick (✓) A, B, or C.

In 1990, the World Bank published a report showing that there were over a billion people in the world with an income of just one dollar a day. At the start of this century, the United Nations promised to halve this figure by 2015. It has been working hard to keep this promise ever since. A series of short films was made to show what you can

buy in different countries with this tiny amount. In a market in Nepal, for example, they could only buy four bananas and a loaf of bread. It was impossible to buy meat or any protein.

Other people have been horrified to learn how enormous the problem is and have taken action in different ways. A UK charity called *1 Dollar a Day* has been raising money to invest in projects to improve health, clean water, education, etc. They have also given people loans to help them set up a business as it is difficult to borrow money if you have no bank account.

In the US, two school teachers decided to try spending only one dollar each day on food for a month and have now written a book about their experience. They say they were often starving, and got bored with eating the same food. And they couldn't afford to buy healthy foods such as fresh fruit and vegetables. The book describes how much rich countries waste, and how they try to save money by buying cheap food from other countries.

The World Bank has recently published another report on how the situation has changed since 1990. One dollar is worth less now, and food and fuel cost more, so it is difficult to work out exactly how much progress there has been. However, there have clearly been some amazing changes. Between 1990 and 2008, the number of people who earned salaries below the poverty line went down from 43% of the developing world to 22%, so the UN has already made a big difference. Of course there is still a huge amount to do to improve the lives of millions of people throughout the world.

Example: More than a billion people _____ one dollar a day in 1990.

A gave ☐ B earned ☒ C saved ☐

• 1 In _____ the UN made a promise to cut the poverty figures by half.

A 2000 ☐ B 1900 ☐ C 2015 ☐

• 2 In Nepal it costs one dollar to buy _____ and some bread.

A cheese ☐ B meat ☐ C a few bananas ☐

• 3 The charity *1 Dollar a Day* lends people money to _____.

A get water ☐ B start a business ☐ C buy food ☐

• 4 Two school teachers spent one dollar a day on _____.

A a book ☐ B vegetables ☐ C eating ☐

• 5 They were often very _____.

A tired ☐ B hungry ☐ C healthy ☐

• 6 It wasn't possible to buy _____ with a dollar.

A unhealthy food ☐ B anything ☐ C fruit ☐

• 7 The book shows how much rich countries _____.

A throw away ☐ B spend each day ☐ C can afford to buy ☐

• 8 Since 1990, the situation has changed _____.

A very little ☐ B not at all ☐ C a surprising amount ☐

• 9 In 2008, _____ of the world's population was very poor.

A 43% ☐ B 22% ☐ C over a billion ☐

10 The writer says we still need to do _____ to help people.

A a little ☐ B a lot ☐ C some things ☐

2 Read the article again. Mark the sentences T (true) or F (false).

Example: The United Nations wants to reduce the number of people who live on one dollar a day. T

• 1 In Nepal, you can buy fruit and bread for one dollar. _____

• 2 To borrow money, you have to have a business. _____

• 3 *1 Dollar a Day* wants to improve schools. _____

- 4 To save money, rich countries pay lower prices for food from other countries. _____
- 5 Food has been less expensive since 1990. _____

Key: 1. 1A, 2C, 3B, 4C, 5B, 6C, 7A, 8C, 9B, 10B

2. 1T, 2F, 3T, 4T, 5F

3 Translate the article in writing.

Раздел 14

Практическое задание по грамматике.

I. Fill in the gaps with the comparative form of the adjectives in brackets:

1. Bangkok is (interesting) than Phuket.
2. I think Phuket is (safe).
3. My English is (good) than it was last year.
4. Public transport is (bad) than it was 10 years ago.
5. People in small towns are (friendly) than people in big cities.
6. The Sawadee Hotel is (big) than the Kata Hotel.
7. This beach is (dirty) than that one.
8. My flat is (large) than yours.

II. Write the appropriate form of adjectives.

1. This flat is (expensive) of the three. The other two cost too much.
2. This house is much (nice) than the one we saw yesterday. I really love it, don't you?
3. The garden is not as (big) as I hoped.
4. This is (small) place we've seen.
5. He is (patient) man I know. He never gets angry.
6. The bathroom is (bad) than I expected.
7. It'll be as (good) as having a garden, but a lot less work.

Лексико-грамматическая работа.

1. Complete the second sentence so it means the same as the first, using the word in CAPITALS. (4 marks)

Example: Warsaw is smaller than Moscow. bIG

Warsaw_____.

Answer: isn't as big as Moscow

1. Jackie is a bit taller than Michelle. aLMosT

Michelle_____.

2. I think questions 1 and 2 are both equally hard. JusT

I think question 2_____.

3. The pollution now isn't as bad as it is in the summer. Than

The pollution in summer_____.

4. Ines and Natalie have the same weight. as

Ines is_____.

2. Complete the sentences with the superlative form of the adjective in brackets. (5 marks)

Example: _____place I've been to for a holiday is South Africa. (far)

Answer: The furthest

1. That was _____ exam I've ever done! (easy)
2. The _____ city I've visited is probably Venice. (beautiful)
3. What's _____ place to change money near here? (good)
4. This is _____ suitcase I've ever carried! What's in it? (heavy)
5. These are _____ hailstones I've ever seen! (big)

3. Underline the correct option to complete the sentences. (5 marks)

Example: Learning English is a lot more useful / most useful than learning Latin.

1. Excuse me, where is nearer / the nearest bank?
2. Paris and Rome aren't cheap cities but London is more expensive / the most expensive than both of them.
3. I've never met anyone as beautiful / more beautiful as you.
4. You have to be much more careful / the most careful riding a motorbike than driving a car.
5. Going there on foot is quicker than driving, but quicker / the quickest way is by bike.

4. Put the words in brackets in order to complete the sentences. (6 marks)

Example: If the weather's good, _____. (work / walk / normally / I / to)

Answer: I normally walk to work

- 1 Every _____
_. (get / day / and go / for a run / I / up at / 6.30)
- 2 My father _____
_. (each day / a big / starts / always / breakfast / with)
- 3 What time _____
_. (tend / do you / to / to work / in the morning / get)
- 4 I _____
_. (every / the guitar / day / practise / an hour / for)
- 5 What time _____
_.? (generally / get / the evening / they / in / do / home)
- 6 Tom _____
_. (smoking / a day / his exams / he was / while / studying / 40 cigarettes / for / was)

5. Underline the correct option to complete the sentences. (4 marks)

Example: a cat's a good idea, but a dog had / could be more fun.

- 1 nahla wants to go to scandinavia, but I 'd prefer / 'd rather to go somewhere hot, like Turkey or Greece.
- 2 Everyone else wants to stay in a hotel but I 'd much prefer / 'd much rather go camping.
- 3 Josie doesn't mind / prefer the idea of having a barbecue, but the others aren't so keen.
- 4 I like vegetarian food but my friends had / would rather eat meat.

6. Rewrite the sentences adding the appropriate form of *do* in the correct place (6 marks)

Example: Why didn't you your homework?

Answer: Why didn't you do your homework?

1. I've never liked household chores.

2. My mother has a lot of charity work since she retired.

3. What you do last weekend? Anything interesting?

4. How much exercise do you normally each week?

5. Exams isn't something most people enjoy.

6. I've got a lot of work to before I can go home.

7. Complete the second expression so that it is less direct than the first. (6 marks)

Example: she's rude.

she's a bit rude.

Answer: a bit

1 . Can you tell me the time?

W ould you mind me the time, please?

2 . Can you help me with these bags?

D o you think you could help me with these bags?

3 . Can you give us some advice?

I w ould it be possible for you to give us some advice.

4 . No, I don't want to go out tonight. sorry, but I can't r unfortunately n eed to go out tonight.

5 . He didn't enjoy the film.

He didn't s eem to enjoy the film.

6 . The food there is expensive.

The food there isn't v ery c heap.

Раздел 15

Аудирование.

Listening 1

Interviewer In this week's edition of *Life Changes*, I'm talking to Helen Johnson. Helen, can you start by telling us about where you now live? Your cottage is absolutely beautiful.

Helen Thank you. We've been living here for ten years now, but the cottage didn't look anything like this when we first moved in. As you can see from this photo, it was very small and dark. And that first winter was absolutely freezing! We've done a lot to the house and the garden since then.

Interviewer Have you always lived in the country?

Helen Actually, no. I saw this tiny cottage for sale and just fell in love with it. My husband and I left our jobs with good salaries, and our warm house in the city, and moved down here. We worked incredibly hard that first year. Here's another photo of us after a long day, in our filthy clothes, looking absolutely exhausted.

Interviewer It was definitely worth it. I understand you now have your own business. Can you tell us something about that?

Helen Well, when we first came here we decided to grow vegetables, and we sold them to our friends and neighbours. Then, as we had lots of apple trees, we started a small business making apple juice. It was hard at first, but luckily, my parents were able to help. They invested some of their savings into the business, and my husband inherited some money from his grandfather. We've been making apple juice and selling it in farmers' markets for five years now and we've slowly built up the business. People won't buy it if you charge too much so we haven't made a great profit yet, but everyone says it's delicious.

Interviewer And are you able to live on the income you make?

Helen As you can probably imagine, we don't earn very much, and we still owe the bank a lot of money, but it's a fantastic life in many ways. We haven't been able to afford expensive holidays, but I'm positive our children have had a very happy childhood here.

Listening 2

1

Jake Alice, have you ever inherited any money?

Alice Yes, I once got a little money from a great-uncle, but a friend of mine has just inherited a house!

Jake A house!

Alice Yes. Her grandmother died a few months ago and she left her house to my friend, Carla. She's already sold it and is investing the money to pay her university fees.

Jake Lucky thing.

2

Dave How long have you been working as a volunteer with WaterAid, Lisa?

Lisa For about two years now.

Dave And what's your role in the organization?

Lisa Well, I started by helping to organize events to raise money, but since April I've been travelling around the country giving presentations about the charity. I was terrified about speaking in public at the beginning, but it's been a fantastic experience.

Dave Sounds fascinating work.

Lisa Yes, it is. I love it.

3

Wendy Hi, Kate. What are you doing?

Kate Oh, hi! I've been waiting for my bus for ages, but it hasn't turned up yet and I'm freezing! I can't even get a taxi because I don't have enough money and the cash machine has broken.

Wendy Poor you! Look, my car's parked just over there. I'll give you a lift, and if you want, I can lend you some money too.

Kate Thanks so much, Wendy!

4

Gavin Hi, Rachel. Have you found any bargains so far?

Rachel Actually, yes. I've just bought these amazing boots. I love markets. What about you? Have you spent any money yet?

Gavin Well, ... I bought these DVDs. But to be honest, I think they've charged me more than the films usually cost new in the shops!

Rachel You're too nice. You need to be more aggressive ... like me!

5

Diana Chris, what's the most life-changing thing that has happened to you?

Chris Erm, probably leaving my job and going abroad for a year.

Diana When did you do that?

Chris I was 25 at the time.

Diana And how did it change you?

Chris I suppose, erm, living in another culture really opened my eyes. I was probably a bit immature before I went, and now I think I'm much more independent and more open to other ideas.

1 Listen. Tick (✓) the five sentences that are correct.

- 1 Helen and her husband moved to the countryside 10 years ago.
- 2 They haven't changed the house much since they moved in.
- 3 The second photo shows them looking tired and dirty.
- 4 At the beginning they sold apples to their friends.
- 5 They invested money from her husband's grandfather in the business.
- 6 They started selling apple juice five years ago.
- 7 They have started to make a good income from the business.
- 8 They haven't been able to spend much money on holidays.

2 Listen to five conversations. Tick (✓) A, B, or C.

- 1 Alice's friend has _____ her grandmother's house.
- A recently sold B just bought C just left
- 2 Lisa has been _____ for WaterAid since April.
- A working B giving talks C organizing events
- 3 Kate tells Wendy that her bus _____.
- A hasn't arrived yet B didn't stop C has broken down
- 4 The DVDs from the market cost _____ in the shops.
- A the same as B less than C more than
- 5 Chris says that he has _____.
- A made no changes to his life B just changed jobs C lived in another country

Key: 1. 1, 3, 5, 6, 8.

2. 1A, 2B, 3A, 4C, 5C.

Словарный диктант.

1. to live in cities
2. to live in the country
3. urban life
4. urban population
5. to work at home
6. workplaces
7. to use food and energy
8. to use local materials
9. traditional styles of architecture
10. to afford to live in clean areas
11. to live in polluted areas
12. to lead to serious political problems
13. to experience problems
14. sea levels rise
15. to have problems with flooding
16. climate change
17. to provide enough water
18. to be interested in sightseeing
19. to enjoy trying new food
20. to speak the local language
21. to see historical sights
22. areas of natural beauty
23. a tourist resort
24. Do you organize tours of the city?
25. Can you recommend some things to see?

26. Do you have any information about art galleries?
27. To go along the street
28. To turn right (left)
29. To go past a building
30. You'll see on your right (left).

Раздел 16

Диктант

The London Underground

The London Underground is the oldest underground railway in the world. Most people call it the Tube. It first opened in 1863, about 40 years earlier than the subway in New York. The Tube is 402 kilometres long and there are 270 stations. It is the second largest metro system in the world after the Shanghai Metro. Just over a billion passengers use the Underground every year, which makes it the third busiest metro system in Europe. Only Moscow and Paris are busier. Trains on the London Underground aren't as comfortable as they are in other cities because air conditioning isn't very good.

Лексико-грамматическая работа

1. Put the words in brackets in order to complete the sentences. (5 marks)

Example: The _____. (next / might / improve / economy / year)

Answer: economy might improve next year

- 1 I _____.
(at / many people / 'll / don't think / there / be / the concert)
- 2 Tomorrow morning we _____.
_____. (have / a meeting / the new design project / about / might)
- 3 Chris _____. (late / won't / very near / he lives / because / here / be)
- 4 The _____. (to have / children / pizzas / want / or hamburgers / will probably)
- 5 It _____. (closed / may / the night / snowed / so / be / during / the roads)

2. Put the words in brackets in the correct place to complete the sentences. (8 marks)

Example: If it's cold, you might need a jacket. (need / it's / might)

- 1 If _____ in the summer, the weather _____ good.
(be / we / should / go)
- 2 If _____ me a pay rise, I _____ another job. (look for / give / my boss / might / doesn't)
- 3 If _____ seafood,
you _____ to try Taberna Pedro. (have / you / want to / like / might)
- 4 We _____ the train if _____ late. (we / miss / might / arrive)

3. Complete the missing words in the sentences. (4 marks)

Example: The price of _____ i _____ directly affects transport costs.

Answer: oil

- 1 As the polar ice caps melt, s_____ l_____ start to rise.
- 2 Towns near rivers have had a lot of problems with f_____ in the last few years.
- 3 The air in cities is much more p_____ now because of car exhaust fumes.
- 4 C_____ change is the biggest challenge which the world faces at the moment.

4. Rewrite the sentences, adding the words in brackets in the correct place. (10 marks)

Example: After 50 metres you'll come the bank, which is to the hotel. (to, next)

Answer: After 50 metres you'll come to the bank, which is next to the hotel.

1. Go of here, turn right, and continue about 200 metres. (out, for)

2. When you to the church, go down the street the left. (go, on)

3. Go the petrol station, and after half a kilometer come to some traffic lights. (past, you'll)

4. If you go this road for about 400 metres, you'll see a park on right. (along, your)

5. You'll past a pub on your left, and the house is on the right the river. (go, by)

5. Rewrite the sentences, adding 'll in the correct place. (5 marks)

Example: You don't need any money. John pay.

Answer: You don't need any money. John'll pay.

1. We both have the ice cream, please.

2. Your phone's ringing. I answer it if you want.

3. Can you get the door? It probably be Rosa.

4. It's Sheila's birthday soon. She be 60 this year.

5. Mark says he help with your decorating at the weekend.

6. Complete the missing words in the descriptions

Example: There's a b_____l park with a lake and c_____g area for tents and caravans.

Answer: beautiful, camping

1. The local football t___m plays in a m_____n stadium a few miles out of town.
2. At night there's a g_____t atmosphere in the c_____l city, with lots of young people playing music.
3. It's a n_____e place for families, because there are many organised kids' g_____s to keep children entertained.
4. During the summer it's a p_____l mountain village but it gets busy in winter when the tourists come to use the ski s_____s.

Сочинение

Agree or disagree with the following statement:
“It’s easier to be happy living in the city than in the country”.

Раздел 17

Словарный диктант

1. To do shopping in markets
2. To pay the full price
3. To bargain at market stalls
4. To sell antiques
5. To sell second-hand clothes
6. Can I have a look at?
7. Do you need any help?
8. What size is it?
9. Can I try it on?
10. Do you have any other colours?
11. I need it for work.
12. It helps me to relax.
13. It was given to me by
14. It reminds me of
15. It’s cheap (expensive).
16. To buy something for a good price
17. To pay for something
18. It is written in an unknown language.
19. A dictionary
20. Newspaper and magazine articles
21. Transport timetables
22. Work documents
23. To get a general idea of....
24. To find information
25. To read slowly and carefully
26. To understand everything
27. I can’t remember an English word.
28. The word doesn’t have an English translation.
29. To explain a word in one’s own language
30. To describe something in other words

Практическое задание по грамматике

I. Choose the correct words:

1. Does he wear *a/any* cap?
2. Have you got *a/any* shorts?
3. I haven’t got *any/some* ties?
4. I want to buy *some/a* jeans.
5. I’d like *a/some* bread, please.
6. There aren’t *any/some* tissues.
7. *How much/How many* people are there?
8. *How much/How many* milk have we got?
9. Can I have some envelopes? – Do you want these *one/ones*?
10. Which magazine would you like? – This *one/ones*, please.

Раздел 18

Практическое задание по грамматике

I. Rewrite the sentences using the Passive. State the tense form. Translate the sentences into Russian.

1. They make cheese from milk.
2. He locks the park gates at 6.30 p.m. every evening.
3. She sent the letters 2 weeks ago.
4. Ray Croc founded McDonalds in the 1950s.
5. The storm damaged the roof of the building a few days ago.
6. The company employs 5 hundred people.

II. Put the verb into the most suitable passive form.

1. The computer (repair) yesterday.
2. In the middle of the town there is a castle which (restore) last year.
3. Nearly every time I travel by train my flight (delay).
4. Winston Castle (damage) in a fire last night.
5. The man escaped in a car which (steal) 2 weeks ago.
6. I didn't realise that our conversation (record).
7. A decision (not / make) after every meeting.

Лексико-грамматическая работа

1. Write either *some* or *any* to complete the conversations. (8 marks)

Example: Are there _____ biscuits in the cupboard?

Answer: any

- 1 A Would you like _____ of these strawberries?
They're delicious!
B I've had _____ already actually, but thanks anyway.
- 2 A I haven't got _____ milk left.
B It's OK, I think I've got _____. Yes, here you are.
- 3 A Do you have _____ roast chickens?
B I'm afraid there aren't _____ left. I sold the last one two minutes ago.
- 4 A Can I offer you _____ of this cake to try? It's on offer today.
B Er ... yes, I'll try _____. Mmmm, it's really good.

2. Complete the sentences with the present simple or past simple form of the verb in brackets. (7 marks)

Example: Tennis _____ on a tennis court. (play)

Answer: is played

- 1 The cathedral _____ at the start of the 14th century. (build)
- 2 Spanish _____ in many South American countries. (speak)
- 3 All the goals _____ during the first half of the match. (score)
- 4 I read today that more than 2,000 new plants
_____ each year! (discover)
- 5 Archaeologists believe the wheel _____ over 10,000 years ago. (invent)
- 6 Sixty extra workers _____ by the company last year as a result of the new contract. (employ)
- 7 Every day the BBC World Service
_____ to by millions of people around the world. (listen)

3. Complete the expressions about possessions. (10 marks)

Example: I' _e h _d _t since I was a child.

Answer: I've had it

1. M _ _ f _ v _ u _ i _ _ e t _ i _ g is my watch. It was a present from my parents.

2. I love listening to my MP3 player. _ t h _ l _ _ s m _ relax when I'm walking home.

3. This necklace r _ m _ n _ s m _ o _ my ex- boyfriend. He gave it to me.

4. I never go anywhere without my laptop. I n _ _ _ e i _ f _ _ r my work.

5. These earrings w _ r _ g _ v _ n t _ me by my daughter for my birthday.

3. Write the syllable which has contrastive stress in the second sentence of each conversation.

(3 marks)

Example: **A** Is your name Mike Thomas?

B Actually, it's Mark Thomas.

Answer: Mark

1 **A** Sorry, did you say you live in Park Road?

B No, it's Park Street.

2 **A** Would you like to try the black shoes on?

B Actually, I think I prefer the red ones.

3 **A** How much did you say it was? Thirty pounds?

B No, thirteen pounds.

4. Rewrite the sentences using *by* in the correct place (4 marks)

Example: I'll go to work bus.

Answer: I'll go to work by bus.

1. She'll be back the time we get home.
2. _____
Can you pass me that pen? The one over there the phone.
3. _____
Is it OK to pay credit card?
4. _____
You can make it taste better adding a few fresh herbs.

5. Complete the expressions in the sentences. (6 marks)

Example: You write names, addresses and emails in it when you need to remember them.

Answer: You, write

1 I need one of those things for putting holes in paper. What is it?

A hole punch!

2 I'm looking for a thing for my car, but I don't know the name. It is a key stick for checking the oil level.

3 What's the English word for those things you use to reduce friction in machines? You know, they are little silver balls.

Темы для сочинения:

1. Big family get-togethers are important.
2. People in my country have a healthy diet.
3. We should have more small shops and fewer malls and supermarkets.
4. Sport has become all about money now.
5. A good work-life balance is very important.

Раздел 19

Словарный диктант

1. Feelings
2. Angry
3. Cold
4. Pleased
5. Hot
6. Hungry
7. Frightened
8. Sure
9. Surprised
10. Tired
11. Amazed
12. Boiling
13. Delighted
14. Exhausted
15. Freezing
16. Furious
17. Positive

18. Starving
19. Terrified
20. To laugh
21. To cry
22. To smile
23. To yawn
24. To breathe
25. To stop negative feelings
26. To form groups
27. To go out with friends
28. To have experience
29. To look for a job
30. To find a job

Задание на чтение и перевод

1 Read the article and tick (✓) A, B, or C.

A radical transport system

As one of the world's fastest growing economies, there has been a huge increase in China's urban population. With so many more people also able to afford cars, China's cities now have some of the biggest traffic congestion problems and produce more pollution than any other country in the world.

But one Chinese engineer, Youzhou Song, has designed an exciting solution: the *straddling bus* (a bus which goes across and above part of the road, like a moving bridge). This bus, which looks like a train, holds passengers on the top level while cars can continue to drive beneath. The bus, travelling at about 40 kilometres an hour, will not move as fast as a car, but it will never have the problems of traffic jams. It is as wide as two lanes of the road, but it won't slow down the traffic. It can carry 1,200 passengers, and replace up to 40 conventional buses, saving 860 tons of fuel and 2,640 tons of carbon emissions per year. As it also runs on a combination of electricity and solar power, it offers a much greener, cleaner, quieter and more economical form of transport. It is also three times faster and ten times cheaper to build than the same length of underground railway. Designed with a huge window in the top of the bus, it is also a lighter and more cheerful way to travel!

Youzhou Song has thought of everything. The bus will follow fixed routes and passengers will board the bus from stations above the ground. These stations will also recharge the bus with electricity. If you're worried about the bus crashing into other vehicles, don't be. A system of lights and alarms will stop this from happening. Youzhou Song has even designed escape doors which open at the side in an emergency, just like on an aeroplane.

If tests on the new technology go well, Song's company is talking about building over 180 kilometres of bus route. Los Angeles is also interested in this idea for solving traffic problems and, who knows? We may all be looking forward to a new era of elevated bus travel!

Example: The Chinese economy has grown ____.

A very fast ✓ B faster than any other country ☐ C very slowly ☐

1 In recent years, the traffic in China has got ____.

A faster ☐ B better ☐ C worse ☐

2 An engineer has designed ____ to resolve traffic congestion.

A a train ☐ B a bus ☐ C a bridge ☐

3 The new vehicle will travel more slowly than ____.

- A a car ☐ B a normal bus ☐ C all other traffic ☐
- 4 _____ will be used to run the new system.
A Only electricity ☐ B 860 tons of fuel ☐ C Electricity and solar power ☐
- 5 The other forms of transport are not as _____ as the new system.
A noisy ☐ B quiet ☐ C expensive ☐
- 6 The bus will get electricity from _____.
A the stations ☐ B the ground ☐ C the route ☐
- 7 A safety system will stop accidents with _____.
A pedestrians ☐ B traffic lights ☐ C cars ☐
- 8 There are plans to build _____ kilometres of bus route.
A more than 180 ☐ B 40 ☐ C almost 180 ☐

2 Read the article again. Mark the sentences T (true) or F (false).

Example: Many more people live in cities in China than in the past. T

- 1 Traffic has got worse in China because more people have cars. _____
- 2 The new bus will carry 40 people. _____
- 3 Cars and the new bus will use different levels. _____
- 4 It is three times faster to build than the underground railway. _____
- 5 The new bus will not pollute the city as much as the old buses. _____
- 6 There will be an escape system similar to an aeroplane's. _____
- 7 China is the only country interested in this new bus system. _____

Key: 1. 1C, 2B, 3A, 4C, 5B, 6A, 7C, 8A
2. 1T, 2F, 3T, 4T, 5T, 6T, 7F.

3 Translate the article in writing.

Раздел 20

Диктант

Scuba Diving

You don't have to be an athlete to go scuba diving but you must be able to swim well. You must answer a scuba diving medical questionnaire before beginning a diving course. You mustn't dive alone. You must always dive with a partner, and you should both check your equipment before you start. You must make a plan with your partner for your dive, and you should follow your plan. On your first dive, you mustn't come up too fast. You shouldn't come up more than nine metres per minute, or you could have serious problems.

Лексико-грамматическая работа

1. Complete the sentences with the present perfect form of the verb in brackets. (10 marks)

Example: Have you heard about Penny?

_____ a baby boy. (she / have)

Answer: She's had / She has had

1. I don't think I want dessert. _____ too much already. (I / eat)
2. Have you seen Antonio's watch anywhere? _____ it. (he / lose)
3. Mia just phoned to say _____ down so she's going to be late. (her car / break)

4. Trevor said he can't play today because _____ his leg. (he / hurt)
5. _____ the news? Rich is leaving! (you / hear)
6. Your car's fine now. There was a problem with the gears but _____ it. (we / fix)
7. Look, _____ the windows. They look much better now. (Terry / clean)
8. _____? She didn't say goodbye. (Jackie / go)
9. _____, I've got a meeting tonight so I'll be late back. (I / just / remember)
10. _____ us to a barbecue tonight. Do you fancy going? (Lee and Megs / invite)

2. Write the correct extreme adjective to complete the conversations. (4 marks)

Example: A Are you sure the film's at 7.30?

B I'm p_____, yes. So hurry up!

Answer: positive

- 1 A Would you like something to eat? You look hungry.
B Hungry? I'm absolutely s_____. !
- 2 A Was your boss angry when you told him you couldn't find the report?
B Yes, he was f_____. Not surprisingly!
- 3 A What was the weather like in Tunisia? Was it b_____ all the time?
B No, it wasn't too bad really. It was hot, yes, but only in the afternoon.
- 4 A How is Gracia doing at school? Are you pleased with her progress?
B To be honest we're d_____. She's doing much better than we expected.

Reacting to news, thanking, apologising

3. Complete the expressions in the conversations. (6 marks)

Example: A: I can't take you tonight because my car's broken down. S_____.

B: Oh, right. T_____ 'n_____
g_____. What's the matter with it?

Answer: Sorry; That's not good

- 1 A I'm r_____ s_____ but we can't come tonight. Sue's not very well.
B Oh, I'm very s_____ to h_____ t_____. I hope it's nothing serious.
- 2 Hi Vanessa. W_____ d_____ on your driving test. I heard you passed.
B Yeah, c_____! I'm really pleased.
- 3 A C_____
You played really well and you deserved to win.
B That's very k_____ o_____ y_____.
You played well too, though.

4. Put the words in brackets in order to complete the conversations. (4 marks)

Example: A _____? Are they still at university? (Jock / how / are / and Sally)

B Oh, they're fine. Yes, they're in their final year at university now.

Answer: How are Jock and Sally?

- 1 A _____? I haven't seen him for ages. (Jim / to / what's / up / been)
He's been away on business, in the States.
B Anne started her new job this week.
A _____
- 2 B Oh, yes. _____?

(it / is / enjoying / how / it / is / she)
- 3 A Well, that's my news. _____
_____?

(and Becky / you / what's / with / new)

B Not much. Same old routine, you know.

4 **A** _____?

Did you pass all your exams?

(school / things / how / at / are)

B Nearly! I only failed one!

5. Rewrite B's replies, adding *just* in the correct place. (8 marks)

Example: A Why haven't you got much money left?

B I've bought a new washing machine.

Answer: I've just bought a new washing machine.

1 **A** Can I help you with anything?

B No thanks, I'm looking.

2 **A** Are you coming with us?

B Yes, I need to leave a note for Steve.

3 **A** Matt can't come to the party next week.

B Yes, he's phoned me. Jenny will be disappointed.

4 **A** I have a reservation for three nights. My
name's Da Silva.

B Yes, Mr Da Silva. If you could fill in this
form, please.

5 **A** Could I have the bill please?

B Certainly, sir. One moment.

6 **A** Did you hear my message?

B Not yet. I've got in so I haven't had a chance.

7 **A** I saw Linda and Jeff having dinner together last night. Are they going out together?

B No, I don't think so. They're good friends, that's all.

8 **A** Have you done that report for me yet?

B Not quite. I need to finish the last section.

6. Underline the correct options to complete the sentences. (8 marks)

Example: It's / I'm sorry I missed your birthday. I was / had ill.

1 Sorry I couldn't / wasn't see you yesterday. I had / had got a hospital appointment.

2 Unfortunately we can't / won't be able to stay very long. We have / go to catch a train at
9.30.

- 3 I 'll / can be away next week so I can't come to the concert, but I hope / will hope you enjoy it.
- 4 I sorry / 'm sorry we couldn't come to your wedding. Afraid / Hope you had a wonderful day, though.

Раздел 21

Словарный диктант

1. To stay in a hotel
2. To be located in the heart of the city
3. To be a few minutes' walk to
4. To have internet access
5. To be available
6. Laundry
7. Private parking
8. An en-suite bathroom
9. Late arrival
10. To arrive at the hotel
11. To fill in the registration card
12. Check-out time
13. To book a single room
14. Social networking sites
15. To communicate through the sites
16. To find an old friend online
17. To be in touch with
18. To make a business appointment
19. To make a social arrangement
20. To have a meal at your home
21. To watch a sports event
22. To go to a concert
23. To have a party
24. To go for a picnic
25. To make friends
26. To make a profit
27. To make a snack
28. To make mistakes
29. To make some salad
30. To make repayments

Аудирование

Тексты для аудирования

Listening 1

Presenter There's been a lot of publicity in the media about young people recently. Most of it negative. We read that the twenty-somethings of today are getting lazier and more selfish, and they depend on their parents for everything. But just how fair is that? Today, I'm interviewing Megan Roberts, who is 21 and has just graduated from university. Megan, do young people deserve this reputation?

Megan Well, I think it depends on the individual. One of the biggest problems is that we're treated as if we're all the same. Of course, some young people may just sit around updating their Facebook page, but I think many people in their twenties are working or studying

harder than ever before. It's just that we do things differently from our parents.

Presenter So you don't think that things are 'easier' for young people?

Megan Not really. I think this is a really difficult time to be young. Sure, we have more material stuff, and more opportunities to travel ... but there are also fewer jobs and there's more competition for everything.

Presenter Well, you've certainly grown up in a difficult economic climate. But is it fair to say that the youth of today are more selfish?

No, I don't think it is. I think we care about things just as much as older people. Lots of my friends do voluntary work, for example. I read that twice as many people volunteer as when my parents were young! Young people are maybe more self-confident these days, and they want to do what they believe in. Is that being selfish?

Presenter But what about the argument that young people don't want to grow up?

Megan Maybe old people are just jealous of us because we're having fun! So we spend our money on clothes and entertainment, but isn't that what young people have always done?

Presenter Thank you, Megan. It's been very interesting talking to you. It's probably true that the older generation have always thought that they work harder and have better values than their children's generation. Well, Megan will get her chance to complain about the younger generation in a few years' time!

Listening 2

1

Zoe What's the best way to get to Bristol from the airport?

Mike Well, you can get the train into London, and then take another train, or you can get a coach from the airport.

Zoe Which is quicker?

Mike The coach is direct, but it only goes every two hours.

The train option is more complicated, but it will probably end up taking less time.

2

Zoe How do I get to your house from the station, Mike?

Isn't there a bus?

Mike Yes, but I can pick you up. It only takes about 15 minutes to get there by car.

Zoe Thanks, that's great. Shall I call you when I'm on the train?

Mike Yeah, sure. See you soon.

3

Mark Carol, what's the worst journey you've ever made?

Carol I think the slowest was probably last summer when we got stuck in a traffic jam on our way to a music festival. It took five hours to go about sixty kilometres. But the most stressful thing was that I was also running out of petrol. Fortunately we just made it.

4

Jo Sam, you're an engineer so you'll probably know the answer to this question – 'What's the safest form of transport?'

Sam Well, statistically, flying's the safest, although it's also the form of transport that people are most frightened of. A recent survey also showed that people think that cars and buses are safer than trains.

Jo So, is it flying or travelling by train that's safer?

Sam Oh, definitely flying.

5

Matt What is your favourite city, Tess?

Tess Well, one of the most relaxed places I've been to is Copenhagen.

Matt I haven't been there. Isn't it famous for good food?

Tess It does have amazing restaurants. It's also one of the best cities for cycling in the world. There are cycle lanes everywhere. The most surprising thing is that at rush hour, it's more

crowded in the cycle lanes than on the roads.

1 Listen to an interview and complete the sentences. You may need to change the form of some of the words you hear.

- 1 The media presents young people as being too _____ on their parents.
- 2 Megan thinks young people aren't treated as _____.
- 3 She says that there isn't as much _____ now for younger people.
- 4 She thinks volunteering is much _____ common now.
- 5 She says young people have always spent money on _____ and going out.

2 Listen to five conversations. Tick (✓) A, B, or C.

- 1 Which is the quickest way to get to Bristol?
A The coach. ☐ B A coach, then a train. ☐ C Two trains. ☐
- 2 How will Zoe get to Mike's house from the station?
A By taxi. ☐ B By car. ☐ C By bus. ☐
- 3 What was the most worrying thing about Carol's journey?
A It took a long time. ☐ B The traffic was terrible. ☐ C She needed petrol. ☐
- 4 Which form of transport do most people think is the safest?
A Flying. ☐ B Trains. ☐ C Buses. ☐
- 5 What surprised Tess the most about Copenhagen?
A The cycle lanes are sometimes busier than the roads. ☐
B The restaurants are extremely good. ☐ C The people are relaxed. ☐

Key: 1. 1 dependent, 2 individuals, 3 work, 4 more, 5 clothes.

2. 1 C, 2 B, 3 C, 4 C, 5 A.

Раздел 22

Практическое задание по грамматике

I. Complete the sentences. Use *going to* + these verbs:

Do eat give lie down stay walk wash watch wear

1. My hands are dirty. them.
2. What to the party tonight?
3. It's a nice day. I don't want to take the bus. I
4. Steve is going to London next week. He with some friends.
5. I'm hungry. I this sandwich.
6. It's Sharon's birthday next week. We her a present.
7. Sue says she's feeling very tired. She for an hour.
8. There's a good film on Channel 6 tonight. you it?
9. What Rachel when she leaves school?

II. Complete the sentences using *will* or *going to*:

1. A: Why are you turning the television?
B: the news. (I / watch)
2. A: Oh, I've just realized. I haven't got any money.
B: Haven't you? Well, don't worry. you some. (I / lend)
3. A: I've got a headache.
B: Wait a second and an aspirin for you. (I / get)
4. A: Why are you filling that bucket with water?
B: the car. (I / wash)
5. A: I've decided to repaint this room.

- B: Oh, have you? What colour it? (you / paint)
6. A: Where are you going? Are you going shopping?
B: Yes, something for dinner. (I / buy)
7. A: I don't know how to use this camera.
B: It's easy. you. (I / show)
8. A: What would you like to eat?
B: a sandwich, please. (I / have)
9. A: Did you post that letter for me?
B: Oh, I'm sorry. I completely forgot. it now. (I / do)
10. A: The ceiling in this room doesn't look very safe, does it?
B: No, it looks as if down. (it / fall)

III. Complete the sentences with the verbs in brackets. Use *be going to* or the present simple:

- When your train ? (arrive)
- What you this summer? (do)
- I my essay this weekend. (finish)
- I think the last bus at 11.30 p.m. (leave)
- We friends of ours in Bombay this summer. (visit)
- This meeting at 2.30 as usual. (start)

Лексико-грамматическая работа

1. Underline the correct option to complete the sentences. (10 marks)

Example: Where do you go / are you going? I haven't finished talking to you!

- I 'm meeting / meet Ben for a drink after work. Do you want to come?
- Tim's train gets / is getting in at 5.20 and it's always on time so we should leave now.
- Are you going to / Do you visit Henri in Paris this year?
- I want to watch the news tonight. Have a look in the paper to see what time it starts / is starting.
- We 're going / go to play football. Why don't you come with us?
- Look! The Dusty Stars play / are playing at The Bell tonight. Why don't we go?
- I saw Jill this morning. She told me she leaves / 's leaving at the end of the month. Did you know?
- When are you going to / do you get your hair cut? It looks terrible!
- You don't need to take me to the airport tomorrow. I'm ringing / going to ring for a taxi.
- There are two flights every Wednesday. One arrives / is going to arrive at 2.45 and the other at 6.40.

2. Put the letters in brackets in order to complete the sentences. (5 marks)

Example: Good afternoon. Do you have any

_____ (nwit) rooms available for tonight, please?

Answer: twin

- I'd like a _____ (slegin) room for two nights, please. From March 17th.
- _____ (uldrayn) facilities are available. Ask in Reception for a list of prices.
- All our rooms have internet access and air _____ (dongitniconi).
- All double rooms have _____ - _____ (teniues) bathrooms with shower and bath.
- Guests are welcome to use the hotel's _____ (lhetha ulcb) at no extra charge.

3. Underline the correct option to complete the sentences. (4 marks)

Example: What time do we need to check/ leave out?

1. I'd like to make / book a room for tonight
2. Do all the rooms have / give a view of the sea?
3. Is there an extra charge / cost for room service?
4. Good evening. We have a reservation / book for three nights in the name of Williams.

4. Complete each part of the conversation using one of the words in brackets. (6 marks)

Example: A Are you free for a chat this afternoon? (Have/ do / are)

B Oh, I'm sorry, I can't make it today. Is tomorrow OK? (go / make / be)

1. A Are you _____ anything tomorrow evening? If not, do you want to go for a drink?
(doing/ making / having)
B I'd love to but I have to work tomorrow. Can we do it _____ time? Maybe Friday?
(again / other / another)
2. A Do you _____ going for a coffee after work? (feel / fancy / like)
B I can't, I'm afraid. Can you _____ tomorrow instead? (have / do / like)
3. A Can you _____ tomorrow evening? You know, for our salsa lesson? (make / have / get)
B It's going to be difficult. Can we _____ it until next week? (leave / put / postpone)

5. Put the words in brackets in order to complete the expressions with *make*. (10 marks)

Example: After five years of losses, the company

_____ . (started / a profit / has finally / to make)

Answer: has finally started to make a profit

1. I'll be ready in two minutes. I _____
(just need / phone call/ quick/ a / make / to)
2. Would _____ ?
(some salad / like / make / me / you / to / you)
3. Jan's not feeling well so he phoned the doctor's _____
(appointment / made / and / for this / an / afternoon)
4. _____ .
(from time / makes / everyone / to time / mistakes) The important thing is to learn from them.
5. It _____ (for Carrie / friends / hard / was / to / make)
at her new school.
6. Ugh! Just thinking _____ !
(cabbage / me / about / feel sick / eating / makes)
7. You look tired. Have a seat _____ .
(make / of tea / I'll / and / a cup / you)
8. Because it reminded her of her ex-boyfriend, listening _____ .
(that song / sad / Anna / to / always / made)
9. My son thinks Ben is really funny, for some reason. There's something about _____ .
(him / always / his face / laugh / that / makes)
10. If you feel stressed, _____ ,
(all the things / you have / to do / make / of / a list) then put them in order of priority.

6. Write the missing words to complete the expressions in the conversations. (5 marks)

Example: A Hanna, d ____ y _____ h _____ any coins on you?

Answer: do you have

1. **A** Hi, Tamara! Listen, a _____ y _____ f _____ this afternoon?
B Not really, I'm a bit busy.
A What about tonight then?
2. **A** W _____ a _____ y _____ d _____ tonight, Marianne?
B Nothing special.
A Well, how about coming out with us?
3. **A** Excuse me, Jamie. H _____ y _____ g _____ a minute?
B Sure, what's the problem?
A I need some help with this comuter.
4. **A** Oh, Martin. I was just about to text you. D _____ y _____ h _____ any p _____ for next weekend?
B No, not at the moment. Why?
A I've got an extra ticket for the rugby, if you want to come.
5. **A** Hi, Lucia. I was wondering. A _____ y _____ i _____ i _____ classical music?
B Er, yes. I guess so. Why?
A There's a great concert on Friday. Would you like to go?

Раздел 23

Словарный диктант

4. To live in the city centre
5. To live in the countryside
6. A comfortable house
7. A spacious kitchen
8. A fireplace
9. A modern apartment
10. To face east (west, south, north)
11. To have great views of the city
12. Wooden floors
13. A two-storey apartment
14. To move to a new house
15. A multi-storey car park
16. To provide inexpensive and spacious homes for everyone
17. To be close to historic city centres
18. To get on well with your neighbours
19. A suburb
20. A student hall/ a dormitory
21. A village
22. To rent an apartment
23. To complain about the service
24. The air conditioning is broken
25. The intercom doesn't work properly
26. To fix the problems
27. To play really loud music
28. To look after your sister's flat

Задание на чтение и перевод

Read the article and tick (✓) A, B, or C.

The end of the phone call?

Is the phone call becoming a thing of the past? New research suggests we are now more likely to text or email friends or family than dial their number.

The amount of time we spend talking on our mobile phones has gone down by 5% and by twice that for landline calls, whereas the number of text messages we send has doubled in the last few years.

The reasons for this may, in part, be because so many more people have smartphones, which means we can communicate using social networking, instant messaging, and email instead. In fact, we prefer to use our phones to play games, watch films, and look up information rather than make a phone call and speak to someone!

Whatever the reason, there is no question that we have changed the ways we use the telephone. These days we often feel we shouldn't call someone without making an arrangement to call first. Many people are frustrated if they are disturbed by an unexpected phone call. We want to be able to choose when we reply and we don't want to have to chat when we are busy with something else. Written communication allows us to respond quickly and economically. It also means we can think about what we want to say before we get in touch. Phones can also be noisy in open-plan offices, and many people won't call back if you leave a message on their voicemail. They will email instead.

On the other hand, some psychologists say text and email are less rich and 'colder' because you lose the tone and expression of conversation. Others would disagree and say you don't have to hear someone's voice to have an interesting and intimate conversation.

It isn't surprising that research has found that for the over-65s, phoning friends and family on a landline is still the most popular way of getting in touch. Many of us hearing the phone ring know it is probably our mother! You probably won't be amazed either to learn that the great majority (83%) of adults of all ages said they still prefer to communicate face to face.

Example: Many people text or email ____ they talk on the phone.

A as often as ☐ B less than ☐ C more than ✓

1 We are making ____ landline calls these days.

A 5% fewer ☐ B 10% fewer ☐ C 10% more ☐

2 We phone less because we have ____.

A no time ☐ B other ways to communicate ☐ C fewer friends ☐

3 The writer says we use our smartphones for ____.

A finding things out ☐ B listening to music ☐ C speaking to friends ☐

4 When we're ____ we don't like talking on the phone.

A out ☐ B at home ☐ C busy ☐

5 We like to ____ before we reply to something.

A plan our ideas ☐ B talk to friends ☐ C take a long time ☐

6 Some people who receive a phone call prefer to reply by ____.

A text ☐ B phone ☐ C email ☐

7 Psychologists say that a spoken conversation is ____ than a written one.

A colder ☐ B warmer ☐ C less interesting ☐

8 Older people prefer the ____.

A mobile phone ☐ B landline phone ☐ C written letter ☐

9 Most people like making contact ____.

A in person ☐ B by phone ☐ C by Skype ☐

2 Read the article again. Mark the sentences T (true) or F (false).

Example: We make 5% fewer mobile calls these days. T

1 We are sending twice as many texts. ____

- 2 People are happy to call someone without arranging it first. _____
- 3 We like using our phones to watch movies more than to talk. _____
- 4 We prefer to be surprised by phone calls. _____
- 5 Written communication takes more time. _____
- 6 Everyone agrees that speaking is better than writing. _____

Key:

- 1 1B, 2B, 3A, 4C, 5A, 6C, 7B, 8B, 9A
- 2 1T, 2F, 3T, 4F, 5F, 6F
- 3 Translate the article in writing

Сочинение

Agree or disagree with the following statement:

“Architecture was much more beautiful a hundred years ago”.

Раздел 24

Диктант

The Boat Race

The Boat Race is a competition that takes place every year between the universities of Oxford and Cambridge. The race usually takes place on the last Saturday of March or on the first Saturday of April. Oxford beat Cambridge in the first Boat Race in 1829. In 1877 the result was a draw, and in 1984 the Cambridge team crashed into a bigger boat and the race was changed to the next day. In 2012, a man jumped into the river to protest against the Boat Race, and stopped the race. The boats have completed three quarters of the course when the man appeared. The race didn't continue until the police has arrested him. In the end, Cambridge won the race.

Лексико-грамматическая работа

1. Rewrite the sentences, putting the word in brackets in the correct position. (18 marks)

Example: A week in Paris? Yes, that be lovely! ('d)

Answer: A week in Paris? Yes, thatd be lovely!

- 1 I really love to live in a house by the sea. (would)

- 2 I definitely want to walk to work every day. It's too far. (wouldn't)

- 2 We should go camping in the summer. It be fun! ('d)

- 3 Why don't you ask Adam and Camilla? I bet they let you borrow their car for the night. ('d)

- 4 I want to find out more information before deciding to buy it. (would)

5 You enjoy living in a big city? (would)

6 In a situation like that I definitely ask someone for some advice. ('d)

7 You can't drive, so how you get to the town without any buses or trains? (would)

8 It be great to have enough money to be able to travel round the world! ('d)

9 Jim and Katie really like their flat but they prefer it to be a bit bigger. ('d)

2. Underline the correct option to complete the sentences. (4 marks)

Example: The room is very nice. The problem is/ thing there's no bathroom.

1. The house is lovely and the price is OK, too. The *trouble / bad* thing is it's a long way from the town.
2. *Better / the best* thing about living here is it's so quiet.
3. The only *worst/ bad* thing about this area is the traffic is terrible during the rush hour.
4. This was a beautiful town when we moved here. The *thing / matter* is a lot of the new buildings are quite ugly.

3. Write the missing words to complete the expressions in the conversations. (8 marks)

Example: **A** What would you do if the room was dirty? **B** I'm not sure. I'd probably ask to change to a different room.

1 **A** The food in La Tasquita is a bit expensive for me.

B Well, c_____y_____go somewhere else instead?

2 **A** I bought this dress today, but it's a bit too small.

B Yes, I see what you mean. Would i_____be p_____ to change it for a different one?

3 **A** My parents said the service in that new Italian restaurant was terrible.

B In that case, m_____they s_____write a letter to complain.

4 **A** My neighbours keep playing really loud music.

B Well, I'_____go and t_____them to be quiet!

4. Rewrite the sentences, adding *there* in the correct place. (6 marks)

Example: I love Paris. I went last year.

Answer: I love Paris. I went *there* last year.

1 We love the Algarve because are so many beaches.

2 Luis's cousins have an apartment by the beach and they go every weekend in summer.

3 The Grand Hotel is quite famous – why don't we stay?

4 Is any difference between those two songs? They sound the same to me!

5 The biggest problem with the town is that are too many tourists in the summer.

6 The bar round the corner is really nice and I often have a drink after work.

5. Put the words in brackets in order to complete the extracts from a letter of complaint. (6 marks)

Example: (in your hotel / to complain / writing / the service / I am / about)

Answer: I am writing to complain about the service in your hotel.

1 _____ . (broken / in the bathroom / mirror / the / was)

2 _____ . (was, / problem / the bed / another / really / was / uncomfortable)

3 _____ . (didn't / the air conditioning / so / work / too hot / properly / it was)

4 _____ (to give me / but she / a wake-up call / asked / the receptionist / I / forgot)

5 _____ (from the room next door / we / very unhappy / about the noise / were)

6 _____ (find anyone / to help us / couldn't / with / we / our suitcases)

Раздел 25

Словарный диктант

1. An independent country
2. An island in Ocean
3. To cover the area of
4. To be founded in
5. To visit the country
6. Population
7. The official language
8. To be famous for
9. To have elections
10. To become independent
11. To make money from
12. To start a new career
13. To practise speaking English outside class

14. To plan to retire
15. To think about moving to another country
16. To become
17. To be interested in studying
18. To look the word up in the dictionary
19. To guess what the word means
20. To have a vivid memory of the day
21. To gather in front of the TV
22. to listen to music when you're working or studying
23. to read stories to friends
24. to reply to emails
25. to write a letter to your relatives
26. to give presents to people

Практическое задание по грамматике

I. Write the sentences in another way beginning as shown. Underline the Nominative-with-the-Infinitive structure (Complex Subject). Pay attention to the form of the infinitive.

1. It is expected that the strike will end soon. The strike is expected to end soon.
2. It is expected that the weather will be good tomorrow.
The weather is
3. It is believed that the thieves got in through a window in the roof.
The thieves
4. It is reported that many people are homeless after the floods.
Many people
5. It is thought that the prisoner escaped by climbing over the wall.
The prisoner
6. It is alleged that the man was driving at 110 miles per hour.
The man
7. It is reported that the building has been badly damaged by the fire.
The building
8. a. It is said that the company is losing a lot of money.
The company
b. It is believed that the company lost a lot of money last year.
The company
c. It is expected that the company will make a loss this year.
The company

II. Complete each second sentence using Complex Object.

1. My father said I could use his car. – My father allowed *me to use his car*.
2. I was surprised that it rained. – I didn't expect
3. Don't stop doing what he wants. – Let
4. Tim looks older when he wears glasses. – Tim's glasses make
5. I think you should know the truth. – I want
6. At first I didn't want to apply for the job, but Sarah persuaded me. – Sarah persuaded
7. My lawyer said I shouldn't say anything to the police. – My lawyer advised
8. I was told that I shouldn't believe everything he says. – I was warned
9. If you've got a car, you are able to get around more easily. – Having a car enables

III. Translate the following sentences using infinitive constructions.

1. Я бы хотел, чтобы наша делегация приняла участие в переговорах.
2. Ожидается, что новое правительство будет контролировать иммиграцию.

3. Многие эксперты полагают, что Британии необходимо остаться частью единого рынка (for-to-infinitive).
4. Мы ожидаем, что комитет примет резолюцию единогласно.
5. Маловероятно, что результаты референдума будут обнародованы сегодня.
6. Утверждается, что арестованный мужчина принимал участие в подрывной деятельности.
7. По всей видимости, переговоры между двумя партиями состоятся в конце месяца.
8. Европейские лидеры заявляют о невозможности для Британии сохранения преимуществ единого рынка (for-to-infinitive).
9. Сообщается, что лидеры партий в данный момент обсуждают создавшуюся ситуацию.
10. Граждане Великобритании ожидают, что Министру иностранных дел удастся найти нестандартное решение.

Раздел 26

Практическое задание по грамматике

1. Fill in the gaps with the correct forms of the verbs in brackets (infinitive or gerund)

1. I don't mind (walk) home but my sister wants (get) a taxi.
2. He made his decision and refused (change) his mind.
3. Why did you change your decision? What made you (change) your mind?
4. Did I really tell you I was unhappy? I don't remember (say) that.
5. The water here is not very good. I'd avoid (drink) it if I were you.
6. The man admitted (steal) the car but denied (drive) at 100 miles an hour.
7. Tom used to be a footballer. He had to stop (play) because of an injury.
8. I decided (apply) for the job.
9. Would you like (go) to the cinema?
10. My parents let me (play) computer games.
11. I have a sore throat and keep (cough).
12. I don't mind (eat) Chinese food, but I'd rather (have) something more traditional
13. What do you need (buy) for your home at the moment?
14. When I was a teenager my parents made me (get up) early.
15. I really hate people (chew) gum in public.
16. Do you like (work) in the garden or do you pay someone (do) the gardening?

Аудирование

Тексты для аудирования

Listening 1

Ian Is that *your* trumpet? I didn't know you played. Isn't it hard?

Kate Well, it was really frustrating at the beginning – I couldn't make any sounds at all, but my teacher says I'm getting better now. What about you? Can you play a musical instrument?

Ian Well, I used to play the violin when I was younger, but I was never very good. I still remember my music teacher writing 'Ian could make a more pleasing sound!' She said I should practise thirty minutes a day, but I found it so boring!

Kate So, what happened?

Ian Oh, I played in the school orchestra for a while, but I was rather embarrassed about it – it just wasn't cool to play in the school orchestra when I was 14.

Kate So, did you give up?

Ian Yes, I did. Mum was disappointed because she thinks everyone should learn a musical instrument. But I took up the drums when I was 16, and I played in a band for a while. That was exciting – we wrote our own songs, did quite a few concerts, but in the end we were just too busy with other things. How about you? Do you play in a band?

Kate Actually, I've recently joined a jazz band. That's where I'm going now.

Ian Really? That sounds much more exciting than the school orchestra!

Kate It's great. Some of the older musicians are amazing. I don't know if I'll ever be able to play like they do. They make it sound so easy. We're doing a concert next month. You must come and hear us.

Ian I'd love to.

Kate Hey, I've had a thought ... our drummer has just left ... do you still play?

Ian I haven't practised for a while so I might not be able to play very well, but I guess I could try.

Kate You don't have to be anything special. We just need someone to help us keep a basic rhythm. Why don't you come along next week?

Ian OK, cool. I'll give it a go! Text me on Monday to remind me.

Listening 2

1

Paolo Helen, should you say 'Sorry' in Britain if you walk into someone?

Helen Oh, definitely. Actually, we often say 'Sorry' even when someone walks into us! But if you just want to get past, you need to say 'Excuse me'.

Paolo OK ... And what should I say when someone says 'Sorry'?

Helen Well, it depends on the situation, really. We usually just say 'Sorry' back, especially for a small thing. When someone is really apologizing for something – say they stand on your toe and hurt you – then you can say, 'That's all right' or 'Don't worry'.

2

Kasia In Britain, if I'm invited for dinner, do I have to arrive exactly on time?

David Well, if you're eating at someone's house I think it's OK to arrive about 10 or 15 minutes late. In fact, some people would say that's polite. But if you're meeting in a restaurant, you really must be punctual, especially if the other person is on their own.

Kasia Thanks. And should I take a present if I'm invited to dinner at someone's house?

David Well, you should probably take something, maybe a box of chocolates or a bunch of flowers.

3

Paolo What about tipping in restaurants in Britain, Helen? Do people always leave something?

Helen Well, it's usual to leave at least 10% in a restaurant, but you should always check to see whether it's included in the bill, or you can ask the waiter. If it's in the bill, you don't need to leave any extra, but you can leave a bit more if you want to.

Paolo Do people tip in any other situations?

Helen You should probably tip a taxi driver 10% too, and it's also normal in Britain to tip a hairdresser.

4

Rick Hello, can I speak to Janet Miller, please?

Receptionist Just a moment ... I'm afraid her line is engaged. Do you want to hold or can I take a message?

Rick Can I leave a message? Could you tell her Rick Arnold called and that I'm phoning about Friday's meeting. We need to discuss the agenda before Thursday, but she doesn't have to call me back. In fact, I'm in meetings most of today, so I'll phone her first thing tomorrow morning.

5

Pete Who are you texting, Amy?

Amy Liam. I just called him and he hung up on me.

Pete That's rude! Why did he do that?

Amy I don't know. I left him a voicemail yesterday and he didn't call back then either. I've already sent him a Facebook message this morning, but he isn't replying. Oh, I'm so depressed!

Pete I'm not surprised. I wonder what the problem is.

Amy I have no idea.

1 Listen to the conversation about playing a musical instrument. Who said the following? Write I (Ian) or K (Kate) or N (Neither).

1 I found it difficult to produce sounds when I started. _____

2 My teacher wasn't impressed by the sound I made. _____

3 I used to play in a band when I was a teenager. _____

4 I'm going to join an orchestra. _____

5 Some of the musicians I play with are fantastic. _____

2 Listen to five conversations. Tick (☐) A, B, or C.

1 You should say 'Don't worry' if _____.

A the other person is apologizing ☐ B the other person hasn't hurt you ☐

C you walk into someone ☐

2 If you're having dinner at someone's house _____.

A you shouldn't take a present ☐ B you must be punctual ☐

C you can take a present ☐

3 Helen says you don't have to leave a tip _____.

A at the hairdresser's ☐ B in a taxi ☐ C if it's part of the bill ☐

4 Rick _____.

A wants Janet to ring back ☐ B decides to ring back the next day ☐

C makes an appointment to see Janet ☐

5 Liam hasn't replied to _____.

A an email ☐ B a Facebook message ☐ C a text ☐

Key: 1. 1 K, 2 I, 3 I, 4 N, 5 K.

2. 1 A, 2 C, 3 C, 4 B, 5 B.

Лексико-грамматическая работа

1. Underline the correct option to complete the sentences. (10 marks)

Example: What are you thinking of to get/ ~~getting~~ Simona for her birthday?

1. My sister hopes to go / going to law school when she finishes university.

2. I'm just going to the shops to get / getting some milk.

3. Where do you suggest to go / going for dinner tonight?

4. It's impossible *to say/ saying* what will happen to the economy next year.
5. Gareth's much better at *to play /playing* the guitar than his brother is.
6. I really can't stand *to it / sitting* around with nothing to do.
7. Celine needs *to work / working* harder on her writing if she wants to pass her exam.
8. Is Philip excited about *to be / being* in the school football team?
9. The reason a lot of young people move to cities is *to find / finding* a good job.
10. How long did it take you to learn *to speak / speaking* Arabic?

2. Underline the correct words to complete the sentences. (8 marks)

Example: My cousin lives in/at a small town in Russia, on/to the South of Moscow.

1. I live in a small village at/in the south of Portugal, in/on the Atlantic Coast.
2. Peggy spent eight years at/in the Maldives, a group of islands in/to the Indian Ocean.
3. My aunt has a house on/in the island of Tenerife, into/between Lanzarote and Gran Canaria.
4. Gareth's first teaching job was in Tumbes, a city which is on/in the north-west of Peru and borders/the border with Ecuador.

3. Read the text about a sumo wrestler. Fill in the gaps with the following phrases: (10 marks)

- a. Flew to Japan
- b. Wanted to become a lawyer
- c. Became interested in sumo
- d. Was nearly the first foreigner to become ayokozuna
- e. Won a music scholarship
- f. Was born in Hawaii

Saleva Atisano _____ in 1963, and _____ as a teenager. Although he _____ and also _____ to Syracuse University, he decided to try a career in sumo and _____ in 1982 to join the Takasago stable, changing his name to Konishiki Yasokichi. He was very successful and _____ or 'grand champion'.

4. Rewrite the sentences adding *to* in the correct place. (6 marks)

Example: OK, sir. Are you ready order now?

Answer: OK, sir. Are you ready to order now?

1. For me, the way I relax is by listening classical music or jazz.
2. Thanks for the email, Huw. It was great hear from you after so long.
3. If you get lost the best thing do is give me a ring so I can give you directions.
4. Gabriela always wants me to read a story her before she goes to bed at night.
5. I've nearly finished – I just need to send this email Marie.
6. You should definitely go to the concert – it might be you only chance see them play live.

5. Put the words in brackets in order to complete the sentences. (6 marks)

Example: My car has broken down again – I think it's _____

(with the brakes / like that / a problem / or something)

Answer: a problem with the brakes or something like that

1. I've got a sore throat. Have you got _____
(or lemon juice / or / honey / something / any)
2. Why don't you come round for dinner tonight? Just bring _____
(or some / whatever / some flowers / or / chocolates)
3. My grandmother has a friend who helps her with basic chores, _____
(like / like washing / that / and / ironing / stuff)
4. That new bar is great. It's _____
(Mediterranean atmosphere / and relaxed / a kind of / really friendly / and it has)
5. Clyde loves fixing old computers. His flat _____
(and / television monitors / things / is / and keyboards / full of)
6. I had a tooth taken out at the dentist's today. It _____
(uncomfortable / didn't hurt / it was / but / sort of)

Раздел 27

Словарный диктант

1. electronic gadgets
2. to need something
3. to use it all the time
4. to make life easier
5. to bother with something
6. to be interested in having something
7. to manage your bank account
8. to get a bonus at work
9. to play in the woods
10. to ride a bicycle
11. to live in a small village in the countryside
12. to walk to school
13. childhood memories
14. to arrange to meet up with friends
15. to get the latest news
16. to have more choice
17. to buy gifts
18. to be in debt
19. to use technology at home
20. to change one's life
21. to make life better (worse)
22. to fly for the first time
23. to surf the Internet
24. to be in a hurry
25. to be on time
26. to take your time doing something
27. to do things at the agreed time
28. to do things quickly, often with stress
29. to do things slowly without stress
30. To rush to get somewhere

Практическое задание по грамматике

I. Complete the sentences with *used to* + a suitable verb.

1. Nicola doesn't travel much now. She a lot, but she prefers to stay at home these days.
2. Sophie a motorbike, but last year she sold it and bought a car.
3. We moved to Spain a few years ago. We in Paris.
4. I rarely eat ice-cream now, but Iit when I was a child.
5. Jackiemy best friend, but we aren't good friends any more.
6. It only takes me about 40 minutes to get to work now that the new road is open. It more than an hour.
7. There a hotel near the airport, but it closed a long time ago.
8. When you lived in New York, to the theatre very often?

II. Compare what Mary said 5 years ago and what she says today:

5 years ago:

I'm a hotel receptionist.

I travel a lot.

I play the piano.

I've got a lot of friends.

I never read newspapers.

I'm very lazy.

I don't drink tea.

I don't like cheese.

I've got a dog.

I go to a lot of parties.

Today:

I work in a bookshop now.

I don't go away much these days.

I haven't played the piano for years.

I don't know many people these days.

I read a newspaper every day now.

I work very hard these days.

Tea's great. I like it now.

I eat lots of cheese now.

My dog died 2 years ago.

I haven't been to a party for ages.

Now write sentences about how Mary has changed. Use *used to/ didn't use to / never used to* in the first part of your sentence.

Раздел 28

Практическое задание по грамматике

I. Complete the sentences with *used to* or *would* of these verbs:

Buy live not/like play believe think get up work

1. I in ghosts.
2. I ice cream, but now I love it.
3. She work was boring until she became a nurse.
4. They in a flat in New York.
5. We together in a fast food restaurant.
6. We chess when we were at university.
7. I chocolate once or twice a day.
8. I at five in the morning.

In which sentences can you use: a) *used to* or *would* b) only *used to*

II. Put the words in the correct order to make questions. Answer the questions.

1. of clothes / did / What kind / you / to wear / use ?
2. How / to travel / people / did / before planes / use?
3. did / Where / to play / you / use / as a child?
4. to eat / What food / use / at college / did / you?
5. on holiday / you / Where / use / to go / did?
6. use / people / What / to do / before electricity / did?

Лексико-грамматическая работа

1. Decide if only *used to* is possible in the following sentences, or both *used to* and *would* are possible. Write *used to* or *both* for each sentence. (10 marks)

Example: When I was a child I used to / would think there were monsters living under my bed!

Answer: used to

1. We used to / would live in a small flat, but in the end we bought a house.

2. Gavin used to / would arrive late for work every day.

3. Every evening, after work, Fred used to / would go for a run to help him relax.

4. I used to / would find politics boring, but now I'm really interested in it.

5. All this area used to / would be countryside when we first moved here, but then these new houses were built.

6. Is that Colin? I thought he used to / would have a beard.

7. Before Belinda got a bike she used to / would take the bus everywhere.

8. Jools and I used to / would share an office, but there wasn't really enough space for both of us.

9. When my sister and I were children our parents used to / would take us to the park every Sunday.

10. Harriet used to / would hate fish, but she really likes it now.

2. Complete the missing words in the sentences. (8 marks)

Example: I use my laptop a__l the t__e. I think I w____d d__e without it!

Answer: all, time, would die

1. I got a webcam last year, and I u____e it f____r my job – for meetings and things. It definitely m____s l____e easier.
 2. There's a microwave in the kitchen at work but I d____'t b____r with it. I don't e____n h____e one at home!
-

3. Put the words in brackets in order to complete the expressions in the conversation. (4 marks)

Example: A Hi, _____ ? (Joe / is / that?)

B No, _____. (Tim Willis / is / this)

Answer: Hi, is that Joe?

No, this is Tim Willis.

A Hi, Silvia, it's Monica here. Is _____ ?
(talk / good / to / this / a / time)

B Sorry, Monica, but I can't hear you very well. _____ here.
(bad / reception's / the / really) Just a minute, I'll go outside.

A Silvia, can _____ ?
(now / you / me / hear). Listen, don't worry, _____.
(back / later / I'll / you / call)

4. Complete the expressions for comparing past and present. (5 marks)

Example: Now that I have children I go out a lot less often _h_n _ _s_d _o.

Answer: than I used to

1. I always read the news on the Internet t_e_e d_y_, so I hardly ever buy a newspaper.
 2. N_w_d_y_ it's almost impossible to imagine life without computers.
 3. People recycle things much more now t_a t_e u_e t_.
 4. How did people keep in touch i_ t_e d_y_ b_f_r mobile phones?
 5. There are a lot more TV channels available now _h_n t_e_e u_e _o_e when I was a child.
-

5. Rewrite the sentences, adding *time* in the correct place. (9 marks)

Example: How old were you when you flew in a plane for the first?

Answer: How old were you when you flew in a plane for the first time?

1. I'm quite busy today so I'd prefer to have our meeting another if you don't mind.
2. Is this your first in England or have you been here before?
3. Any you want some advice, just give me a ring.
4. If you don't have to talk now, I can phone you later.
5. By the we arrived everyone was already there.

6. When the children were shouting all the I can't concentrate very well.
7. Every I hear that song I always think of my ex-boyfriend.
8. I think you spend too much watching TV when you should be outside in the fresh air.
9. The best to go to the museum is in the morning because it's less busy then.

6. Underline the correct option to complete the sentences. (4 marks)

Example: On the day I started school I remember snowing / that it was snowing.

1. I remember *when* / *that* I first saw my little sister – I was about three, and it's my earliest memory.
2. I got my first bike *being* / *when* I was six, but unfortunately I didn't know how to ride it.
3. I remember *seeing* / *see* the sea for the first time – I was so excited!
4. As soon as I *reached* / *have reached* my 17th birthday, I bought a car.

Сочинение

Agree or disagree with the following statement:

“People communicated better in the past when there were fewer means of communication”.

Раздел 29

Словарный диктант

1. A carbon footprint
2. Carbon dioxide
3. To produce carbon dioxide
4. Daily activities
5. To create a carbon footprint
6. To reduce one's carbon footprint
7. A dishwasher
8. A light bulb
9. An oven
10. Herbs
11. Solar power
12. To improve the environment
13. To keep machines on standby
14. To waste energy
15. Low-energy bulbs
16. To pre-heat the oven
17. Tap water
18. To plan your shopping
19. To share a car with friends
20. To save fuel
21. To increase the oxygen supply
22. To get a lot of sunlight
23. The best solution to the problem
24. It would be a good idea to do something

25. The world would be a lot happier if
26. I think it would be interesting to learn
27. To improve your speaking
28. To check your grammar
29. To look up new words
30. To record yourself speaking

Задание на чтение и перевод

1 Read the article and tick (✓) A, B, or C.

We met thanks to sport

Marjorie

Many years ago I used to play tennis with a man called Roger. He usually beat me but I remember how kind he was. We lost touch when I got married and I thought I'd never see him again. That was 30 years ago. When I retired last year, I needed a new activity, especially as I had also recently got divorced, so I took up golf. One day I was going around the course alone, when I saw a man, also playing on his own. When he turned round, I realized it was my old friend! We couldn't believe it! After that we started playing regularly. Yesterday, Roger proposed in the middle of the golf course – he'd put a ring inside a golf ball! I couldn't believe it when I saw the ring, but I said 'yes'!

Paul

I was looking for a flatmate a few months ago because I had just split up with my partner and she had moved out. To forget her, I started working out at the gym after work. I slowly got to know Steve who was often there at the same time, although we didn't become friends until we were both warming up one day, and he said he was looking for somewhere to live as his girlfriend had just dumped him. I told him that I had a room in my flat and that I was looking for a flatmate. He moved in two days later. We've become good mates and we both agree that we're much easier to live with than our ex-girlfriends!

Liz

I had recently moved to Oxford from Bristol when I decided to run the London Marathon. I didn't want to train alone so I advertised for a running partner at my local gym, and Harriet got in touch. We met for coffee and got on really well. It was amazing how many things we had in common, for example she had recently moved to Oxford, too. While we were getting fit we also became close friends.

Unfortunately I got injured three weeks before the race and couldn't take part. I was sad about the race, but am delighted about my new friendship. And we're already thinking about next year ...

- 1 Marjorie didn't see Roger for 30 years after she got married.
A True B False C Doesn't say
- 2 Marjorie and Roger were playing golf with friends when they met again.
A True B False C Doesn't say
- 3 Marjorie and Roger are engaged now.
A True B False C Doesn't say
- 4 Paul moved out of his flat after he broke up with his girlfriend.
A True B False C Doesn't say
- 5 Steve and Paul have become good friends.
A True B False C Doesn't say
- 6 Liz decided to run the London Marathon before she moved to Oxford.
A True B False C Doesn't say
- 7 She found someone to train with by putting an advertisement in the gym.
A True B False C Doesn't say

- 8 Harriet was the first person who made contact with Liz.
A True B False C Doesn't say
- 9 Harriet and Liz found they share a lot of interests.
A True B False C Doesn't say
- 10 Liz hurt her leg so she couldn't run in the marathon.
A True B False C Doesn't say

2 Write *M* for Marjorie, *P* for Paul or *L* for Liz.

Example: I broke up with my partner. P

- 1 I used to lose my tennis matches. _____
- 2 I share a flat with Steve. _____
- 3 I didn't like running on my own. _____
- 4 I was proposed to in a very unusual way. _____
- 5 I got to know my friend very well while we were training together. _____

Key: 1. 1 A, 2 B, 3 A, 4 B, 5 A, 6 B, 7 A, 8 C, 9 A, 10 C.

2. 1 M, 2 P, 3 L, 4 M, 5 L.

3 Translate the article in writing

Раздел 30

Аудирование

Тексты для аудирования

Listening 1

Interviewer Imogen, I understand you took part in the Ironman triathlon last year. Can you tell us about this extremely difficult race?

Imogen Yes. It involves swimming nearly four kilometres, cycling 180 kilometres, and finally running a marathon (42 kilometres). You have to finish it in 17 hours.

Interviewer And had you done a lot of sport before the race?

Imogen Well, I used to do a lot of sport at school, but I hadn't taken part in anything for a long time when I decided to do the race. Before I started training, I hadn't even been swimming for years, apart from on holiday! Anyway, with the help of a coach I began a strict training programme to get fit over several months.

Interviewer Didn't you have a break in that time?

Imogen Oh, yes. After every fourth week I took things easier. And when I had rest days, I made sure I didn't do anything physically demanding.

Interviewer Very sensible. And so what about the race itself?

Did you manage to complete it?

Imogen Well, the night before the race, I dreamt I would finish in 12 hours 16 minutes, which I knew wasn't very likely. But I was ready. The start of the swim was quite disorganized as there were so many people trying to get into the water and swimmers were knocking into each other. I just tried to concentrate and stay calm. Gradually, the lake became less crowded and I made good time. Then, I was on to the cycling stage. Spectators were cheering and waving as I passed on my bike and it stopped me thinking about how exhausted I felt. I remembered what my coach had said about drinking liquids, and the food I was carrying helped too. I even gave some of my chocolate to another competitor who had dropped his and was running out of energy.

Interviewer That was kind of you. And what about the final part of the race?

Imogen Running the marathon was where things became really tough for me. Towards the end my legs felt as if they were made of stone! Several people had given up because they were injured, but I was determined to keep going. Seeing my husband and son shouting my name allowed me to do those last few kilometres and cross the finish line at ... guess what? 12 hours, 16 minutes!

Interviewer A fantastic achievement! Well done!

Listening 2

1

Rachel Dan, did you know that Clare and Tom are going out now?

Dan Clare and Tom from your department? Really? But I didn't think they used to get on!

Rachel Well, they both started going to the gym at lunchtime, and they obviously became friends!

Dan I can't imagine Tom doing any kind of exercise! How long have they been together?

Rachel About a month, I think.

2

Karen Hi Stuart. How was the match?

Stuart Hi, Karen. It was great, thanks. We won! The students beat the teachers.

Karen That's brilliant! What was the score?

Stuart One-nil. And I scored the only goal! Unfortunately, Dan was sent off in the second half for committing a foul against his old P.E. teacher.

3

Mandy Hi, Freya. I think I saw your ex yesterday. Didn't you and Connor use to be a couple a long time ago?

Freya Connor? Yes, I've completely lost touch with him.

How was he?

Mandy He was fine. And he looked pretty good too – looks like he works out a lot.

Freya Oh.

4

Julie Hi, Mum. I have some news! Nick and I have just got engaged!

Mum Oh, Julie, that's wonderful! Congratulations! How did he, you know, propose?

Julie Well, he invited me to go for a walk this evening. We were in the park and suddenly he got down on one knee!

Mum Ah! I didn't think modern men were usually so romantic. Nick's obviously different!

5

Josh Hi, could I book a basketball court for Friday morning?

Receptionist Certainly. What time would you like?

Josh Is it free at 10.30?

Receptionist Yes, it is.

Josh Is the pool open then, too?

Receptionist It's usually open on Fridays, but I'm afraid a school is using it for a competition this week.

Josh OK, I'll just book the court then.

Receptionist And can I take your name please?

Josh Yes, it's Josh Brown.

Key: 1. 1 four, 2 school, 3 disorganized, 4 chocolate, 5 twelve.

2. 1B, 2C, 3C, 4A, 5A.

Лексико-грамматическая работа

1. Use the prompts to write sentences with unreal conditionals. (6 marks)

Example: The room / look bigger / if we / paint / it a lighter colour.

Answer: The room would look bigger if we painted it a lighter colour.

1 Tom's free tomorrow. I'm sure he / help you / if you / ask / him.

2 If you / can / visit any country / where / you go?

3 If you / plan / your work more carefully / you probably / not make / so many mistakes.

4 If sea levels / rise / just a few centimetres, there / be / floods in many parts of the world.

5 What / you / choose to eat if I / offer / to cook you anything you wanted?

6 If we all / share / a room it / be / much cheaper.

2. Circle the correct option to complete the sentences. (6 marks)

Example: If we don't hurry up we'll / 'd miss the flight.

1 We'll finish much more quickly if we all work / worked together as a team.

2 The traffic is usually bad in the mornings so it will / would probably be better if we leave after lunch.

3 The world would be a much happier place if people stop / stopped worrying so much about money.

4 If you eat / ate all your dinner I'll let you have some ice cream for dessert.

5 It 'll / 'd be much easier for you to save money if you didn't buy so many new clothes every month.

6 I'm sure Marianne will / would come to your party if you invited her.

3. Write the words to complete the expressions in the sentences. (6 marks)

Example: I t_____k i_ 's a great restaurant!

Answer: think, it's

1. A lot of people I know are scared of flying but I f_____ i_ really exciting. It's true that salaries are higher in this area. T_____t_____g i_ it's also more expensive to live here.

2. The idea that there's too much sport on TV is ridiculous. A_____a_____, nobody is forced to watch it.

3. We r_____y f_____l that as the company is so successful we should all get a pay rise.

4. Everybody c_____s t_____t climate change is a big problem at the moment.

5. Sport keeps people fit and it stops them getting bored. And a_____r t_____g i_, it doesn't have to cost very much.

4. Put the words in order to complete the responses. (5 marks)

Example: A Shopping online is great!

B what you're buying. / you don't / yes, but / to see / have the chance

Answer: Yes, but you don't have the chance to see what you're buying.

1. A Children spend far too much time playing computer games these days.

B but a lot of / sorry, / really educational. / actually / computer games

2. A It's obvious that kids with intelligent parents are going to do well at school.

B they still have to / do / not really. / well, / the work.

3. A I never read newspapers. They're all full of lies.

B you're talking about. / I think it / just / which newspapers / a second. / depends

4. **A** So basically you think it's a good idea for schools to teach children about food and health?
B can argue / I don't think / yes, exactly. / with that.
/ anyone
5. **A** Car parks have to be expensive because if they weren't they would always be full.
B they could / OK, that's / a bit cheaper! / make them / a good point. / but I still think

5. Rewrite the sentences, adding *would* in the correct place. (16 marks)

Example: I like a room, please. For tonight.

Answer: I would like a room, please. For tonight.

1. You mind turning the radio down a bit, please?
2. Let's get some Chinese food. Or you prefer Indian?
3. During the school holidays my friends and I always go away on a camping trip.
4. It be possible for you to give me a lift to the station?
5. I wonder what happen if all the computers in the world suddenly stopped working!
6. If it's the only time you're free, then 10 is fine, but if not, it be better for me to meet a bit later.
7. Free tickets for the match? That be fantastic!
8. When I was a child it often snow so much that we couldn't go out for a week.

Раздел 31

Итоговый диктант

An English-speaking World

Language belongs to each of us. Everyone uses words. We live in and by language.

Nowadays, 400 million people all over the world use English, and half of those speak it as a mother tongue. Of all the 2700 world languages English is one of the richest. For example, English has a vocabulary of about 500 000 words, German — 185 000, and French — fewer than 100 000. At the end of the 20th century English is more widely spoken and written, than any other language has ever been. It has become the language of the planet, the first truly global language. Three quarters of the world's mail are in English. More than half of the world's scientific periodicals and eighty per cent of the information in the world's computers are also in English. English is the main language of business. It is the language of sports.

English is and has always been constantly changing. Some words die, some change their meanings and all the time new words appear in the language.

There are several ways to add new words to the language. One of them is by borrowing words from other languages. At the end of the 20th century in English there are many words that were borrowed from Latin, French, Spanish, Italian, Dutch and other languages.

Learning any language one has to deal with several aspects of a language, that is grammar, vocabulary and phonetics. First of all you must learn grammar. You can't build a house without foundations. You need to practise grammar together with vocabulary. Practice helps you to memorize the words. It's easier to remember words if they are related to your interests. One of the problems for learners of English is phrasal verbs — to get on, to get along with and so on, and, of course, idioms.

Pronunciation is another difficult aspect of the English language. A lot of students find that hard. English intonation is awful. It's the most difficult part of pronunciation, because if you get it wrong, people think you're rude. Intonation is far more difficult than learning to pronounce words correctly. It's important to learn both formal and informal English — how

to ask for information, how to be polite.

Learning a language isn't a simple thing to do. You can learn rules for grammar and pronunciation and also for vocabulary, but the most difficult feature of any language is perhaps learning the elements for which there are no written rules — for example "social English". This means learning about expected ways of behaviour, knowing what sort of English to use in different situations, formal or informal and how to understand what is said, all that is so easy and natural in your mother tongue.

Итоговое изложение

A Yellow Stork

People say that once there lived in China a poor student, whose name was Mee. The student Mee was so poor that he couldn't even pay for a cup of tea. Once, being very hungry, Mee entered one of the small tea-rooms of the town and asked its owner to give him something to eat as he was dying of hunger. The owner felt sorry for the poor man and gave him some food, though he knew that he wouldn't be paid for it.

Some months had passed. Once Mee appeared in the tea-room again and said to its owner: "I'm leaving this place for ever. I've got no money to pay for all I've eaten here. However, I don't want to be ungrateful".

Saying these words the student Mee took a piece of yellow chalk out of his pocket and to the owner's great surprise drew a stork on the wall of the tea-room.

The stork looked quite like a real one except his yellow colour.

"This stork", said Mee, "will bring you ten times as much money as I owe you.

Each time people gather in the tea-room and clap their hands three times, the stork will get off the wall and dance. Remember one thing, however, - you are not to make the stork dance for one man only. And now, good-bye"!

With these words the student Mee turned around and left the tea-room.

The owner was greatly surprised and decided to see whether the student had told him the truth. On the following day, when his tea-room was crowded with people, he asked them to clap their hands three times. And the moment they did so, the yellow stork got off the wall and began dancing. How gaily and gracefully he danced!

When the stork finished his performance he bowed and went back to his place on the wall.

The guests could hardly believe their eyes. They had enjoyed themselves greatly. One could hear them talk about the wonderful bird when leaving the tea-room.

The news about the dancing stork reached every corner of the town. Everybody wanted to see this miracle with their own eyes. So day by day the owner of the tea-room was getting richer and richer.

Once, however, a rich man arrived at the tea-room. He had also heard about the miracle and wanted to amuse himself that night. Entering the tea-room he saw only poor people sitting around. He put a lot of money on the table in front of the owner and said that he wanted his wonderful stork to dance for him alone. Seeing so much money the owner forgot what the student had warned him against.

He clapped his hands three times.

The stork got off the wall as usual, but how slowly he danced! How sad and ill he looked! He didn't finish his dance this time and without a bow went back to his place and never moved again.

At night a loud knock at the door was heard. When the owner went to answer it, he saw the student Mee standing there in silence.

Without a single word Mee took a small pipe out of his pocket, played a tune and slowly went away.

Suddenly the stork moved, quickly got off the wall and hurried after the student.

Since then nobody has ever seen Mee with his wonderful stork again.

Темы для сочинения:

1. The world is becoming ruder. People should be more polite.
2. Celebrity culture has made people too worried about their appearance these days.
3. Information overload is a serious problem in our lives.
4. Everyone should have the experience of living abroad.
5. People should give up their cars and travel by public transport.

Итоговая лексико-грамматическая работа

TEST PAPER

I. Transform the following declarative and imperative sentences into indirect speech:

1. She told her friend: "I can't help you because I have too much to do".
2. Tom said: "I've never been to America".
3. The receptionist explained: "Breakfast is served between 7 and 9 a.m."
4. The man said: "I went to Oxford University in the 60s."
5. I said: "I think the film will be interesting".
6. She said: "It is a stupid idea and it won't work".
7. She said to him: "Leave me alone!"
8. The park keeper told the children: "Don't walk on the grass!"
9. His wife said to him: "Don't forget to post the letter!"
10. The professor said: "I can speak eleven languages, all perfectly".
11. Bill said: "I didn't steal the money".
12. John said to his daughters: "It's time to get up!"
13. Rosie said to John: "Come and have dinner with us".
14. She said to me: "Please, don't tell my family."

II. Transform the following general and special questions into indirect speech:

1. She asked me: "Do you want to go out for a meal?"
2. They wondered: "Why are you late?"
3. Jeremy asked: "How much do you earn, Dad?"
4. She wanted to know: "How long are you going to be on holiday?"
5. The customs officer asked me: "Where have you come from?"
6. She asked me: "When do you have to get up in the week?"
7. The bank manager asked Mrs Smith: "How long have you lived in London?"
8. Jack asked his brother: "Did you post my letter?"
9. The customs officer asked me: "Did you pack your suitcases yourself?"
10. The bank manager asked Mr Green: "How much money do you want to borrow?"

III. Transform the sentences into indirect speech using the verbs in brackets:

1. Peter said to Ann: "I'll lend you my car next week". (promise)
2. Bill: "I stole the painting from the museum". (admit)
3. Jane said to me: "I won't help you with your homework". (refuse)
4. Mark said to Jane: "What about if we meet on Thursday?" (suggest)
5. Kate said to Mary: "I'll give you a lift to the station". (offer)
6. Jane said to her friend: "OK, let's go to the cinema on Saturday". (agree)
7. Mark said to Eve: "Would you like to go to the restaurant next Sunday?" (invite)

8. The teacher told the pupils: "Don't forget to translate the sentences." (remind)
9. James told his brother: "Don't touch my books." (warn)
10. The criminal said: "I'll go to the police if you don't give me the money". (threaten)

Критерии оценивания форм текущего контроля успеваемости

Критерии оценивания словарного диктанта (25-30 единиц из активной лексики)

- «5» - 1 орфографическая ошибка или 1 грамматическая ошибка;
- «4» - 1-3 орфографические или 1-2 грамматические ошибки;
- «3» - 4-6 орфографических ошибок или 3-4 грамматических ошибки;
- «2» - более 7 ошибок.

Критерии оценивания диктанта

- «5» - отсутствие орфографических ошибок,
- «4» - 1-2 орфографические ошибки,
- «3» - 3-4 орфографические ошибки,
- «2» - более 5 ошибок.

Критерии оценивания лексико-грамматической работы по теме (6-7 заданий: подстановка, трансформация)

- «5» - 1 лексическая или 1 грамматическая или 2 орфографические ошибки;
- «4» - 5 ошибок;
- «3» - 9 ошибок;
- «2» - более 9 ошибок.

Критерии оценивания сочинения на одну из предложенных тем (не менее 25 предложений), изложения

«5» - студент свободно владеет лексическим материалом по теме, строит высказывание в соответствии с грамматическими нормами и правилами лексической сочетаемости, содержание сочинения соответствует поставленной теме, сочинение имеет четкую структуру, последовательно, логично, допускается наличие 1-2 орфографических ошибок и 1-2 погрешностей грамматического характера;

«4» - студент свободно владеет лексическим материалом по теме, строит высказывание в соответствии с грамматическими нормами и правилами лексической сочетаемости, содержание сочинения соответствует поставленной теме, сочинение имеет четкую структуру, последовательно, логично, встречаются орфографические ошибки (3-4), грамматические ошибки (3-4), нарушения лексической сочетаемости (1-2);

«3» - студент владеет лексическим материалом по теме не в полном объеме, строит высказывание в соответствии с грамматическими нормами и правилами лексической сочетаемости, содержание сочинения соответствует поставленной теме, структура сочинения недостаточно четкая, встречаются орфографические ошибки (5-6), грамматические ошибки (5-6), нарушения лексической сочетаемости (3-5);

«2» - студент не использует лексику по теме, нарушены грамматические нормы построения предложений и правила лексической сочетаемости, нарушена логика построения сочинения (изложения), сочинение не соответствует поставленной цели.

Критерии оценивания устного ответа:

«5» - студент дает развернутые ответы на поставленные вопросы, владеет необходимой терминологией, допускается наличие незначительных грамматических погрешностей;

«4» - студент сообщает основную информацию по каждому из вопросов, владеет необходимой терминологией, допускается наличие незначительных грамматических погрешностей;

«3» - студент не дает четких ответов на ряд вопросов (3-4), владеет терминологией не в полном объеме, допускает грамматические и лексические ошибки при формулировке ответов,

«2» - студент не дает четких ответов на вопросы (5-6), не владеет необходимой терминологией, речь студента грамматически и лексически неправильно оформлена.

Критерии оценивания практического задания по грамматике:

- «5» - 0-1 ошибка,
- «4» - 2-4 ошибки,
- «3» - 5-7 ошибок,
- «2» - 8 ошибок и более.

Критерии оценивания чтения и перевода

| Критерий | Оценка |
|--|---------------|
| Правильная идентификация и нормативная артикуляция звуков, правильная постановка ударения в словах, соблюдение ритмики и интонации предложения. Темп естественный, текст хорошо воспринимается на слух. Допускаются одиночные фонетические ошибки и паузы. Детально понимает содержание текста. Выделяет значимую/запрашиваемую информацию. Справляется со всеми заданиями к тексту. | 5 |
| В основном правильная идентификация и артикуляция звуков. Допускается некоторое количество фонетических ошибок и пауз. Присутствует влияние родного языка в фонетике и ритмике. Недостаточная связность и беглость. Понимает содержание текста за исключением некоторых деталей. Выделяет значимую информацию. Справляется с 2/3 заданий к тексту. | 4 |
| Текст воспринимается с трудом из-за значительного количества фонетических ошибок. Интонация обусловлена влиянием родного языка. Нарушение ритма, много пауз. Понимает основное содержание текста. Слабо владеет навыками детального понимания. Не может выделить запрашиваемую информацию. Справляется более чем с 1/2 (60%) заданий к тексту. | 3 |
| Многочисленные фонетические и интонационные ошибки, приводящие к невозможности воспринимать текст. Слабо понимает содержание прочитанного. Не может выделить значимую информацию. Справляется менее чем с 1/2 (60%) заданий к тексту. | 2 |

Критерии оценивания аудирования

| Критерии | Оценка |
|---|---------------|
| Студент детально понимает содержание аудио-текста. Выделяет значимую/запрашиваемую информацию. Справляется со всеми установочными заданиями. | 5 |
| Студент понимает содержание аудио-текста. Выделяет значимую/запрашиваемую информацию. Справляется с 2/3 заданий. Допускает не более 1-2 смысловых ошибок (искажение, опущение, добавление информации) при ответе на вопросы к прослушанному тексту. | 4 |
| Студент слабо понимает основное содержание аудио-текста, справляется не менее чем с 1/2 заданий. Слабо выделяет значимую/запрашиваемую информацию. Допускает не более 4 смысловых ошибок (искажение, опущение, добавление информации) при ответе на вопросы к прослушанному тексту. | 3 |

2 Список вопросов и (или) заданий для проведения промежуточной аттестации

Итоговым испытанием в каждом семестре (1,2 семестры) является экзамен. Оценка за итоговое испытание составляет часть общей оценки за работу в течение семестра.

На экзамене проверяется сформированность компетенции УК-4. Способен осуществлять деловую коммуникацию в устной и письменной формах на государственном языке Российской Федерации и иностранном(ых) языке(ах) (И-УК-4_1 - Осуществляет деловую коммуникацию на иностранном языке с учетом особенностей официального и неофициального стилей общения и социокультурных различий, И-УК-4_2 - Переводит тексты общего и профессионального назначения с иностранного языка на государственный).

В зависимости от уровня сформированности каждого элемента компетенции по окончании освоения дисциплины студенту выставляется оценка.

Оценка «отлично» выставляется студенту, у которого формируемые дисциплиной элементы компетенции УК-4 сформированы на высоком уровне.

Оценка «хорошо» выставляется студенту, у которого формируемые дисциплиной элементы компетенции УК-4 сформированы не ниже, чем на продвинутом уровне.

Оценка «удовлетворительно» выставляется студенту, у которого формируемые дисциплиной элементы компетенции УК-4 сформированы не ниже, чем на пороговом уровне.

Оценка «неудовлетворительно» выставляется студенту, у которого формируемые дисциплиной элементы компетенции УК-4 сформированы ниже, чем на пороговом уровне.

Структура экзамена

Экзамен состоит из трех пунктов:

- 1) Чтение и письменный перевод отрывка из художественного произведения англоязычного автора;
- 2) Пересказ содержания текста;
- 3) Беседа по одной из пройденных тем.

Каждый пункт экзаменационного испытания оценивается отдельно. Итоговая экзаменационная оценка представляет собой средний результат.

Тексты для экзамена

1 семестр

Bateman Hunter slept badly. For a fortnight on the boat that brought him from Tahiti to San Francisco he had been thinking of the story he had to tell, and for three days on the train he had repeated to himself the words in which he meant to tell it. But in a few hours now he would be in Chicago, and doubts assailed him. His conscience, always very sensitive, was not at ease. He was uncertain that he had done all that was possible, it was on his honour to do much more than the possible, and the thought was disturbing that, in a matter which so nearly touched his own interest, he

had allowed his interest to prevail over his quixotry. Self-sacrifice appealed so keenly to his imagination that the inability to exercise it gave him a sense of disillusion. He was like the philanthropist who with altruistic motives builds model dwellings for the poor and finds that he has made a lucrative investment. He cannot prevent the satisfaction he feels in the ten per cent which rewards the bread he had cast upon the waters, but he has an awkward feeling that it detracts somewhat from the savour of his virtue. Bateman Hunter knew that his heart was pure, but he was not quite sure how steadfastly, when he told her his story, he would endure the scrutiny of Isabel Longstaffe's cool grey eyes. They were far-seeing and wise. She measured the standards of others by her own meticulous uprightness and there could be no greater censure than the cold silence with which she expressed her disapproval of a conduct that did not satisfy her exacting code. There was no appeal from her judgement, for, having made up her mind, she never changed it. But Bateman would not have had her different. He loved not only the beauty of her person, slim and straight, with the proud carriage of her head, but still more the beauty of her soul. With her truthfulness, her rigid sense of honour, her fearless outlook, she seemed to him to collect in herself all that was most admirable in his country-women. But he saw in her something more than the perfect type of the American girl, he felt that her exquisiteness was peculiar in a way to her environment, and he was assured that no city in the world could have produced her but Chicago. A pang seized him when he remembered that he must deal so bitter a blow to her pride, and anger flamed up in his heart when he thought of Edward Barnard.

But at last the train steamed in to Chicago and he exulted when he saw the long streets of grey houses. He could hardly bear his impatience at the thought of State and Wabash with their crowded pavements, their hustling traffic, and their noise. He was at home. And he was glad that he had been born in the most important city in the United States. San Francisco was provincial, New York was effete; the future of America lay in the development of its economic possibilities, and Chicago, by its position and by the energy of its citizens, was destined to become the real capital of the country.

'I guess I shall live long enough to see it the biggest city in the world,' Bateman said to himself as he stepped down to the platform.

His father had come to meet him, and after a hearty handshake, the pair of them, tall, slender, and well-made, with the same fine, ascetic features and thin lips, walked out of the station. Mr Hunter's automobile was waiting for them and they got in. Mr Hunter caught his son's proud and happy glance as he looked at the street. '

(W.S. Maugham "The Fall of Edward Barnard")

2 семестр

The first time I met her we had played bridge together and when she was my partner she twice trumped my best card. I behaved like an angel, but I confess that I thought if the tears were going to well up into anybody's eyes they should have been mine rather than hers. And when, having by the end of the evening lost a good deal of money to me, she said she would send me a cheque and never did, I could not but think that I and not she should have worn a pathetic expression when next we met.

Roger introduced her to his friends. He gave her lovely jewels. He took her here, there, and everywhere. Their marriage was announced for the immediate future. Roger was very happy. He was committing a good action and at the same time doing something he had very much a mind to. It is an uncommon situation and it is not surprising if he was a trifle more pleased with himself than was altogether becoming.

Then, on a sudden, he fell out of love. I do not know why. It could hardly have been that he grew tired of her conversation, for she had never had any conversation. Perhaps it was merely that this pathetic look of hers ceased to wring his heart-strings. His eyes were opened and he was once more the shrewd man of the world he had been. He became acutely conscious that Ruth Barlow had made up her mind to marry him and he swore a solemn oath that nothing would induce him to marry Ruth Barlow. But he was in a quandary. Now that he was in possession of his senses he saw with clearness the sort of woman he had to deal with and he was aware that, if he asked her to release him, she would (in her appealing way) assess her wounded feelings at an immoderately high figure. Besides, it is always awkward for a man to jilt a woman. People are apt to think he has behaved badly.

Roger kept his own counsel. He gave neither by word nor gesture an indication that his feelings towards Ruth Barlow had changed. He remained attentive to all her wishes; he took her to dine at restaurants, they went to the play together, he sent her flowers; he was sympathetic and charming. They had made up their minds that they would be married as soon as they found a house that suited them, for he lived in chambers and she in furnished rooms; and they set about looking at desirable residences. The agents sent Roger orders to view and he took Ruth to see a number of houses. It was very hard to find anything that was quite satisfactory. Roger applied to more agents. They visited house after house. They went over them thoroughly, examining them from the cellars in the basement to the attics under the roof. Sometimes they were too large and sometimes they were too small; sometimes they were too far from the centre of things and sometimes they were too close; sometimes they were too expensive and sometimes they wanted too many repairs; sometimes they were too stuffy and sometimes they were too airy; sometimes they were too dark and sometimes they were too bleak. Roger always found a fault that made the house unsuitable. Of course he was hard to please; he could not bear to ask his dear Ruth to live in any but the perfect house, and the perfect house wanted finding. House-hunting is a tiring and a tiresome business and presently Ruth began to grow peevish. Roger begged her to have patience; somewhere, surely, existed the very house they were looking for, and it only needed a little perseverance and they would find it. They looked at hundreds of houses; they climbed thousands of stairs; they inspected innumerable kitchens. Ruth was exhausted and more than once lost her temper.

‘If you don’t find a house soon,’ she said, ‘I shall have to reconsider my position. Why, if you go on like this we shan’t be married for years.’

‘Don’t say that,’ he answered, ‘I beseech you to have patience. I’ve just received some entirely new lists from agents I’ve only just heard of. There must be at least sixty houses on them.’

They set out on the chase again. They looked at more houses and more houses. For two years they looked at houses. Ruth grew silent and scornful: her pathetic,

beautiful eyes acquired an expression that was almost sullen. There are limits to human endurance. Mrs Barlow had the patience of an angel, but at last she revolted.

‘Do you want to marry me or do you not?’ she asked him. There was an unaccustomed hardness in her voice, but it did not affect the gentleness of his reply.

(W.S. Maugham “The Escape”)

Вопросы к экзамену

I семестр

1. Agree or disagree with the following statement and say why: *Our favourite food is usually something we liked when we were children.*
2. Speak about a famous person you admire.
3. Agree or disagree with the following statement and say why: *Men make better cooks than women.*
4. Describe some of your plans and predictions for the next few years (e.g. your studies, family life, work, etc.).
5. Are you good at managing your finances? Are you a spender or a saver?
6. People say your position in the family (birth order) influences your personality. Do you think it is true for you or some people you know?
7. Speak about your plans for tonight.
8. Agree or disagree with the following statement and say why: Families should have a meal together every day.
9. Speak about your eating habits. Is there anything you would like to change?
10. Describe one of the happiest days in your life.
11. Describe a night out with your friends.
12. What are the advantages and disadvantages of having brothers and sisters? How many children would you like to have?
13. Speak about your favourite way of travelling.
14. Agree or disagree with the following statement and say why: *Men are more interested in power than women.*
15. “*Men marry because they are tired; women, because they are curious: both are disappointed.*” (Oscar Wilde) What do you think about it?

II семестр

1. You have just replanned your flat. Describe it to your friend.
2. You took part in quiz competition and won a victory. Your prize is a trip to any place in the world you choose. Where would you go? Why?
3. You are receiving guests at your place and you decide to show them your family album. How would you comment on it? (Describe the members of your family, your friends, their appearance and character, occupation, etc.)
4. You have met your former class-mates and you're talking about the profession you've chosen. Comment upon your choice. Discuss the difficulties and other aspects of choosing a career. Speak about different professions.
5. You've bought a new house in the country-side. It's just what you've dreamt about. And you are showing it to your friend. Describe what you would like to show.
6. Explain to your friend why you have chosen to study English. Why is it important to know a foreign language today, especially English?
7. You are taking part in the conference, devoted to the methods of learning a foreign language. You are an expert in this sphere and you are asked to present some report,

giving practical advice, concerning the ways you should learn different aspects (grammar, vocabulary, pronunciation) of a foreign language.

8. Your family has gone to some other place for a week, and you are left alone. How would you spend this week?
9. You have decided to slim and now you are on a diet. Describe your meals during the day. What else would you do to keep fit?
10. What's your idea of a perfect week-end? A perfect holiday?
11. You are extremely exhausted and have to visit a doctor. How would you describe your weekday and your meals?
12. You had a party last weekend. Tell your friend about it. How did you prepare for it& What did you cook& How did you entertain your guests?
13. You have come to a furniture shop to choose some furniture for your living-room, and now you are telling the shop assistant what you would like to buy.
14. You are interested in food traditions in different countries and you have a discussion with your friend. What things would you discuss?
15. You are going to open a shop of your own. What kind of shop will it be? What should you do to be a success?

Критерии оценивания

1) письменный перевод

| Критерии | Оценка |
|---|--------|
| Выполнен полный и точный перевод. Допускается незначительная стилистическая погрешность, не влияющая на понимание текста. Стил и нормы родного языка не нарушены | 5 |
| Допускается одна-две фактических (смысловых) ошибки (в зависимости от степени искажения смысла) и одна - две стилистических погрешности, не влияющих на понимание текста. Нарушения норм родного языка незначительные | 4 |
| Перевод содержит 3 фактические ошибки, возможна частичная потеря информации. Нарушены нормы и стиль родного языка. | 3 |
| Перевод содержит 4 и более фактических ошибок. Нарушена полнота и адекватность перевода. Стил и нормы родного языка нарушены | 2 |

2) Пересказ содержания текста

Оценивается эффективность и грамотность передачи студентом содержания исходного текста на иностранном языке, умение выделить основную идею и передать ее в краткой форме. Ошибкой считается искаженная или неправильно переданная информация, грубые нарушения норм иностранного языка, повлекшие за собой нарушение коммуникации.

| Критерии | Оценка |
|--|--------|
| Цели передачи содержания текста достигнуты в полной мере; допущено не более одной коммуникативно значимой ошибки, приведшей к недопониманию, а также не более трех коммуникативно незначимых | 5 |

| | |
|--|---|
| ошибок. Передача содержания осуществлена в полном объеме. | |
| Цели передачи содержания текста достигнуты в общем; допущено не более двух–трех полных коммуникативно значимых ошибок и трех коммуникативно незначимых ошибок. Передача содержания осуществлена в полном объеме. | 4 |
| Главные цели передачи содержания текста достигнуты частично; допущено не более пяти полных коммуникативно значимых ошибок и пяти коммуникативно незначимых ошибок. Передача содержания осуществлена в основном. | 3 |
| Главные цели передачи содержания текста не достигнуты; допущено более пяти полных коммуникативно значимых ошибок и пяти коммуникативно незначимых ошибок. Передача содержания не осуществлена. | 2 |

3) Беседа по теме

| | Оценка |
|--|--------|
| Коммуникативная задача решена полностью. Речь понятная, беглая. Высказывания четкие, соответствуют поставленной задаче. Активная лексика используется правильно и в полном объеме. Основные события и факты выявлены правильно. Высказывания логичны. Живо реагирует на реплики и выражает свое отношение к ситуации. Допустимы единичные ошибки, не препятствующие коммуникации. | 5 |
| Коммуникативная задача решена не полностью. Есть незначительные нарушения в выявлении фактов воспринимаемого материала. Речь понятная. Активная лексика используется в основном правильно. Высказывания в целом соответствуют ситуации. Допущен ряд грамматических, лексических или фонематических ошибок, не препятствующих коммуникации. Допустимо незначительное нарушение логики и паузы в высказываниях. | 4 |
| Коммуникативная задача решена частично. Высказывания содержат значительное количество ошибок и пауз, но соответствуют тематике. Основные факты и события выявлены частично. Активная лексика используется в ограниченном объеме. Логика нарушена. | 3 |
| Коммуникативная задача не решена. Основные факты не выявлены. Реакции на реплики отсутствуют. Активная лексика не используется. Общение сводится к отдельным словам при большом количестве | 2 |

Рейтинг складывается из следующих факторов:

- Активная работа на практических занятиях;
 - Своевременная выполнение домашних заданий к каждому уроку;
 - Дополнительными бонусными баллами будут поощряться инициатива и креативность. При выполнении всех этих условий возможно получение 56-60 баллов.
 - 2 пропуска, 2 домашних задания, не выполненных по уважительной причине, но с условием погашения задолженности в течение текущей недели, наличие недочетов, которые исправляются также оперативно в течение недели - 51-55;
 - 46-51 – несвоевременное выполнение домашних заданий, 3 пропуска;
 - 41-45 – несвоевременное выполнение домашних заданий, 4 и более пропуска, пассивность на занятиях;
 - <41 балла – невыполненные и не сданные своевременно домашние задания, неучастие в работе на практических занятиях;
 - Каждая пересдача снижает рейтинг на 5 баллов.
- Оценка за итоговое испытание (экзамен) составляет часть общей оценки за работу в течение семестра.

Критерии оценки

При выставлении оценки учитывается уровень владения языковой компетенцией (языковая корректность, лексическое и структурное разнообразие, фонетическое оформление речи), речевой компетенцией (владение различными видами дискурса, композицией речи, степень связности, аргументированности, владение умениями речевого взаимодействия), когнитивной компетенцией (в области интерпретирования и реферирования художественных и медийных текстов), социолингвистической и социокультурной компетенцией (адекватность выбора языкового и речевого материала с учетом всех компонентов культурно-маркированной ситуации общения, знание культурных реалий страны изучаемого языка):

«**отлично**» - свободно владеет лексическим материалом, предусмотренным программой, используя различные синтаксические конструкции; интонирование соответствует литературной норме; допускаются 1-3 незначительные ошибки, самостоятельно исправленные;

- свободно владеет такими видами дискурса как описание, повествование, сообщение, рассуждение, речь отличается четкой структурой, свободно владеет различными приемами аргументации и такими формами изложения мыслей, как: синтез, сравнение, обобщение; свободно владеет различными стратегиями чтения и аудирования, легко поддерживает беседу по изученному кругу тем;

- владеет умениями адекватно понимать не только эксплицитный, но и имплицитный смысл текста, подтекст, устанавливать логические связи, обобщать, выявлять сюжетную линию, его основную идею, выражать и аргументировать собственные оценки и мнения, адекватно понимать культурные реалии, демонстрировать целостное восприятие идейного содержания текста;

- в устном и письменном сообщении соблюдает нормы, принятые в различных сферах общения, адекватно выбирает языковой регистр, обнаруживает достаточные знания реалий иноязычной культуры;

«**хорошо**» - в целом владеет словарным запасом программных тем, но допускает неточности в употреблении лексических единиц; использует разнообразные синтаксические конструкции, но не в полном объеме; речь в целом грамотна, но иногда встречаются негрубые грамматические ошибки (артикли, неправильное грамматическое

оформление идиоматических выражений) — не более 5; небольшие отклонения от произносительных норм;

- владеет основными видами дискурса, предусмотренными программой, но допускает нарушения в построении композиции устного / письменного высказывания; имеются отдельные недостатки в использовании средств логической связи; владеет приемами аргументации и такими формами изложения мыслей, как: синтез, сравнение, обобщение; использует стратегии чтения и аудирования; поддерживает беседу в рамках программных тем, но не в полной мере;

- владеет умениями адекватно понимать эксплицитный смысл текста, но встречаются неточности в понимании имплицитного содержания текста, демонстрирует умения устанавливать логические связи, обобщать, выявлять сюжетную линию, но допускаются незначительные ошибки; определяет основную идею текста, выражает и аргументирует собственные оценки и мнения, в целом делает адекватные выводы;

- в устном / письменном сообщении в целом соблюдает нормы, принятые в различных сферах общения, но допускает ошибки; в целом владеет достаточными знаниями реалий иноязычной культуры, но допускает незначительные ошибки в их применении в различных видах речевой деятельности;

«удовлетворительно» - демонстрирует ограниченный запас слов, что препятствует выполнению поставленной задачи в полном объеме, допускает не более 50% лексических и грамматических ошибок, не препятствующих пониманию речи;

- испытывает некоторые затруднения в построении композиции устного / письменного высказывания, оно не всегда логично; имеются ошибки в использовании средств во внутритекстовой связи, их выбор ограничен; неадекватен выбор стратегии чтения и аудирования; не проявляет инициативу в ходе беседы; демонстрирует наличие проблемы в понимании собеседника при обсуждении тем;

- владеет умениями выявить сюжетную линию, но имеются ошибки в понимании фактологического содержания текста; дает характеристику его персонажей без выявления мотивов их действия; интерпретация текста ориентирована на разрозненные факты, объясняются идейно-стилистические функции отдельных слов и структур, в целом основное внимание направлено на внешний информативный план текста, а не на план смысла; выражает собственное мнение без его аргументации, делает обобщение и выводы, но имеют место неточности в определении главной идеи текста;

- допускает отдельные ошибки относительно норм, принятых в различных сферах общения иного лингвосоциума; демонстрирует удовлетворительный уровень владения разговорно-литературным регистром и разговорно-бытовым регистром, но допускает ошибки в выборе языкового регистра; владеет фрагментарными знаниями о реалиях иноязычной культуры и умениями их применения в речи.

Приложение №2 к рабочей программе дисциплины «Иностранный язык»

Методические указания для студентов по освоению дисциплины

Текущий контроль осуществляется в течение семестра в виде контрольных работ, устных опросов, контроля выполнения домашних заданий; лексико-грамматических работ; диктантов; дискуссий; сочинений; проектов; ролевых игр; выполнения письменных переводов текстов с иностранного языка на родной, с родного языка на иностранный. Итоговый контроль имеет форму экзамена, который проводится в конце семестра.

Курс «Иностранный язык (английский язык)» подразумевает различные методы и формы обучения, отвечающие основным требованиям к интенсификации процесса обучения. Большой объем материала и много задач, поставленных перед курсом, обуславливают его высокую насыщенность, требуют интенсивной работы, в том числе и в самостоятельном режиме. Соответственно, возрастает роль текущего и промежуточного контроля, призванного стимулировать регулярную и систематическую работу студентов.

Проверка уровня владения различными видами речевой деятельности на иностранном языке в 1-м семестре осуществляется, во-первых, **в устной форме:**

- контроль устных монологических и диалогических высказываний по изучаемой теме;
- опрос лексических единиц, составляющих лексический минимум по изучаемой теме;
- контроль аудирования монологического или диалогического текста по изучаемой теме. По прослушиванию выполняется ряд заданий, в т.ч. тестовые, по содержанию текста;
- контроль индивидуального чтения;
- контроль выполнения устных лексико-грамматических и коммуникативных упражнений к практическим занятиям.

Во-вторых, **в письменной форме:**

- лексические диктанты (в т.ч. на знание синонимии, антонимии, особенностей словоупотребления);
- контроль выполнения устных и письменных лексико-грамматических и коммуникативных упражнений к практическим занятиям;
- контроль выполнения письменных лексико-грамматических и коммуникативных упражнений к практическим занятиям;
- контроль письменных монологических и диалогических высказываний по изучаемой теме;
- написание проверочных работ с различными лексико-грамматическими заданиями после каждой изученной темы, в которые рекомендуется включать аудирование.

Основные результаты курса по видам речевой деятельности:

А. Говорение.

Студент должен уметь вести беседу (в том числе дискуссионную) и делать сообщения на английском языке в пределах предусмотренного программой фонетического, лексического и грамматического материала:

а) монологическая речь:

- языковая правильность, точность и ясность, достаточная информативность, логическая стройность, выразительность, доказательность, наличие оценочного отношения говорящего к содержанию, обращенность речи;

б) диалогическая речь:

- языковая правильность, точность и ясность, выразительность, достаточная информативность реплик, адекватная реакция на реплики собеседника, наличие оценочного отношения к предмету беседы, инициативность (проявление инициативы для начала и завершения разговора, при вступлении в беседу и выходе из нее), умение

стимулировать ход разговора и регулировать речевое поведение собеседника с помощью инициативных реплик;

Б. Аудирование.

Студент должен воспринимать на слух и понимать аутентичную речь в монологической форме и при участии в беседе, опираясь на предусмотренные программой лексические, фонетические и грамматические явления, на компетенцию межкультурной коммуникации, а также на механизм языковой и контекстуальной догадки:

- общий темп речи - не менее 210 слогов в минуту, 110 слогов в минуту; время звучания необращенной непрерывной речи - не менее 5 минут, характер предъявления - живая речь и звукозапись в исполнении носителя языка (без ярко выраженных индивидуальных особенностей говорения);

- тексты содержат не более 4% новых слов, о значении которых можно догадаться, и до 1% незнакомых слов, которыми можно пренебречь;

В. Чтение.

Студент должен:

- уметь читать на английском языке художественные, общественно политические и научно-популярные тексты, опираясь на предусмотренные программой лексические, грамматические и фонетические явления, словообразовательные модели и регулярные межъязыковые буквенно-звуковые соответствия, а также на механизм языковой и контекстуальной догадки;

- владеть навыками просмотрового, поискового чтения и чтения с полным пониманием содержания.

Г. Письмо.

Студент должен:

- уметь выражать на английском языке собственные мысли в письменной форме и письменно излагать воспринятую информацию в пределах предусмотренного программой лексического, грамматического материала, опираясь на правила графики, орфографии и пунктуации;

- уметь правильно излагать мысли в языковом отношении, в письменных работах должны быть точность и ясность, достаточная информативность, логическая стройность, доказательность и наличие оценочного отношения к содержанию;

- скорость письма при выражении своих мыслей - 1200 знаков в 45 минут, при изложении воспринятой информации - 1700 знаков за 45 минут.

Самостоятельная работа студентов направлена на решение следующих задач:

- развитие фонетических, грамматических и лексических навыков;
- формирование умений в аудировании, чтении, говорении и письменной;
- умение использовать различные коммуникативные приемы;
- формирование представлений о различных регистрах общения;
- обработка получаемой информации и формирование собственного мнения;
- формирование и аргументированное отстаивание собственной позиции по различным проблемам, обсуждаемым на занятиях;
- поиск адекватных решений в смоделированной ситуации.

Учебно-методическое обеспечение самостоятельной работы студентов по дисциплине

В качестве учебно-методического обеспечения рекомендуется использовать литературу, указанную в разделе № 8 данной рабочей программы.

Для самостоятельного подбора литературы в библиотеке ЯрГУ рекомендуется использовать:

1. Личный кабинет (http://lib.uniyar.ac.ru/opac/bk_login.php) дает возможность получения on-line доступа к списку выданной в автоматизированном режиме литературы, просмотра и копирования электронных версий изданий сотрудников университета (учеб. и метод. пособия, тексты лекций и т.д.) Для работы в «Личном кабинете» необходимо зайти на сайт Научной библиотеки ЯрГУ с любой точки, имеющей доступ в Internet, в пункт меню «Электронный каталог»; пройти процедуру авторизации, выбрав вкладку «Авторизация», и заполнить представленные поля информации.

2. Электронная библиотека учебных материалов ЯрГУ

(http://www.lib.uniyar.ac.ru/opac/bk_cat_find.php) содержит более 2500 полных текстов учебных и учебно-методических материалов по основным изучаемым дисциплинам, изданных в университете. Доступ в сети университета, либо по логину/пароллю.

3. Электронная картотека «Книгообеспеченность»

(http://www.lib.uniyar.ac.ru/opac/bk_bookreq_find.php) раскрывает учебный фонд научной библиотеки ЯрГУ, предоставляет оперативную информацию о состоянии книгообеспеченности дисциплин основной и дополнительной литературой, а также цикла дисциплин и специальностей. Электронная картотека «Книгообеспеченность» доступна в сети университета и через Личный кабинет.