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МИНИСТЕРСТВО ПРОСВЕЩЕНИЯ РОССИЙСКОЙ ФЕДЕРАЦИИ
Федеральное государственное бюджетное образовательное учреждение
высшего образования
«ЮЖНО-УРАЛЬСКИЙ ГОСУДАРСТВЕННЫЙ
ГУМАНИТАРНО-ПЕДАГОГИЧЕСКИЙ УНИВЕРСИТЕТ»
(ФГБОУ ВО «ЮУрГГПУ»)

ОЦЕНОЧНЫЕ МАТЕРИАЛЫ
(ОЦЕНОЧНЫЕ СРЕДСТВА)

Шифр	Наименование дисциплины (модуля)
Б1.О	Практический курс английского языка

Код направления подготовки	44.03.05
Направление подготовки	Педагогическое образование (с двумя профилями подготовки)
Наименование (я) ОПОП (направленность / профиль)	История. Английский язык
Уровень образования	бакалавр
Форма обучения	очная

Разработчики:

Должность	Учёная степень, звание	Подпись	ФИО
Заведующий кафедрой	кандидат исторических наук, доцент		Павлова Ольга Юрьевна

Рабочая программа рассмотрена и одобрена (обновлена) на заседании кафедры (структурного подразделения)

Кафедра	Заведующий кафедрой	Номер протокола	Дата протокола	Подпись
Кафедра иностранных языков	Павлова Ольга Юрьевна	10	24.06.2019	
Кафедра иностранных языков	Павлова Ольга Юрьевна	1	01.09.2020	

Раздел 1. Компетенции обучающегося, формируемые в результате освоения образовательной программы с указанием этапов их формирования

Таблица 1 - Перечень компетенций, с указанием образовательных результатов в процессе освоения дисциплины (в соответствии с РПД)

Формируемые компетенции		Планируемые образовательные результаты по дисциплине		
Индикаторы ее достижения		знать	уметь	владеть
ОПК-7 способен взаимодействовать с участниками образовательных отношений в рамках реализации образовательных программ				
ОПК.7.1 Знать субъектов образовательных отношений, закономерности и принципы их взаимодействия в рамках реализации образовательных программ.	3.1 Знать субъектов образовательных отношений, закономерности и принципы их взаимодействия в рамках преподаваемой дисциплины			
ОПК.7.2 Уметь выбирать формы, методы, приемы организации взаимодействия участников образовательных отношений		У.1 Уметь выбирать формы, методы, приемы организации взаимодействия участников образовательных отношений в рамках преподаваемой дисциплины		
ОПК.7.3 Владеть методами взаимодействия с участниками образовательных отношений в рамках реализации образовательных программ.			В.1 Владеть методами взаимодействия с участниками образовательных отношений в рамках преподаваемой дисциплины	
УК-4 способен осуществлять деловую коммуникацию в устной и письменной формах на государственном языке Российской Федерации и иностранном(ых) языке(ах)				
УК 4.1 Знает принципы построения устного и письменного высказывания на русском и иностранном языках; правила и закономерности деловой устной и письменной коммуникации.	3.2 Знает грамматический строй, лексические единицы изучаемого иностранного языка и основы межкультурного делового взаимодействия на иностранном языке			
УК 4.2 Умеет использовать различные формы, виды устной и письменной коммуникации на русском и иностранном(ых) языке(ах); использовать для коммуникации средства ИКТ; оформлять письменную документацию в электронном виде в соответствии с действующими нормами, правилами и стандартами.		У.2 Умеет использовать различные способы получения, обработки и передачи информации на изучаемом иностранном языке		

УК 4.3 Владеет нормами деловой коммуникации на русском и иностранном(ых) языке(ах) в области устной и письменной речи			В.2 Владеет различными способами деловой коммуникации на изучаемом иностранном языке и навыками грамотного построения высказывания в конкретной коммуникативной ситуации
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Компетенции связаны с дисциплинами и практиками через матрицу компетенций согласно таблице 2.

Таблица 2 - Компетенции, формируемые в результате обучения

Код и наименование компетенции	Вес дисциплины в формировании компетенции (100 / количество дисциплин, практик)
Составляющая учебного плана (дисциплины, практики, участвующие в формировании компетенции)	
ОПК-7 способен взаимодействовать с участниками образовательных отношений в рамках реализации образовательных программ	
Физическая культура	6,67
Педагогическая риторика	6,67
Практический курс английского языка	6,67
Основы языкоznания	6,67
производственная практика (педагогическая)	6,67
Основы перевода	6,67
Практическая грамматика английского языка	6,67
Педагогическая конфликтология	6,67
Стилистика английского языка	6,67
Элективные курсы по физической культуре и спорту	6,67
Иностранный язык	6,67
Цифровые технологии в образовании	6,67
Английская литература	6,67
Лексикология английского языка	6,67
производственная практика (педагогическая в каникулярный период)	6,67
УК-4 способен осуществлять деловую коммуникацию в устной и письменной формах на государственном языке Российской Федерации и иностранном(ых) языке(ах)	
Педагогическая риторика	7,69
Практический курс английского языка	7,69
Основы языкоznания	7,69
Основы перевода	7,69
Практическая грамматика английского языка	7,69
Стилистика английского языка	7,69
Иностранный язык	7,69
учебная практика (ознакомительная)	7,69
учебная практика по формированию цифровых компетенций	7,69
Цифровые технологии в образовании	7,69
Английская литература	7,69
Лексикология английского языка	7,69
учебная практика (английский язык)	7,69

Таблица 3 - Этапы формирования компетенций в процессе освоения ОПОП

Код компетенции	Этап базовой подготовки	Этап расширения и углубления подготовки	Этап профессионально-практической подготовки
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ОПК-7	Физическая культура, Педагогическая риторика, Практический курс английского языка, Основы языкоznания, производственная практика (педагогическая), Основы перевода, Практическая грамматика английского языка, Педагогическая конфликтология, Стилистика английского языка, Элективные курсы по физической культуре и спорту, Иностранный язык, Цифровые технологии в образовании, Английская литература, Лексикология английского языка, производственная практика (педагогическая в каникулярный период)		производственная практика (педагогическая), производственная практика (педагогическая в каникулярный период)
УК-4	Педагогическая риторика, Практический курс английского языка, Основы языкоznания, Основы перевода, Практическая грамматика английского языка, Стилистика английского языка, Иностранный язык, учебная практика (ознакомительная), учебная практика по формированию цифровых компетенций, Цифровые технологии в образовании, Английская литература, Лексикология английского языка, учебная практика (английский язык)		учебная практика (ознакомительная), учебная практика по формированию цифровых компетенций, учебная практика (английский язык)

Раздел 2. Описание показателей и критериев оценивания компетенций на различных этапах их формирования, описание шкал оценивания

Таблица 4 - Показатели оценивания компетенций на различных этапах их формирования в процессе освоения учебной дисциплины (в соответствии с РПД)

№	Раздел		
Формируемые компетенции			
Показатели сформированности (в терминах «знать», «уметь», «владеть»)		Виды оценочных средств	
1	Вводно-фонетический курс ОПК-7 УК-4	<p>Знать знать субъектов образовательных отношений, закономерности и принципы их взаимодействия в рамках преподаваемой дисциплины</p> <p>Знать знает грамматический строй, лексические единицы изучаемого иностранного языка и основы межкультурного делового взаимодействия на иностранном языке</p>	<p>Диктант Контрольная работа по разделу/теме Монологическое высказывание Схема/граф-схема Тест Чтение текстов на иностранном языке</p>
2	Страны. Животный мир. Описание человека. Дом ОПК-7 УК-4	<p>Уметь уметь выбирать формы, методы, приемы организации взаимодействия участников образовательных отношений в рамках преподаваемой дисциплины</p> <p>Уметь умеет использовать различные способы получения, обработки и передачи информации на изучаемом иностранном языке</p>	<p>Диктант Контрольная работа по разделу/теме Монологическое высказывание Схема/граф-схема Тест Чтение текстов на иностранном языке</p>
		<p>Владеть владеть методами взаимодействия с участниками образовательных отношений в рамках преподаваемой дисциплины</p> <p>Владеть владеет различными способами деловой коммуникации на изучаемом иностранном языке и навыками грамотного построения высказывания в конкретной коммуникативной ситуации</p>	<p>Диктант Контрольная работа по разделу/теме Монологическое высказывание Схема/граф-схема Тест Чтение текстов на иностранном языке</p>
		<p>Знать знать субъектов образовательных отношений, закономерности и принципы их взаимодействия в рамках преподаваемой дисциплины</p> <p>Знать знает грамматический строй, лексические единицы изучаемого иностранного языка и основы межкультурного делового взаимодействия на иностранном языке</p>	<p>Диктант Контрольная работа по разделу/теме Монологическое высказывание Схема/граф-схема Тест Чтение текстов на иностранном языке</p>
		<p>Уметь уметь выбирать формы, методы, приемы организации взаимодействия участников образовательных отношений в рамках преподаваемой дисциплины</p> <p>Уметь умеет использовать различные способы получения, обработки и передачи информации на изучаемом иностранном языке</p>	<p>Диктант Контрольная работа по разделу/теме Монологическое высказывание Схема/граф-схема Тест Чтение текстов на иностранном языке</p>

<p>Владеть владеть методами взаимодействия с участниками образовательных отношений в рамках преподаваемой дисциплины</p> <p>Владеть владеет различными способами деловой коммуникации на изучаемом иностранном языке и навыками грамотного построения высказывания в конкретной коммуникативной ситуации</p>	<p>Диктант Контрольная работа по разделу/теме Монологическое высказывание Схема/граф-схема Тест Чтение текстов на иностранном языке</p>
<p>3 Жизнь в городе. Покупки. Театр и кино</p> <p>ОПК-7 УК-4</p> <p>Знать знать субъектов образовательных отношений, закономерности и принципы их взаимодействия в рамках преподаваемой дисциплины</p> <p>Знать знает грамматический строй, лексические единицы изучаемого иностранного языка и основы межкультурного делового взаимодействия на иностранном языке</p>	<p>Диктант Контрольная работа по разделу/теме Монологическое высказывание Схема/граф-схема Тест Чтение текстов на иностранном языке</p>
<p>Уметь уметь выбирать формы, методы, приемы организации взаимодействия участников образовательных отношений в рамках преподаваемой дисциплины</p> <p>Уметь умеет использовать различные способы получения, обработки и передачи информации на изучаемом иностранном языке</p>	<p>Диктант Контрольная работа по разделу/теме Монологическое высказывание Схема/граф-схема Тест Чтение текстов на иностранном языке</p>
<p>Владеть владеть методами взаимодействия с участниками образовательных отношений в рамках преподаваемой дисциплины</p> <p>Владеть владеет различными способами деловой коммуникации на изучаемом иностранном языке и навыками грамотного построения высказывания в конкретной коммуникативной ситуации</p>	<p>Диктант Контрольная работа по разделу/теме Монологическое высказывание Схема/граф-схема Тест Чтение текстов на иностранном языке</p>
<p>4 Внешность человека. Профессии. Образ жизни</p> <p>ОПК-7 УК-4</p> <p>Знать знать субъектов образовательных отношений, закономерности и принципы их взаимодействия в рамках преподаваемой дисциплины</p> <p>Знать знает грамматический строй, лексические единицы изучаемого иностранного языка и основы межкультурного делового взаимодействия на иностранном языке</p>	<p>Диктант Контрольная работа по разделу/теме Монологическое высказывание Схема/граф-схема Тест Чтение текстов на иностранном языке</p>
<p>Уметь уметь выбирать формы, методы, приемы организации взаимодействия участников образовательных отношений в рамках преподаваемой дисциплины</p> <p>Уметь умеет использовать различные способы получения, обработки и передачи информации на изучаемом иностранном языке</p>	<p>Диктант Контрольная работа по разделу/теме Монологическое высказывание Схема/граф-схема Тест Чтение текстов на иностранном языке</p>
<p>Уметь уметь выбирать формы, методы, приемы организации взаимодействия участников образовательных отношений в рамках преподаваемой дисциплины</p> <p>Уметь умеет использовать различные способы получения, обработки и передачи информации на изучаемом иностранном языке</p>	<p>Диктант Контрольная работа по разделу/теме Монологическое высказывание Схема/граф-схема Тест Чтение текстов на иностранном языке</p>

<p>Владеть владеть методами взаимодействия с участниками образовательных отношений в рамках преподаваемой дисциплины</p> <p>Владеть владеет различными способами деловой коммуникации на изучаемом иностранном языке и навыками грамотного построения высказывания в конкретной коммуникативной ситуации</p>	<p>Диктант Контрольная работа по разделу/теме Монологическое высказывание Схема/граф-схема Тест Чтение текстов на иностранном языке</p>
<p>5 Образование. Досуг</p> <p>ОПК-7 УК-4</p> <p>Знать знать субъектов образовательных отношений, закономерности и принципы их взаимодействия в рамках преподаваемой дисциплины</p> <p>Знать знает грамматический строй, лексические единицы изучаемого иностранного языка и основы межкультурного делового взаимодействия на иностранном языке</p>	<p>Диктант Контрольная работа по разделу/теме Монологическое высказывание Схема/граф-схема Тест Чтение текстов на иностранном языке</p>
<p>Уметь уметь выбирать формы, методы, приемы организации взаимодействия участников образовательных отношений в рамках преподаваемой дисциплины</p> <p>Уметь умеет использовать различные способы получения, обработки и передачи информации на изучаемом иностранном языке</p>	<p>Диктант Контрольная работа по разделу/теме Монологическое высказывание Схема/граф-схема Тест Чтение текстов на иностранном языке</p>
<p>Владеть владеть методами взаимодействия с участниками образовательных отношений в рамках преподаваемой дисциплины</p> <p>Владеть владеет различными способами деловой коммуникации на изучаемом иностранном языке и навыками грамотного построения высказывания в конкретной коммуникативной ситуации</p>	<p>Диктант Контрольная работа по разделу/теме Монологическое высказывание Схема/граф-схема Тест Чтение текстов на иностранном языке</p>
<p>6 Учебные заведения. Воспитание. Искусство</p> <p>ОПК-7 УК-4</p>	
<p>Знать знать субъектов образовательных отношений, закономерности и принципы их взаимодействия в рамках преподаваемой дисциплины</p> <p>Знать знает грамматический строй, лексические единицы изучаемого иностранного языка и основы межкультурного делового взаимодействия на иностранном языке</p>	<p>Диктант Контрольная работа по разделу/теме Монологическое высказывание Схема/граф-схема Тест Чтение текстов на иностранном языке</p>
<p>Уметь уметь выбирать формы, методы, приемы организации взаимодействия участников образовательных отношений в рамках преподаваемой дисциплины</p> <p>Уметь умеет использовать различные способы получения, обработки и передачи информации на изучаемом иностранном языке</p>	<p>Диктант Контрольная работа по разделу/теме Монологическое высказывание Схема/граф-схема Тест Чтение текстов на иностранном языке</p>

<p>Владеть владеть методами взаимодействия с участниками образовательных отношений в рамках преподаваемой дисциплины</p> <p>Владеть владеет различными способами деловой коммуникации на изучаемом иностранном языке и навыками грамотного построения высказывания в конкретной коммуникативной ситуации</p>	<p>Диктант Контрольная работа по разделу/теме Монологическое высказывание Схема/граф-схема Тест Чтение текстов на иностранном языке</p>
<p>7 Человек и природа. Судебная система</p> <p>ОПК-7 УК-4</p> <p>Знать знать субъектов образовательных отношений, закономерности и принципы их взаимодействия в рамках преподаваемой дисциплины</p> <p>Знать знает грамматический строй, лексические единицы изучаемого иностранного языка и основы межкультурного делового взаимодействия на иностранном языке</p>	<p>Диктант Контрольная работа по разделу/теме Монологическое высказывание Схема/граф-схема Тест Чтение текстов на иностранном языке</p>
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<p>8 Книги. Музыка. Телевидение</p> <p>ОПК-7 УК-4</p>	
<p>Знать знать субъектов образовательных отношений, закономерности и принципы их взаимодействия в рамках преподаваемой дисциплины</p> <p>Знать знает грамматический строй, лексические единицы изучаемого иностранного языка и основы межкультурного делового взаимодействия на иностранном языке</p>	<p>Диктант Контрольная работа по разделу/теме Монологическое высказывание Схема/граф-схема Тест Чтение текстов на иностранном языке</p>
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<p>9 Театр. Традиции и обычаи</p> <p>ОПК-7 УК-4</p> <p>Знать знать субъектов образовательных отношений, закономерности и принципы их взаимодействия в рамках преподаваемой дисциплины</p> <p>Знать знает грамматический строй, лексические единицы изучаемого иностранного языка и основы межкультурного делового взаимодействия на иностранном языке</p>	<p>Диктант Контрольная работа по разделу/теме Монологическое высказывание Схема/граф-схема Тест Чтение текстов на иностранном языке</p>
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<p>10 Средства массовой информации. Современные проблемы</p> <p>ОПК-7 УК-4</p>	
<p>Знать знать субъектов образовательных отношений, закономерности и принципы их взаимодействия в рамках преподаваемой дисциплины</p> <p>Знать знает грамматический строй, лексические единицы изучаемого иностранного языка и основы межкультурного делового взаимодействия на иностранном языке</p>	<p>Диктант Контрольная работа по разделу/теме Монологическое высказывание Схема/граф-схема Тест Чтение текстов на иностранном языке</p>
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<p>Владеть методами взаимодействия с участниками образовательных отношений в рамках преподаваемой дисциплины</p> <p>Владеть владеет различными способами деловой коммуникации на изучаемом иностранном языке и навыками грамотного построения высказывания в конкретной коммуникативной ситуации</p>	<p>Диктант Контрольная работа по разделу/теме Монологическое высказывание Схема/граф-схема Тест Чтение текстов на иностранном языке</p>
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Таблица 5 - Описание уровней и критериев оценивания компетенций, описание шкал оценивания

Код	Содержание компетенции	Основные признаки выделения уровня (критерии оценки сформированности)	Пятибалльная шкала (академическая оценка)	% освоения (рейтинговая оценка)
Уровни освоения компетенции	Содержательное описание уровня			
ОПК-7	ОПК-7 способен взаимодействовать с участниками образовательных отношений в рамках реализации образовательных программ			
УК-4	УК-4 способен осуществлять деловую коммуникацию в устной и письменной формах на государственном языке Российской Федерации и иностранном(ых) языке(ах)			

Раздел 3. Типовые контрольные задания и (или) иные материалы, необходимые для оценки планируемых результатов обучения по дисциплине (модулю)

1. Оценочные средства для текущего контроля

Раздел: Вводно-фонетический курс

Задания для оценки знаний

1. Диктант:

1. Listen to the words in Russian. Write them in English. Make up sentences or a short story with these words.
2. Listen to the text in English. Write down each sentence.

Диктант 1

1. Is Doctor Sandford in?
2. Where is he?
3. Is Mrs. Sandford at home?
4. Is Mrs. Sandford in the park with Benny?
5. She isn't in the garden, is she?
6. Old Mrs. Sandford isn't ill, is she?
7. Is she in bed?
8. She is better today, isn't she?
9. Is Mr. Sandford at home after four on Saturday?
10. Is he at home after four or at half past four on Saturday?

Диктант 2

родители

сестра

брать

сын

дочь

дедушка

дядя

тетя

племянник

племянница

отец

мать

бабушка

внук

внучка

внуки

бабушка и дедушка

прадедушка

прабабушка

правнуки

кузен

муж

жена

отчим

мачеха

свекр

пасынки

сводный брат

Диктант 3

январь, февраль, март, апрель, май, июнь, июль, август, сентябрь, октябрь, ноябрь, декабрь. воскресенье, понедельник, вторник, среда, четверг, пятница, суббота.

2. Контрольная работа по разделу/теме:

1. Choose the correct answer.
2. Match the words and their definitions.
3. Complete the sentence with a suitable word.
4. Translate the words from Russian into English.
5. Write a short essay.

Контрольная работа 1
Fill in the correct word.

1. His aunt's son is his
2. Your father's father is your
3. My sister's son is my
4. My sister's, daughter is my
5. My mother's brother is my

Write the plural of the following nouns

a country, a wolf, a tomato, a brush, a baby, a watch, a sheep, a postman, a day, a shelf, a sister-in-law, a text, a roof, a cassette-recorder, a page, a handkerchief.

Контрольная работа 2

Translate the following into English using the preposition:

1. В семь часов.
2. В двенадцать часов.
3. В половине одиннадцатого.
4. В четверть шестого.
5. Без четверти час.
6. В двадцать минут девятого.
7. Без десяти двенадцать.
8. Без двадцати пяти пять.
9. В десять минут седьмого.
10. Без двадцати восьми три.

Ask questions:

1. There are two tables in the room.
2. There are eight note books in her bag.
3. There are ninety five students in the hall.
4. There is a clock on the desk.

Контрольная работа 3

Translate the following into English

1. Много ли студентов в этой комнате? — Нет, не много.
2. В середине этой комнаты стол. На столе цветы.
3. В нашей квартире пять комнат. Они большие и светлые.
4. Где твой брат? — Он в той комнате
5. Наш университет находится недалеко от центра.
6. Борис в 501 группе.
7. Сделайте упражнение 2 на доске.
8. У доски нет мела.
9. Есть ли яблоки на тарелке?
10. Ваш племянник в школе? — Нет, он дома.
11. В нашей группе не десять, а девять студентов.
12. На этом столе много коробок? — Нет, не много.
13. Возвращайтесь в половине десятого.
14. Джеймс — восьмилетний мальчик, его сестра — шестилетняя девочка.
15. Скажи мне, пожалуйста, твой телефон. — Запиши. 338-29-41.

3. Монологическое высказывание:

Speak on the topic. Express your opinion. Use conversational formulas and expressions.

1. Speak about your family.
2. Speak about your friend.
3. Speak about your friend's family.
4. Bring your family photo in class and get ready to tell your fellow students of all the members of your family. Describe it.
5. Describe the family of a well-known person you are interested in.

4. Схема/граф-схема:

Make up the mind map. Capture the ideas associated with the topic (text). Visually arrange them in radiant format using keywords.

Составьте семейное древо персонажей, о которых идет речь.

George Meadows was a man of fifty and his wife, Mrs. George, was a year or two younger. They were both fine people in the prime of life. Their three daughters were lovely and their two sons were handsome and strong. They had no notions about being gentlemen and ladies; they knew their place, were happy and deserved their happiness, as they were merry, industrious and kindly.

The master of the house was not George, but his mother, who was twice the man her son was, as they said in the village. She was a woman of seventy, tall, upright, with gray hair and a wrinkled face. Her eyes were bright and shrewd and she had a sense of humour. Her word was law in the house and on the farm. In short, she was a character. (After W.S. Maugham)

Describe the picture using the following words and word combinations:

autumn; weather; nasty; the sky; to be overcast; cold, wind, to blow; low clouds, to drive across the sky; to rain heavily (hard); to hurry along the streets; to wear raincoats; to carry an umbrella; to get wet through; cars, trolley buses, buses; to go (run) along the streets; to splash; mud; passers-by

5. Текст:

1. Fill in the gaps.
2. Complete the sentences.
3. Read the text. Mark the sentences T (true), F (false), DS (does not say).
4. Write an essay.

Text 1

Fill in prepositions:

1. Don't be late. Come ... nine o'clock. 2. What time is it now? It is half ... six. 3. We are going to leave ... a quarter ... ten. 4. It is twelve o'clock now. Come here in ten minutes, ten minutes ... twelve. 5. Is it a quarter ... three? In a quarter of an hour, ... three o'clock we must be ... the University. 6. He must work ... seven ... eleven o'clock. 7. They live ... the North ... our country.

Write down the following numerals in words:

134, 948, 3526, 9011, 7 506 017, 35 616 234.

1. My son was born on (02.12.2000).
2. Our dog was born on (21.08.2008).
3. My granddad was born on (23.06.1900).

Choose the right variant:

1. The 23rd of April 1987.

a) The twenty-three of April one thousand nine hundred eighty-seven
b) The twenty-threed of April nineteen eight seven
c) The twenty-third of April nineteen eighty-seven.

Text 2

Decide which word (is, are) best fits each space.

1. I ... an English student. 2. His name ... George Brown. 3. Mr. and Mrs. Brown ... his father and mother. 4. My brother's name ... Benny, and my sisters' names ... Betty and Rose. 5. We ... members of one family. 6. ... Helen married? 7. ... they married? 8. Mr. Sandford ... Betty's brother-in-law. 9. How old ... you? – I... eighteen. 10. What... you all? – We ... all students.

Decide which word (some, any, no, none, not any, one) best fits each space.

1. Have you got ... relations? – No, I haven't.... 2. Has she got ... nephews or nieces? – She has 3. She has ... sister, she has only ... brother. 4. They have got ... cousins in Minsk. 5. Have you got ... brothers? – No, I haven't

6. ЧТЕНИЕ ТЕКСТОВ НА ИНОСТРАННОМ ЯЗЫКЕ:

Read the text. Do the tasks. Retell the text. Answer the questions.

Read the text "About myself", answer the questions.

Let me introduce myself. My name is Mathew Cane, I was born in Cardiff, but now I live in London.

I come from a large family. My father is a farmer, and my mother is a housewife. She has a lot of work to do about the house, and she is as busy with her work about the house as my father. Every summer I go to see my parents and my relatives. I have two brothers and a sister. My elder brother is 28. He is married and has a daughter Ann. She is six and is going to school this year. My brother is a lawyer and his wife is a doctor. My younger brother's name is David. He is only 18 and is in his first year at the University. My sister is the youngest in the family, she is 14. She is at school. I am a teacher and work at London University. I really like my work because it is very interesting. I teach Literature and try to make my students understand and like it.

- 1) Where does Mathew live?
- 2) What are his parents?
- 3) What other relatives has he got?
- 4) What is his sister-in-law?
- 5) Who is the youngest in the family?

Задания для оценки умений

1. Диктант:

1. Listen to the words in Russian. Write them in English. Make up sentences or a short story with these words.
2. Listen to the text in English. Write down each sentence.

Диктант 1

1. Is Doctor Sandford in? 2. Where is he? 3. Is Mrs. Sandford at home? 4. Is Mrs. Sandford in the park with Benny? 5. She isn't in the garden, is she? 6. Old Mrs. Sandford isn't ill, is she? 7. Is she in bed? 8. She is better today, isn't she? 9. Is Mr. Sandford at home after four on Saturday? 10. Is he at home after four or at half past four on Saturday?

Диктант 2

родители

сестра

брать

сын

дочь

дедушка

дядя

тетя

племянник

племянница

отец

мать

бабушка

внук

внучка

внуки

бабушка и дедушка

прадедушка

прабабушка

правнуки

кузен

муж

жена

отчим

мачеха

свекр

пасынки

сводный брат

Диктант 3

январь, февраль, март, апрель, май, июнь, июль, август, сентябрь, октябрь, ноябрь, декабрь. воскресенье, понедельник, вторник, среда, четверг, пятница, суббота.

2. Контрольная работа по разделу/теме:

1. Choose the correct answer.
2. Match the words and their definitions.
3. Complete the sentence with a suitable word.
4. Translate the words from Russian into English.
5. Write a short essay.

Контрольная работа 1

Fill in the correct word.

1. His aunt's son is his
2. Your father's father is your
3. My sister's son is my
4. My sister's, daughter is my
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Write the plural of the following nouns

a country, a wolf, a tomato, a brush, a baby, a watch, a sheep, a postman, a day, a shelf, a sister-in-law, a text, a roof, a cassette-recorder, a page, a handkerchief.

Контрольная работа 2

Translate the following into English using the preposition:

1. В семь часов.
2. В двенадцать часов.
3. В половине одиннадцатого.
4. В четверть шестого.
5. Без четверти час.
6. В двадцать минут девятого.
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8. Без двадцати пяти пять.
9. В десять минут седьмого.
10. Без двадцати восьми три.

Ask questions:

1. There are two tables in the room.
2. There are eight note books in her bag.
3. There are ninety five students in the hall.
4. There is a clock on the desk.

Контрольная работа 3

Translate the following into English

1. Много ли студентов в этой комнате? — Нет, не много.
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5. Наш университет находится недалеко от центра.
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13. Возвращайтесь в половине десятого.
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3. Speak about your friend's family.
4. Bring your family photo in class and get ready to tell your fellow students of all the members of your family. Describe it.
5. Describe the family of a well-known person you are interested in.

4. Схема/граф-схема:

Make up the mind map. Capture the ideas associated with the topic (text). Visually arrange them in radiant format using keywords.

Составьте семейное древо персонажей, о которых идет речь.

George Meadows was a man of fifty and his wife, Mrs. George, was a year or two younger. They were both fine people in the prime of life. Their three daughters were lovely and their two sons were handsome and strong. They had no notions about being gentlemen and ladies; they knew their place, were happy and deserved their happiness, as they were merry, industrious and kindly.

The master of the house was not George, but his mother, who was twice the man her son was, as they said in the village. She was a woman of seventy, tall, upright, with gray hair and a wrinkled face. Her eyes were bright and shrewd and she had a sense of humour. Her word was law in the house and on the farm. In short, she was a character. (After W.S. Maugham)

Describe the picture using the following words and word combinations:

autumn; weather; nasty; the sky; to be overcast; cold, wind, to blow; low clouds, to drive across the sky; to rain heavily (hard); to hurry along the streets; to wear raincoats; to carry an umbrella; to get wet through; cars, trolley buses, buses; to go (run) along the streets; to splash; mud; passers-by

5. Тест:

1. Fill in the gaps.
2. Complete the sentences.
3. Read the text. Mark the sentences T (true), F (false), DS (does not say).
4. Write an essay.

Тест 1

Fill in prepositions:

1. Don't be late. Come ... nine o'clock. 2. What time is it now? It is half ... six. 3. We are going to leave ... a quarter ... ten. 4. It is twelve o'clock now. Come here in ten minutes, ten minutes ... twelve. 5. Is it a quarter ... three? In a quarter of an hour, ... three o'clock we must be ... the University. 6. He must work ... seven ... eleven o'clock. 7. They live ... the North ... our country.

Write down the following numerals in words:

134, 948, 3526, 9011, 7 506 017, 35 616 234.

1. My son was born on (02.12.2000).
2. Our dog was born on (21.08.2008).
3. My granddad was born on (23.06.1900).

Choose the right variant:

1. The 23rd of April 1987.
- a) The twenty-three of April one thousand nine hundred eighty-seven
- b) The twenty-threed of April nineteen eight seven
- c) The twenty-third of April nineteen eighty-seven.

Тест 2

Decide which word (is, are) best fits each space.

1. I ... an English student. 2. His name ... George Brown. 3. Mr. and Mrs. Brown ... his father and mother. 4. My brother's name ... Benny, and my sisters' names ... Betty and Rose. 5. We ... members of one family. 6. ... Helen married? 7. ... they married? 8. Mr. Sandford ... Betty's brother-in-law. 9. How old ... you? – I... eighteen. 10. What... you all? – We ... all students.

Decide which word (some, any, no, none, not any, one) best fits each space.

1. Have you got ... relations? – No, I haven't.... 2. Has she got ... nephews or nieces? – She has 3. She has ... sister, she has only ... brother. 4. They have got ... cousins in Minsk. 5. Have you got ... brothers? – No, I haven't

6. ЧТЕНИЕ ТЕКСТОВ НА ИНОСТРАННОМ ЯЗЫКЕ:

Read the text. Do the tasks. Retell the text. Answer the questions.

Read the text "About myself", answer the questions.

Let me introduce myself. My name is Mathew Cane, I was born in Cardiff, but now I live in London.

I come from a large family. My father is a farmer, and my mother is a housewife. She has a lot of work to do about the house, and she is as busy with her work about the house as my father. Every summer I go to see my parents and my relatives. I have two brothers and a sister. My elder brother is 28. He is married and has a daughter Ann. She is six and is going to school this year. My brother is a lawyer and his wife is a doctor. My younger brother's name is David. He is only 18 and is in his first year at the University. My sister is the youngest in the family, she is 14. She is at school. I am a teacher and work at London University. I really like my work because it is very interesting. I teach Literature and try to make my students understand and like it.

- 1) Where does Mathew live?
- 2) What are his parents?
- 3) What other relatives has he got?
- 4) What is his sister-in-law?
- 5) Who is the youngest in the family?

Задания для оценки владений

1. Диктант:

1. Listen to the words in Russian. Write them in English. Make up sentences or a short story with these words.
2. Listen to the text in English. Write down each sentence.

Диктант 1

1. Is Doctor Sandford in?
2. Where is he?
3. Is Mrs. Sandford at home?
4. Is Mrs. Sandford in the park with Benny?
5. She isn't in the garden, is she?
6. Old Mrs. Sandford isn't ill, is she?
7. Is she in bed?
8. She is better today, isn't she?
9. Is Mr. Sandford at home after four on Saturday?
10. Is he at home after four or at half past four on Saturday?

Диктант 2

родители
сестра
брать
сын
дочь
дедушка
дядя
тетя
племянник
племянница
отец
мать
бабушка
внук
внучка
внуки
бабушка и дедушка
прадедушка
прабабушка
правнуки
кузен
муж
жена
отчим
мачеха
свекр
пасынки
сводный брат

Диктант 3

январь, февраль, март, апрель, май, июнь, июль, август, сентябрь, октябрь, ноябрь, декабрь. воскресенье, понедельник, вторник, среда, четверг, пятница, суббота.

2. Контрольная работа по разделу/теме:

1. Choose the correct answer.
2. Match the words and their definitions.
3. Complete the sentence with a suitable word.
4. Translate the words from Russian into English.
5. Write a short essay.

Контрольная работа 1

Fill in the correct word.

1. His aunt's son is his
2. Your father's father is your
3. My sister's son is my
4. My sister's, daughter is my
5. My mother's brother is my

Write the plural of the following nouns

a country, a wolf, a tomato, a brush, a baby, a watch, a sheep, a postman, a day, a shelf, a sister-in-law, a text, a roof, a cassette-recorder, a page, a handkerchief.

Контрольная работа 2

Translate the following into English using the preposition:

1. В семь часов.

2. В двенадцать часов.
3. В половине одиннадцатого.
4. В четверть шестого.
5. Без четверти час.
6. В двадцать минут девятого.
7. Без десяти двенадцать.
8. Без двадцати пяти пять.
9. В десять минут седьмого.
10. Без двадцати восьми три.

Ask questions:

1. There are two tables in the room.
2. There are eight note books in her bag.
3. There are ninety five students in the hall.
4. There is a clock on the desk.

Контрольная работа 3

Translate the following into English

1. Много ли студентов в этой комнате? — Нет, не много.
2. В середине этой комнаты стол. На столе цветы.
3. В нашей квартире пять комнат. Они большие и светлые.
4. Где твой брат? — Он в той комнате
5. Наш университет находится недалеко от центра.
6. Борис в 501 группе.
7. Сделайте упражнение 2 на доске.
8. У доски нет мела.
9. Есть ли яблоки на тарелке?
10. Ваш племянник в школе? — Нет, он дома.
11. В нашей группе не десять, а девять студентов.
12. На этом столе много коробок? — Нет, не много.
13. Возвращайтесь в половине десятого.
14. Джеймс — восьмилетний мальчик, его сестра — шестилетняя девочка.
15. Скажи мне, пожалуйста, твой телефон. — Запиши. 338-29-41.

3. Монологическое высказывание:

Speak on the topic. Express your opinion. Use conversational formulas and expressions.

1. Speak about your family.
2. Speak about your friend.
3. Speak about your friend's family.
4. Bring your family photo in class and get ready to tell your fellow students of all the members of your family. Describe it.
5. Describe the family of a well-known person you are interested in.

4. Схема/граф-схема:

Make up the mind map. Capture the ideas associated with the topic (text). Visually arrange them in radiant format using keywords.

Составьте семейное древо персонажей, о которых идет речь.

George Meadows was a man of fifty and his wife, Mrs. George, was a year or two younger. They were both fine people in the prime of life. Their three daughters were lovely and their two sons were handsome and strong. They had no notions about being gentlemen and ladies; they knew their place, were happy and deserved their happiness, as they were merry, industrious and kindly.

The master of the house was not George, but his mother, who was twice the man her son was, as they said in the village. She was a woman of seventy, tall, upright, with gray hair and a wrinkled face. Her eyes were bright and shrewd and she had a sense of humour. Her word was law in the house and on the farm. In short, she was a character. (After W.S. Maugham)

Describe the picture using the following words and word combinations:

autumn; weather; nasty; the sky; to be overcast; cold, wind, to blow; low clouds, to drive across the sky; to rain heavily (hard); to hurry along the streets; to wear raincoats; to carry an umbrella; to get wet through; cars, trolley buses, buses; to go (run) along the streets; to splash; mud; passers-by

5. Тест:

1. Fill in the gaps.
2. Complete the sentences.
3. Read the text. Mark the sentences T (true), F (false), DS (does not say).
4. Write an essay.

Text 1

Fill in prepositions:

1. Don't be late. Come ... nine o'clock. 2. What time is it now? It is half ... six. 3. We are going to leave ... a quarter ... ten. 4. It is twelve o'clock now. Come here in ten minutes, ten minutes ... twelve. 5. Is it a quarter ... three? In a quarter of an hour, ... three o'clock we must be ... the University. 6. He must work ... seven ... eleven o'clock. 7. They live ... the North ... our country.

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1. The 23rd of April 1987.
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- c) The twenty-third of April nineteen eighty-seven.

Text 2

Decide which word (is, are) best fits each space.

1. I ... an English student. 2. His name ... George Brown. 3. Mr. and Mrs. Brown ... his father and mother. 4. My brother's name ... Benny, and my sisters' names ... Betty and Rose. 5. We ... members of one family. 6. ... Helen married? 7. ... they married? 8. Mr. Sandford ... Betty's brother-in-law. 9. How old ... you? – I... eighteen. 10. What... you all? – We ... all students.

Decide which word (some, any, no, none, not any, one) best fits each space.

1. Have you got ... relations? – No, I haven't.... 2. Has she got ... nephews or nieces? – She has 3. She has ... sister, she has only ... brother. 4. They have got ... cousins in Minsk. 5. Have you got ... brothers? – No, I haven't

6. ЧТЕНИЕ ТЕКСТОВ НА ИНОСТРАННОМ ЯЗЫКЕ:

Read the text. Do the tasks. Retell the text. Answer the questions.

Read the text "About myself", answer the questions.

Let me introduce myself. My name is Mathew Cane, I was born in Cardiff, but now I live in London.

I come from a large family. My father is a farmer, and my mother is a housewife. She has a lot of work to do about the house, and she is as busy with her work about the house as my father. Every summer I go to see my parents and my relatives. I have two brothers and a sister. My elder brother is 28. He is married and has a daughter Ann. She is six and is going to school this year. My brother is a lawyer and his wife is a doctor. My younger brother's name is David. He is only 18 and is in his first year at the University. My sister is the youngest in the family, she is 14. She is at school. I am a teacher and work at London University. I really like my work because it is very interesting. I teach Literature and try to make my students understand and like it.

- 1) Where does Mathew live?
- 2) What are his parents?
- 3) What other relatives has he got?
- 4) What is his sister-in-law?
- 5) Who is the youngest in the family?

Раздел: Страны. Животный мир. Описание человека. Дом

Задания для оценки знаний

1. Диктант:

1. Listen to the words in Russian. Write them in English. Make up sentences or a short story with these words.
2. Listen to the text in English. Write down each sentence.

Диктант 1

The North, the South, the West, the East.
Europe, Asia, Africa, America, Australia, the Antarctic.
The Atlantic Ocean, the Pacific Ocean, the Indian Ocean, the Arctic Ocean.
The Black Sea, the Baltic Sea.
The Volga, the Thames, the Mississippi.
Great Britain, Ireland.
The Urals, the Alps.
Russia
India
Italy
Japan
Norway
Spain
Sweden
the United States of America

Диктант 2

The flat is not large but it is comfortable. In it there are two rooms, a kitchen, a bathroom, a lavatory and a small hall. The sitting-room is through the door on the left. There is a piano in it. There is a picture on the wall over the piano. It is a still-life. In the picture there is a silver tea-pot, a silver dish with three oranges in it, and a vase of red roses. The picture is by a famous woman artist. The sofa is by the wall opposite the door. It is of a rich red colour. There is a small round table in front of the sofa. There are two modern armchairs on both sides of the large window. On the window there are curtains of a very pretty colour. There is not a sideboard in this room, but there is one in the kitchen. The bedroom is not large. It is square. The walls are light pink. There is a silvery grey carpet on the floor. The effect is very fine. There are two beds here with bedside tables beside them. In the right-hand corner near the window there is a dressing table with a large looking-glass and a round stool in front of it.

2. Контрольная работа по разделу/теме:

1. Choose the correct answer.
2. Match the words and their definitions.
3. Complete the sentence with a suitable word.
4. Translate the words from Russian into English.
5. Write a short essay.

Контрольная работа 1

1. Choose the proper word from brackets:

1. (Can, may) you play the piano? 2. (Can, may) Benny watch TV before going to bed? 3. I think I (can, may)do the work myself. 4 (Can, may) your friend speak English? 5. (Can, may) I have another cup of tea?

2. Form all possible questions:

There are some newspapers on the desk.

3. Fill in prepositions if necessary

1. He must go to St. Petersburg... spring. 2. We take our written exams ... January. 3. Our studies begin ... autumn. 4. What do you do ... Sunday? 5. All the students of our group will take part in the concert... the eighth ... May. 6. May I ring you up ... the morning? 7. My elder brother is a doctor. He often comes ... home late ... night. 8. Is there anybody... the Dean's office? 9. I must go and see him ... three o'clock ... Friday. 10. Listen ... the new text... the laboratory.

4. Fill in somebody (someone), anybody (anyone), nobody (no one) everybody (everyone), something, anything, nothing, everything

1. Is there ... on the desk? 2. The door is open. There must be ... at home. 3. There is ... wrong with my fountain-pen. It won't write. 4. A blind man cannot see 5. Is there ... in the room? — Yes, there is ... in it. 6. It is too dark here, I cannot see 7. If there is ... in the room you may turn off the light. 8. Can ... recite the poem? 9. We must do ... to help her. 10. Can I do ... for you?

Контрольная работа 2

Fill in the missing words:

1. There is no ... in my flat. 2. There are many fruit trees in our 3. There is a green ... in front of his Institute. 4. Where is your father? — He is working in the 5. My sister's room is very 6. Is this your ... book? 7. The furniture in my brother's room is quite 8. The floor is covered with a beautiful thick 9. A ... serves to carry rubbish down.

Complete the sentences:

1. In the middle of the room . . . 2. On the walls . . . 3. On the left . . . 4. To the right of the fridge . . . 5. Next to the door . . . 6. In front of the house . . . 7. Next to the writing table . . . 8. In the bathroom . . . 9. In the kitchen . . . 10. Upstairs . . .

Контрольная работа 3

Translate the sentences into English:

1. Перед нашим домом много цветов.
2. Наша квартира на втором этаже.
3. Можно мне поговорить с вами сейчас, или я должна прийти завтра?
4. Могу ли я купить этот приемник?
5. Квартира моей сестры очень удобная и уютная.
6. Есть ли в вашей квартире кладовая?
7. В этой квартире две комнаты и кухня.
8. Можно ли детям пойти на каток?
9. Могу ли я поговорить с преподавателем?
10. Должна ли я отвечать вам сейчас?
11. В спальне моих родителей две кровати, кресло, два стула и туалетный столик.
12. У вас есть телевизор?
13. Вы можете почистить (to clean) ковер пылесосом.
14. Мне нравится мебель в вашей квартире.
15. Она совсем новая и вполне современная.
- Вы должны только купить ковер и торшер для столовой.
15. Я живу в новом доме.
- В нашей квартире есть все удобства: электричество, газ, водопровод, центральное отопление, мусоропровод и телефон.

3. Монологическое высказывание:

Speak on the topic. Express your opinion. Use conversational formulas and expressions.

1. Describe your flat (house).
2. Describe your friend's flat (house).
3. Look at the map. Show and name European countries and their capitals.
4. The map of the world.
5. The country you find interesting.

Answer the following questions:

1. Is your flat large or small?
2. How many rooms are there in your flat?
3. What do you call a room people sleep in?
4. What do you call a room people have meals in?
5. What do you call a room where a person studies, reads, writes, etc.?
6. What do you call a room where children sleep, play and have meals?
7. What do you call a room where people spend time after dinner or supper (where guests are received)?
8. What do you call a room where food is cooked?
9. What do you call a room where food is kept?
10. Is your flat comfortable and cosy?
11. There is a green lawn in front of your house, isn't there?
12. Are there any fruit trees in your garden?
13. Is your house old or new?
14. What colour are the walls in your flat?
15. What articles of furniture are there in your parents' bedroom (the diningroom, your father's study, your own room)?

4. Схема/граф-схема:

Make up the mind map. Capture the ideas associated with the topic (text). Visually arrange them in radiant format using keywords.

Speak on the topic "The Flat I Live in"

1. In the middle of the room . . .
2. On the walls . . .
3. On the left . . .
4. To the right of the fridge . . .
5. Next to the door . . .
6. In front of the house . . .
7. Next to the writing table . . .
8. In the bathroom . . .
9. In the kitchen . . .
10. Upstairs . . .

5. Тест:

1. Fill in the gaps.
2. Complete the sentences.
3. Read the text. Mark the sentences T (true), F (false), DS (does not say).
4. Write an essay.

Test 1

Insert the right word

1. Tom and Bob good football players?

a) Is b) Are c) Do

2. – your father a dentist?

– No, he.....

a) Is, isn't b) are, aren't c) does, doesn't

3. book is very interesting.
 a) this b) these c) those

4. These shops are.....
 a) near b) far c) over there

5. Your money..... in the bag.
 a) are b) were c) is

6. people over there are foreigners.
 a) these b) those c) that

7. What are you interested
 a) of b) in c) at

8. You have got lots of friends,.....
 a) don't you? b) haven't you? c) aren't you?

9. My friend has a big family,.....
 a) doesn't he? b) hasn't he? c) does he?

10. My hair..... clean.
 a) are b) is c) were

11. I don't need any or help.
 a) advice b) advices c) advises

12. There a lot of sheep in the field.
 a) are b) is c) was

13. Where your clothes?
 a) are b) is c) was

14. It costs four dollars.
 a) hundreds b) a hundred c) hundred

15. That pen is , not
 a) my, your b) yours, my c) mine, yours

16. Don't take this bike! broken.
 a) Its b) it's c) it isn't

17. You can have a photo. one would you like?
 a) Which b) What c) Whose

18. is Pam's sister? – She is a secretary at our college.
 a) What b) who c) where

19. does it cost to stay at the Hilton hotel?
 a) How many b) How much c) what

20. There isn't a cloud in the sky,.....?
 a) is there b) isn't there c) is it?

21. Do you see.....
 a) those men's umbrellas b) those man's umbrellas c) of those men umbrellas?

22. I saw yesterday.
 a) John and Mary's house b) John's and Mary's house c) of Mary and John's house

23. I went to France last year, but I haven't been to Netherlands yet.
 a) the, the b) --,--. c) --, the

24. Do..... Mexican speak Spanish?
 a) the, the b) --, -- c) the, --

25. He is going to stay at
 a) five-stars hotel b) a five-star hotel c) five star's hotel

26. She is at.....
 a) the hairdresser b) the hairdressers' c) the hairdresser's

27. This student is often late..... classes.
 a) to b) on c) for

28. What good news! I have the best result for my test English.
 a) a, on b) --, of c) --, in

Complete the gaps with do, don't, are, aren't or have/haven't

a) " you live in a big city?" – "No, we,....."
 b) " you got brothers and sisters? "I've got a brother, but I got a sister".
 c) "Where..... you work? "
 d) "How old your children?"
 e) "Marek and Monica married. They're just friends"

Test 2

Rewrite the following in the plural

1. There is a sentence on the blackboard. 2. Is there a desk in the room? 3. There is not any book on the table. 4. Is there a dictionary on the chair? 5. There is a match in the box. 6. There is a girl in the picture. 7. There is no child in their family.

Use the personal pronouns given in brackets in the Objective Case

1. Do you know ... (he)? 2. Who is there? — It's ... (I). 3. They invite ... (we) to their party. 4. And do you invite ... (they)? 5. Ask ... (she) to come, too.

Give negative replies to the following questions, use mustn't, needn't, can't, I'm afraid not.

1. May I go out and play in the street? — It's dangerous to play in the street.
2. May I open the window? — It's cold outside.
3. Must he come here today? — He may come tomorrow.
4. May I take your textbook for a moment? — I must finish the exercise.
5. Must I bring the ear-phones? — It is the monitor's task.
6. Can I see the Dean? — He is busy.
7. Must we all come to the laboratory at 12? — You may come half an hour later.
8. May I write with your pencil? — It is broken.
9. May I take it home? — The book is not mine.
10. Can I speak to the secretary? — He is out.

6. ЧТЕНИЕ ТЕКСТОВ НА ИНОСТРАННОМ ЯЗЫКЕ:

Read the text. Do the tasks. Retell the text. Answer the questions.

Read the text, answer the questions.

The flat is not large but it is comfortable. In it there are two rooms, a kitchen, a bathroom, a lavatory and a small hall. The sitting-room is through the door on the left. There is a piano in it. There is a picture on the wall over the piano. It is a still-life. In the picture there is a silver tea-pot, a silver dish with three oranges in it, and a vase of red roses. The picture is by a famous woman artist. The sofa is by the wall opposite the door. It is of a rich red colour. There is a small round table in front of the sofa. There are two modern armchairs on both sides of the large window. On the window there are curtains of a very pretty colour. There is not a sideboard in this room, but there is one in the kitchen. The bedroom is not large. It is square. The walls are light pink. There is a silvery grey carpet on the floor. The effect is very fine. There are two beds here with bedside tables beside them. In the right-hand corner near the window there is a dressing table with a large looking-glass and a round stool in front of it. There are not many things in the rooms.

- 1) How many rooms are there in the flat?
- 2) What furniture can you see in the sitting-room?
- 3) What does the bedroom look like?
- 4) Are there many pieces of furniture in the flat?
- 5) Is it cosy?

Задания для оценки умений

1. Диктант:

1. Listen to the words in Russian. Write them in English. Make up sentences or a short story with these words.
2. Listen to the text in English. Write down each sentence.

Диктант 1

The North, the South, the West, the East.

Europe, Asia, Africa, America, Australia, the Antarctic.

The Atlantic Ocean, the Pacific Ocean, the Indian Ocean, the Arctic Ocean.

The Black Sea, the Baltic Sea.

The Volga, the Thames, the Mississippi.

Great Britain, Ireland.

The Urals, the Alps.

Russia

India

Italy

Japan

Norway

Spain

Sweden

the United States of America

Диктант 2

The flat is not large but it is comfortable. In it there are two rooms, a kitchen, a bathroom, a lavatory and a small hall.

The sitting-room is through the door on the left. There is a piano in it. There is a picture on the wall over the piano. It is a still-life. In the picture there is a silver tea-pot, a silver dish with three oranges in it, and a vase of red roses. The picture is by a famous woman artist. The sofa is by the wall opposite the door. It is of a rich red colour. There is a small round table in front of the sofa. There are two modern armchairs on both sides of the large window. On the window there are curtains of a very pretty colour. There is not a sideboard in this room, but there is one in the kitchen. The bedroom is not large. It is square. The walls are light pink. There is a silvery grey carpet on the floor. The effect is very fine. There are two beds here with bedside tables beside them. In the right-hand corner near the window there is a dressing table with a large looking-glass and a round stool in front of it.

2. Контрольная работа по разделу/теме:

1. Choose the correct answer.
2. Match the words and their definitions.
3. Complete the sentence with a suitable word.
4. Translate the words from Russian into English.
5. Write a short essay.

Контрольная работа 1

1. Choose the proper word from brackets:

1. (Can, may) you play the piano? 2. (Can, may) Benny watch TV before going to bed? 3. I think I (can, may) do the work myself. 4 (Can, may) your friend speak English? 5. (Can, may) I have another cup of tea?

2. Form all possible questions:

There are some newspapers on the desk.

3. Fill in prepositions if necessary

1. He must go to St. Petersburg... spring. 2. We take our written exams ... January. 3. Our studies begin ... autumn. 4. What do you do ... Sunday? 5. All the students of our group will take part in the concert... the eighth ... May. 6. May I ring you up ... the morning? 7. My elder brother is a doctor. He often comes ... home late ... night. 8. Is there anybody... the Dean's office? 9. I must go and see him ... three o'clock ... Friday. 10. Listen ... the new text... the laboratory.

4. Fill in somebody (someone), anybody (anyone), nobody (no one) everybody (everyone), something, anything, nothing, everything

1. Is there ... on the desk? 2. The door is open. There must be ... at home. 3. There is ... wrong with my fountain-pen. It won't write. 4. A blind man cannot see 5. Is there ... in the room? — Yes, there is ... in it. 6. It is too dark here, I cannot see 7. If there is ... in the room you may turn off the light. 8. Can ... recite the poem? 9. We must do ... to help her. 10. Can I do ... for you?

Контрольная работа 2

Fill in the missing words:

1. There is no ... in my flat. 2. There are many fruit trees in our 3. There is a green ... in front of his Institute. 4. Where is your father? — He is working in the 5. My sister's room is very 6. Is this your ... book? 7. The furniture in my brother's room is quite 8. The floor is covered with a beautiful thick 9. A ... serves to carry rubbish down.

Complete the sentences:

1. In the middle of the room 2. On the walls 3. On the left 4. To the right of the fridge 5. Next to the door 6. In front of the house 7. Next to the writing table 8. In the bathroom 9. In the kitchen 10. Upstairs

Контрольная работа 3

Translate the sentences into English:

1. Перед нашим домом много цветов. 2. Наша квартира на втором этаже. 3. Можно мне поговорить с вами сейчас, или я должна прийти завтра? 4. Могу ли я купить этот приемник? 5. Квартира моей сестры очень удобная и уютная. 6. Есть ли в вашей квартире кладовая? — Нет. 7. В этой квартире две комнаты и кухня. 8. Можно ли детям пойти на каток? — Нет, уже слишком поздно. 9. Могу ли я поговорить с преподавателем? — Да. 10. Должна ли я отвечать вам сейчас? — Нет. Вы можете это сделать завтра. 11. В спальне моих родителей две кровати, кресло, два стула и туалетный столик. 12. У вас есть телевизор? — Нет. — А холодильник? — Да, есть. 13. Вы можете почистить (to clean) ковер пылесосом. Это очень легко. 14. Мне нравится мебель в вашей квартире. Она совсем новая и вполне современная. Вы должны только купить ковер и торшер для столовой. 15. Я живу в новом доме. В нашей квартире есть все удобства: электричество, газ, водопровод, центральное отопление, мусоропровод и телефон.

3. Монологическое высказывание:

Speak on the topic. Express your opinion. Use conversational formulas and expressions.

1. Describe your flat (house).
2. Describe your friend's flat (house).
3. Look at the map. Show and name European countries and their capitals.
4. The map of the world.
5. The country you find interesting.

Answer the following questions:

1. Is your flat large or small? 2. How many rooms are there in your flat? 3. What do you call a room people sleep in?
4. What do you call a room people have meals in? 5. What do you call a room where a person studies, reads, writes, etc.? 6. What do you call a room where children sleep, play and have meals? 7. What do you call a room where people spend time after dinner or supper (where guests are received)? 8. What do you call a room where food is cooked? 9. What do you call a room where food is kept? 10. Is your flat comfortable and cosy? 11. There is a green lawn in front of your house, isn't there? 12. Are there any fruit trees in your garden? 13. Is your house old or new? 14. What colour are the walls in your flat? 15. What articles of furniture are there in your parents' bedroom (the diningroom, your father's study, your own room)?

4. Схема/граф-схема:

Make up the mind map. Capture the ideas associated with the topic (text). Visually arrange them in radiant format using keywords.

Speak on the topic "The Flat I Live in"

1. In the middle of the room 2. On the walls 3. On the left 4. To the right of the fridge 5. Next to the door
- 6. In front of the house... 7. Next to the writing table 8. In the bathroom 9. In the kitchen 10. Upstairs ...
- .

5. Text:

1. Fill in the gaps.
2. Complete the sentences.
3. Read the text. Mark the sentences T (true), F (false), DS (does not say).
4. Write an essay.

Text 1

Insert the right word

1. Tom and Bob good football players?
a) Is b) Are c) Do
2. – your father a dentist?
– No, he.....
a) Is, isn't b) are, aren't c) does, doesn't
3. book is very interesting.
a) this b) these c) those
4. These shops are.....
a) near b) far c) over there
5. Your money..... in the bag.
a) are b) were c) is
6. people over there are foreigners.
a) these b) those c) that
7. What are you interested
a) of b) in c) at
8. You have got lots of friends,.....
a) don't you? b) haven't you? c) aren't you?
9. My friend has a big family,.....
a) doesn't he? b) hasn't he? c) does he?
10. My hair..... clean.
a) are b) is c) were
11. I don't need any or help.
a) advice b) advices c) advises
12. There a lot of sheep in the field.
a) are b) is c) was
13. Where your clothes?
a) are b) is c) was

14. It costs four dollars.
 a) hundreds b) a hundred c) hundred

15. That pen is, not,
 a) my, your b) yours, my c) mine, yours

16. Don't take this bike! broken.
 a) Its b) it's c) it isn't

17. You can have a photo. one would you like?
 a) Which b) What c) Whose

18. -..... is Pam's sister? – She is a secretary at our college.
 a) What b) who c) where

19. does it cost to stay at the Hilton hotel?
 a) How many b) How much c) what

20. There isn't a cloud in the sky,.....?
 a) is there b) isn't there c) is it?

21. Do you see.....?
 a) those men's umbrellas b) those man's umbrellas c) of those men umbrellas?

22. I saw yesterday.
 a) John and Mary's house b) John's and Mary's house c) of Mary and John's house

23. I went to France last year, but I haven't been to Netherlands yet.
 a) the, the b) --,-- c) --, the

24. Do..... Mexican speak Spanish?
 a) the, the b) --, -- c) the, --

25. He is going to stay at
 a) five-stars hotel b) a five-star hotel c) five star's hotel

26. She is at.....
 a) the hairdresser b) the hairdressers' c) the hairdresser's

27. This student is often late..... classes.
 a) to b) on c) for

28. Whatgood news! I have the best result for my test English.
 a) a, on b) --, of c) --, in

Complete the gaps with do, don't, are, aren't or have/haven't

a) “ you live in a big city?” – “No, we,.....”
 b) “..... you got brothers and sisters? “I've got a brother, but I got a sister”.
 c) “Where..... you work? “
 d) “How old your children?”
 e) “Marek and Monica married. They're just friends”

Test 2

Rewrite the following in the plural

1. There is a sentence on the blackboard. 2. Is there a desk in the room? 3. There is not any book on the table. 4. Is there a dictionary on the chair? 5. There is a match in the box. 6. There is a girl in the picture. 7. There is no child in their family.

Use the personal pronouns given in brackets in the Objective Case

1. Do you know ... (he)? 2. Who is there? — It's ... (I). 3. They invite ... (we) to their party. 4. And do you invite ... (they)? 5. Ask ... (she) to come, too.

Give negative replies to the following questions, use mustn't, needn't, can't, I'm afraid not.

1. May I go out and play in the street? — It's dangerous to play in the street. 2. May I open the window? — It's cold outside. 3. Must he come here today? — He may come tomorrow. 4. May I take your textbook for a moment? — I must finish the exercise. 5. Must I bring the ear-phones? — It is the monitor's task. 6. Can I see the Dean? — He is busy. 7. Must we all come to the laboratory at 12? — You may come half an hour later. 8. May I write with your pencil? — It is broken. 9. May I take it home? — The book is not mine. 10. Can I speak to the secretary? — He is out.

6. ЧТЕНИЕ ТЕКСТОВ НА ИНОСТРАННОМ ЯЗЫКЕ:

Read the text. Do the tasks. Retell the text. Answer the questions.

Read the text, answer the questions.

The flat is not large but it is comfortable. In it there are two rooms, a kitchen, a bathroom, a lavatory and a small hall.

The sitting-room is through the door on the left. There is a piano in it. There is a picture on the wall over the piano. It is a still-life. In the picture there is a silver tea-pot, a silver dish with three oranges in it, and a vase of red roses. The picture is by a famous woman artist. The sofa is by the wall opposite the door. It is of a rich red colour. There is a small round table in front of the sofa. There are two modern armchairs on both sides of the large window. On the window there are curtains of a very pretty colour. There is not a sideboard in this room, but there is one in the kitchen. The bedroom is not large. It is square. The walls are light pink. There is a silvery grey carpet on the floor. The effect is very fine. There are two beds here with bedside tables beside them. In the right-hand corner near the window there is a dressing table with a large looking-glass and a round stool in front of it. There are not many things in the rooms.

- 1) How many rooms are there in the flat?
- 2) What furniture can you see in the sitting-room?
- 3) What does the bedroom look like?
- 4) Are there many pieces of furniture in the flat?
- 5) Is it cosy?

Задания для оценки владений

1. Диктант:

1. Listen to the words in Russian. Write them in English. Make up sentences or a short story with these words.
2. Listen to the text in English. Write down each sentence.

Диктант 1

The North, the South, the West, the East.

Europe, Asia, Africa, America, Australia, the Antarctic.

The Atlantic Ocean, the Pacific Ocean, the Indian Ocean, the Arctic Ocean.

The Black Sea, the Baltic Sea.

The Volga, the Thames, the Mississippi.

Great Britain, Ireland.

The Urals, the Alps.

Russia

India

Italy

Japan

Norway

Spain

Sweden

the United States of America

Диктант 2

The flat is not large but it is comfortable. In it there are two rooms, a kitchen, a bathroom, a lavatory and a small hall. The sitting-room is through the door on the left. There is a piano in it. There is a picture on the wall over the piano. It is a still-life. In the picture there is a silver tea-pot, a silver dish with three oranges in it, and a vase of red roses. The picture is by a famous woman artist. The sofa is by the wall opposite the door. It is of a rich red colour. There is a small round table in front of the sofa. There are two modern armchairs on both sides of the large window. On the window there are curtains of a very pretty colour. There is not a sideboard in this room, but there is one in the kitchen. The bedroom is not large. It is square. The walls are light pink. There is a silvery grey carpet on the floor. The effect is very fine. There are two beds here with bedside tables beside them. In the right-hand corner near the window there is a dressing table with a large looking-glass and a round stool in front of it.

2. Контрольная работа по разделу/теме:

1. Choose the correct answer.
2. Match the words and their definitions.
3. Complete the sentence with a suitable word.
4. Translate the words from Russian into English.
5. Write a short essay.

Контрольная работа 1

1. Choose the proper word from brackets:

1. (Can, may) you play the piano? 2. (Can, may) Benny watch TV before going to bed? 3. I think I (can, may) do the work myself. 4 (Can, may) your friend speak English? 5. (Can, may) I have another cup of tea?

2. Form all possible questions:

There are some newspapers on the desk.

3. Fill in prepositions if necessary

1. He must go to St. Petersburg... spring. 2. We take our written exams ... January. 3. Our studies begin ... autumn. 4. What do you do ... Sunday? 5. All the students of our group will take part in the concert... the eighth ... May. 6. May I ring you up ... the morning? 7. My elder brother is a doctor. He often comes ... home late ... night. 8. Is there anybody... the Dean's office? 9. I must go and see him ... three o'clock ... Friday. 10. Listen ... the new text... the laboratory.

4. Fill in somebody (someone), anybody (anyone), nobody (no one) everybody (everyone), something, anything, nothing, everything

1. Is there ... on the desk? 2. The door is open. There must be ... at home. 3. There is ... wrong with my fountain-pen. It won't write. 4. A blind man cannot see 5. Is there ... in the room? — Yes, there is ... in it. 6. It is too dark here, I cannot see 7. If there is ... in the room you may turn off the light. 8. Can ... recite the poem? 9. We must do ... to help her. 10. Can I do ... for you?

Контрольная работа 2

Fill in the missing words:

1. There is no ... in my flat. 2. There are many fruit trees in our 3. There is a green ... in front of his Institute. 4. Where is your father? — He is working in the 5. My sister's room is very 6. Is this your ... book? 7. The furniture in my brother's room is quite 8. The floor is covered with a beautiful thick 9. A ... serves to carry rubbish down.

Complete the sentences:

1. In the middle of the room 2. On the walls 3. On the left 4. To the right of the fridge 5. Next to the door 6. In front of the house 7. Next to the writing table 8. In the bathroom 9. In the kitchen 10. Upstairs

Контрольная работа 3

Translate the sentences into English:

1. Перед нашим домом много цветов. 2. Наша квартира на втором этаже. 3. Можно мне поговорить с вами сейчас, или я должна прийти завтра? 4. Могу ли я купить этот приемник? 5. Квартира моей сестры очень удобная и уютная. 6. Есть ли в вашей квартире кладовая? — Нет. 7. В этой квартире две комнаты и кухня. 8. Можно ли детям пойти на каток? — Нет, уже слишком поздно. 9. Могу ли я поговорить с преподавателем? — Да. 10. Должна ли я отвечать вам сейчас? — Нет. Вы можете это сделать завтра. 11. В спальне моих родителей две кровати, кресло, два стула и туалетный столик. 12. У вас есть телевизор? — Нет. — А холодильник? — Да, есть. 13. Вы можете почистить (to clean) ковер пылесосом. Это очень легко. 14. Мне нравится мебель в вашей квартире. Она совсем новая и вполне современная. Вы должны только купить ковер и торшер для столовой. 15. Я живу в новом доме. В вашей квартире есть все удобства: электричество, газ, водопровод, центральное отопление, мусоропровод и телефон.

3. Монологическое высказывание:

Speak on the topic. Express your opinion. Use conversational formulas and expressions.

1. Describe your flat (house).
2. Describe your friend's flat (house).
3. Look at the map. Show and name European countries and their capitals.
4. The map of the world.
5. The country you find interesting.

Answer the following questions:

1. Is your flat large or small? 2. How many rooms are there in your flat? 3. What do you call a room people sleep in?
4. What do you call a room people have meals in? 5. What do you call a room where a person studies, reads, writes, etc.? 6. What do you call a room where children sleep, play and have meals? 7. What do you call a room where people spend time after dinner or supper (where guests are received)? 8. What do you call a room where food is cooked? 9. What do you call a room where food is kept? 10. Is your flat comfortable and cosy? 11. There is a green lawn in front of your house, isn't there? 12. Are there any fruit trees in your garden? 13. Is your house old or new? 14. What colour are the walls in your flat? 15. What articles of furniture are there in your parents' bedroom (the diningroom, your father's study, your own room)?

4. Схема/граф-схема:

Make up the mind map. Capture the ideas associated with the topic (text). Visually arrange them in radiant format using keywords.

Speak on the topic “The Flat I Live in”

1. In the middle of the room . . . 2. On the walls . . . 3. On the left . . . 4. To the right of the fridge . . . 5. Next to the door . . . 6. In front of the house... 7. Next to the writing table . . . 8. In the bathroom . . . 9. In the kitchen . . . 10. Upstairs . . .

5. Tect:

1. Fill in the gaps.
2. Complete the sentences.
3. Read the text. Mark the sentences T (true), F (false), DS (does not say).
4. Write an essay.

Tect 1

Insert the right word

1. Tom and Bob good football players?
a) Is b) Are c) Do
2. – your father a dentist?
– No, he.....
a) Is, isn't b) are, aren't c) does, doesn't
3. book is very interesting.
a) this b) these c) those
4. These shops are.....
a) near b) far c) over there
5. Your money..... in the bag.
a) are b) were c) is
6. people over there are foreigners.
a) these b) those c) that
7. What are you interested
a) of b) in c) at
8. You have got lots of friends,.....
a) don't you? b) haven't you? c) aren't you?
9. My friend has a big family,.....
a) doesn't he? b) hasn't he? c) does he?
10. My hair..... clean.
a) are b) is c) were
11. I don't need any or help.
a) advice b) advices c) advises
12. There a lot of sheep in the field.
a) are b) is c) was
13. Where your clothes?
a) are b) is c) was
14. It costs four dollars.
a) hundreds b) a hundred c) hundred
15. That pen is , not
a) my, your b) yours, my c) mine, yours
16. Don't take this bike! broken.
a) Its b) it's c) it isn't
17. You can have a photo. one would you like?
a) Which b) What c) Whose
18. –..... is Pam's sister? – She is a secretary at our college.
a) What b) who c) where
19. does it cost to stay at the Hilton hotel?
a) How many b) How much c) what
20. There isn't a cloud in the sky,.....?
a) is there b) isn't there c) is it?
21. Do you see.....
a) those men's umbrellas b) those man's umbrellas c) of those men umbrellas?
22. I saw yesterday.
a) John and Mary's house b) John's and Mary's house c) of Mary and John's house
23. I went to France last year, but I haven't been to Netherlands yet.
a) the, the b) --,--. c) --, the
24. Do..... Mexican speak Spanish?

a) the, the b) --, -- c) the, --

25. He is going to stay at
a) five-stars hotel b) a five-star hotel c) five star's hotel

26. She is at.....
a) the hairdresser b) the hairdressers' c) the hairdresser's

27. This student is often late..... classes.
a) to b) on c) for

28. Whatgood news! I have the best result for my test English.
a) a, on b) --, of c) --, in

Complete the gaps with do, don't, are, aren't or have/haven't

a) " you live in a big city?" – "No, we,....."
b) "..... you got brothers and sisters? "I've got a brother, but I got a sister".
c) "Where..... you work? "
d) "How old your children?"
e) "Marek and Monica married. They're just friends"

Test 2

Rewrite the following in the plural

1. There is a sentence on the blackboard. 2. Is there a desk in the room? 3. There is not any book on the table. 4. Is there a dictionary on the chair? 5. There is a match in the box. 6. There is a girl in the picture. 7. There is no child in their family.

Use the personal pronouns given in brackets in the Objective Case

1. Do you know ... (he)? 2. Who is there? — It's ... (I). 3. They invite ... (we) to their party. 4. And do you invite ... (they)? 5. Ask ... (she) to come, too.

Give negative replies to the following questions, use mustn't, needn't, can't, I'm afraid not.

1. May I go out and play in the street? — It's dangerous to play in the street. 2. May I open the window? — It's cold outside. 3. Must he come here today? — He may come tomorrow. 4. May I take your textbook for a moment? — I must finish the exercise. 5. Must I bring the ear-phones? — It is the monitor's task. 6. Can I see the Dean? — He is busy. 7. Must we all come to the laboratory at 12? — You may come half an hour later. 8. May I write with your pencil? — It is broken. 9. May I take it home? — The book is not mine. 10. Can I speak to the secretary? — He is out.

6. Чтение текстов на иностранном языке:

Read the text. Do the tasks. Retell the text. Answer the questions.

Read the text, answer the questions.

The flat is not large but it is comfortable. In it there are two rooms, a kitchen, a bathroom, a lavatory and a small hall. The sitting-room is through the door on the left. There is a piano in it. There is a picture on the wall over the piano. It is a still-life. In the picture there is a silver tea-pot, a silver dish with three oranges in it, and a vase of red roses. The picture is by a famous woman artist. The sofa is by the wall opposite the door. It is of a rich red colour. There is a small round table in front of the sofa. There are two modern armchairs on both sides of the large window. On the window there are curtains of a very pretty colour. There is not a sideboard in this room, but there is one in the kitchen. The bedroom is not large. It is square. The walls are light pink. There is a silvery grey carpet on the floor. The effect is very fine. There are two beds here with bedside tables beside them. In the right-hand corner near the window there is a dressing table with a large looking-glass and a round stool in front of it. There are not many things in the rooms.

- 1) How many rooms are there in the flat?
- 2) What furniture can you see in the sitting-room?
- 3) What does the bedroom look like?
- 4) Are there many pieces of furniture in the flat?
- 5) Is it cosy?

Раздел: Жизнь в городе. Покупки. Театр и кино

Задания для оценки знаний

1. Диктант:

1. Listen to the words in Russian. Write them in English. Make up sentences or a short story with these words.
2. Listen to the text in English. Write down each sentence.

Диктант 1

носить
касса
размер
соответствие
мода
дамские шляпы
трикотажные изделия
изделия из кожи
текстиль
чулочно-носочный отдел
правила дорожного движения / огни
правостороннее / левостороннее движение
интенсивное / легкое движение
одностороннее движение
часы пик / пик
промышленная зона
торговая зона / центр
окраина
пижама
ночная рубашка
нижнее белье
сандалии
хлопок (принт)
ювелирные изделия
хлопья
молочные продукты
кондитерские изделия
опера
драма
комедия
цирк
варьете
концерт
концертный зал
консерватория
симфоническая музыка
репетиция (генеральная репетиция)

Диктант 2

A STREET IN LONDON

We're in Oxford Circus, half-way along Oxford Street, one of the busiest streets in the West End of London, and that street over there is Regent Street, famous all over the world for its splendid shops. Near one of the street corners you can see the entrance to the subway leading to the Underground Railway, or "Tube" as we call it.

On both sides of the street there are shops, banks and restaurants. In the roadway there's a constant stream of cars, taxis, buses and lorries. In some parts of London there are trolley-buses and trams as well. The noise is deafening, but one soon gets used to it. The pavements are crowded with people, and it's dangerous to attempt to cross the road until the traffic is stopped, either by a policeman on point duty or by the red traffic lights. In any case, before crossing the road, take care to look to your right, and when you reach the middle of the road, look to your left.

At night, the streets are lit by electricity, or in some districts, by gas. You can see the lamp-posts and standards on the pavements, and on the "islands" in the middle of the road. The main streets are flooded with light from the brilliant shop-windows and the illuminated signs and advertisements, so that after dark everything looks as bright as in broad daylight.

2. Контрольная работа по разделу/теме:

1. Choose the correct answer.
2. Match the words and their definitions.
3. Complete the sentence with a suitable word.
4. Translate the words from Russian into English.
5. Write a short essay.

Fill in prepositions or adverbs wherever necessary:

1. What size ... gloves does your daughter wear?
2. Is your blouse made ... silk or ... nylon?
3. This frock suits ... her and she looks so well today.
4. Go ... the fitting room and try ... the green frock.
5. Go ... the mirror and have a look ... yourself.
6. I'm afraid the shirt is a bit loose ... you.
7. You must choose another belt. This one does not go ... your light dress.

Write logical questions to the text.

Once a little boy entered a shop and said to the shopman: "How much will I have to pay for ten pounds of sugar, two pounds of coffee and three pounds of butter?" The shopman took a piece of paper and a pencil, wrote something down and said: "Four dollars and sixty cents." Then the boy said: "How much change will you give me if I give you five dollars?" "I shall give you forty cents," answered the shopman. "Thank you," said the boy, "I don't want to buy anything. It is my homework for tomorrow, and I cannot do it myself."

Контрольная работа 2

Fill in prepositions or adverbs wherever necessary:

1. Will you go to the football match tomorrow? - No, I don't care ... football.
2. ... my way ... the theatre I met a friend of mine.
3. I don't like seats ... the balcony or ... the gallery, I prefer them ... the stalls or ... the dress-circle.
4. The scene is laid ... Verona.
5. This is a play ... Dickens' novel.

Fill in articles wherever necessary.

... theatres are very much ... same in London as anywhere else; ... main theatres, music-halls and cinemas are in ... West End. If you are staying in London for ... few days, you will have no difficulty whatever in finding somewhere to spend ... evening. You will find ... opera, ... comedy, ... drama, ... variety, ... cinema performances start at about eight or ... half past, and finish about eleven, ... best seats are those in ... stalls, in ... dress-circle and ... upper circle. Then comes ... pit and ... last of all ... gallery. ... boxes, of course, are more expensive. ... most theatres and music-halls have ... good orchestras with ... popular conductors.

Контрольная работа 3

Translate the following sentences into English:

1. Какого размера перчатки (туфли, пальто) вы носите?
2. Это платье вам идет. Вам идет эта шляпа. Не примеряйте это платье. Вам не подходит цвет. Идет ли мне эта блузка?
3. Я хочу купить туфли в тон своему новому костому.
4. Этот костюм плохо сидит на мне. Это платье очень хорошо сидит на вас. Ирине очень идет это платье.
5. Эти перчатки не подходят к твоему костому. Эти туфли не подходят к твоему нарядному платью. Этот бант не подходит к твоей лиловой блузке.

Translate the following sentences into English:

1. Актриса, игравшая главную роль, была очень хороша.
2. Мне нравится, как поставлен балет «Лебединое озеро» в Большом театре.
3. Фильм был очень хорошим, и я получила большое удовольствие.
4. Зайди за мной, когда ты пойдешь на каток.
5. Летом они часто заходили к нам.
6. По дороге домой мне нужно зайти в библиотеку.
7. Декорации в этой опере просто великолепны.
8. Я не смог купить билеты на этот спектакль заранее, но мне удалось достать хорошие места в кассе театра.

Translate the following sentences into English:

1. Я бы лучше пошла в консерваторию сегодня, в программе произведения моих любимых композиторов.
2. Мы получили большое удовольствие от вечера, он был хорошо организован.
3. Что вы делали во время антракта? – Мы ходили в буфет.
4. Когда вы приходите в театр, вы оставляете пальто в гардеробе. Там же вы можете взять бинокль и программу.
5. Лучшие места в театре – в партере и в бельэтаже, это самые дорогие места. Места на балконе и галерке хуже и дешевле.
6. Спектакль имел огромный успех у публики, актеров много раз вызывали на сцену.
7. Рассказ был такой трогательный, что девочка не могла удержаться от слез.

3. Монологическое высказывание:

Speak on the topic. Express your opinion. Use conversational formulas and expressions.

1. Speak about your native city / town.
2. Describe how you do shopping.
3. Describe your visit to the theatre / concert.
4. Your arrival in a big city.

5. Any city you think interesting.

4. Схема/граф-схема:

Make up the mind map. Capture the ideas associated with the topic (text). Visually arrange them in radiant format using keywords.

5. Тест:

1. Fill in the gaps.
2. Complete the sentences.
3. Read the text. Mark the sentences T (true), F (false), DS (does not say).
4. Write an essay.

Тест 1

Choose the correct answer: a, b or c:

1. A kind of platform in a theatre on which actors perform
 - a) stalls
 - b) stage
 - c) orchestra pit
2. A place in a theatre where visitors leave their coats, hats, for a short time.
 - a) foyer
 - b) buffet
 - c) cloak room
3. Heavy material often hanging over the stage
 - a) circle
 - b) curtains
 - c) gallery
4. In theatres and cinemas the place where people buy tickets
 - a) box office
 - b) cloak room
 - c) box
5. The entrance hall or a large open space where people can meet or wait for the performance is a _____
 - a) cloak room
 - b) foyer
 - c) box office
6. A separate section or enclosed area for a group of people to watch a performance
 - a) rows of seat
 - b) box
 - c) gallery
7. A place where you can buy food and drinks in the theatre
 - a) cloak room
 - b) box office
 - c) buffet
8. A person who check tickets and show people their seats
 - a) actor
 - b) usher
 - c) assistant
9. The seats in the part of the theatre nearest to the stage
 - a) rows of seats
 - b) gallery
 - c) circle
10. A group of seats in curved (полукругом) rows raised above the floor level
 - a) box
 - b) gallery
 - c) circle

Тест 2

Fill in prepositions or adverbs wherever necessary:

1. I'm so sorry ... Ann. She has fallen ill.
2. Fleur Forsyte fell ... love ... Jon ... first sight.
3. The attendant will show you ... your seats.
4. There is no doubt ... it.

5. When the lights went ... and the curtain rose there was a storm... applause.

Fill in yet, still, more, another, other, else.

1. Don't hurry. The performance is not over 2. I'd like to read something ... by this author. 3. What ... impression did you get there? 4. What ... did Jean say about the performance? 5. I've read two ... books by Dickens. 6. You'd better ask somebody 7. It is ... spring, but it is getting rather hot. 8. The theatre is going to stage ... play by this playwright. 9. How many ... English books have you got? 10. Fetch ... chair, please.

Choose the correct word: stage—scene

1. The ... was so touching that Jean began to cry.

2. Carrie was told to come onto the ... in the second act.

3. The play consists of two acts and four....

4. When the actor appeared on the ... the audience began to applaud.

5. Our seats were in the orchestra stalls and we saw the ...well.

Fill in prepositions or adverbs wherever necessary.

1) Please weigh half ... a pound ... sweets.

2) Will you give me a quarter ... a pound ... sausage?

3) Whom are you waiting ...? — I'm waiting ... my friends. They are ... the greengrocer's.

4) She paid ... a cabbage and went

5) The salesmen will finish their work ... half ... an hour.

6. ЧТЕНИЕ ТЕКСТОВ НА ИНОСТРАННОМ ЯЗЫКЕ:

Read the text. Do the tasks. Retell the text. Answer the questions.

Read the text and mark the sentences T(true), F (False), or DS (doesn't say)

The other day my friend George came to see me and brought a small book with him. It was a guide to English conversation for the use of foreign travellers. George said: "My idea is to go to London early on Wednesday morning and spend an hour or two going about and shopping with the help of this book. I want one or two little things — a hat and a pair of bedroom slippers."

On Wednesday we arrived at Waterloo station and went to a small boot shop. Boxes of boots filled the shelves. Black and brown boots hung about its doors and windows. The man, when we entered, was opening with a hammer a new case full of boots.

George raised his hat, and said "Good morning."

The man did not even turn round. He said something which was perhaps "Good morning" and went on with his work.

George said: "I have been recommended to your shop by my friend, Mr. X."

The answer to this in the book was "Mr. X. is a worthy gentleman; it will give me the greatest pleasure to serve a friend of his."

What the man said was: "Don't know him; never heard of him."

This was not the answer we expected. The book gave three or four methods of buying boots; George had selected the most polite of them centred round "Mr. X." You talked with the shopkeeper about this "Mr. X." and then you began to speak about your desire to buy boots, "cheap and good." But it was necessary to come to business with brutal directness. George left "Mr. X," and turning back to a previous page, took another sentence. It was not a good selection; it was useless to make such a speech to any bootmaker, and especially in a boot-shop full of boots.

George said: "One has told me that you have here boots for sale."

For the first time the man put down his hammer, and looked at us. He spoke slowly. He said: "What do you think I keep boots for — to smell them?"

He was one of those men that begin quietly and get more angry as they go on.

"What do you think I am," he continued, "a boot collector? What do you think I'm keeping this shop for — my health? Do you think I love the boots, and can't part with a pair? Do you think I hang them about here to look at them? Where do you think you are — in an international exhibition of boots? What do you think these boots are — a historical collection? Did you ever hear of a man keeping a boot shop and not selling boots? Do you think I decorate the shop with them? What do you think I am — a prize idiot?"

I have always said that these conversation books are practically useless. We could not find the right answer in the book from beginning to end. I must say that George chose the best sentence that was there and used it. He said: "I shall come again, when, perhaps, you have more boots to show me. Till then, good-bye."

With that we went out. George wanted to stop at another boot shop and try the experiment once more; he said he really wanted a pair of bedroom slippers. But we advised him to buy them another time.

(After Jerome K. Jerome)

1) Jerome K. Jerome was studying a textbook.

2) George wanted a pair of boots.

3) The book was useful, it helped.

4) The friends managed to make a purchase.

5) The man in the shop had a lot of trouble that day.

Read the text and fill in the gaps.

...Pauline Fraser had a few minutes to herself in her room while waiting for the time she was wanted on the stage. Suddenly the door flung open and a young girl, wearing a short brown tweed coat and dark green slacks darted in. Pauline knew at once she was an actress. She wasn't pretty, but she had a good stage face. "You're Pauline Fraser, aren't you?" cried the girl in admiration. Pauline smiled. "Yes, but who are you?" "Oh, you've never heard of me. I'm Ann Steward from the Rep* at Wanley. I hear Mr. Cheveril is going to stage his new play. I'd be delighted to get a part in it. I'm ready to do anything!" Pauline smiled at her. The girl went on: "Miss Fraser, you're great. I saw you in Mr. Cheveril's play 'The Wandering Light' three times. You were wonderful! But... er... would you mind if I say this?" Pauline was amused. "Probably. But go ahead!" "Well, at the end of the Second Act, when you learn that your lover is back and waiting for you, couldn't it be better to drop everything from your hands and then run out into the garden?" Pauline looked at the girl with interest. "Why, as a matter of fact I wanted to do it like that, only the producer wouldn't let me. Look here — you are a real actress!" "I know I am," cried the girl, "but I could be a thousand times better if only I get a chance in a Cheveril play! Please, Miss Fraser, I don't want to be a nuisance, but I simply must talk with him." "I'm afraid he won't speak with you, but I'll try to persuade him. You'd better wait outside, he may come any moment." "Oh, Miss Fraser, you're a darling!" said Ann and went out.

Some minutes later Cheveril entered the room carrying his script. "We've made a little cut and the scene is all right now, Pauline. You'll be wanted on the stage in a minute or two."

"I'm ready, Martin. Oh! I quite forgot! There is a girl here who is eager to see you. She's with a local repertory company, and I shouldn't be surprised if she's quite a good actress. You'll see her, won't you?" Without turning Martin answered firmly: "No. I'm sorry, Pauline, but I'm fed up with young promising actresses." "But... but you must see her!" Pauline was reproachful. At that moment she was called to the stage and left the room.

Cheveril was looking through his script when he heard a young voice behind him: "Mr. Cheveril, I'm that young actress... !" "You had no right to come here. Will you please go?" He didn't even look at her. "But... but I've acted in lots of your plays — and loved them all!" "I don't care. Please, go out at once." There was a strange little pause. "You'll be sorry soon you said that..." The girl spoke with an odd certainty...

(After J. B. Priestley "A Story of the Theatre")

- 1) Pauline Fraser was going to the ...
- 2) She spoke to a young ...
- 3) Cheveril entered the room carrying his ...
- 4) he made a little cut in one ...
- 5) Chevril was fed up with young ... actresses.
- 6) The actress was with a local ... company.
- 7) I've acted in lots of your!
- 8) Pauline knew at once the girl was an actress, because she had a good ... face.
- 9) The young actress advised to change the acting at the end of the Second ...
- 10) The actress was called to the ... and left the room.

Задания для оценки умений

1. Диктант:

1. Listen to the words in Russian. Write them in English. Make up sentences or a short story with these words.
2. Listen to the text in English. Write down each sentence.

Диктант 1

носить

касса

размер

соответствие

мода

дамские шляпы

трикотажные изделия

изделия из кожи

текстиль

чулочно-носочный отдел

правила дорожного движения / огни

правостороннее / левостороннее движение

интенсивное / легкое движение

одностороннее движение

часы пик / пик

промышленная зона

торговая зона / центр
окраина
пижама
ночная рубашка
нижнее белье
сандалии
хлопок (принт)
ювелирные изделия
хлопья
молочные продукты
кондитерские изделия
опера
драма
комедия
цирк
варьете
концерт
концертный зал
консерватория
симфоническая музыка
репетиция (генеральная репетиция)

Диктант 2

A STREET IN LONDON

We're in Oxford Circus, half-way along Oxford Street, one of the busiest streets in the West End of London, and that street over there is Regent Street, famous all over the world for its splendid shops. Near one of the street corners you can see the entrance to the subway leading to the Underground Railway, or "Tube" as we call it.

On both sides of the street there are shops, banks and restaurants. In the roadway there's a constant stream of cars, taxis, buses and lorries. In some parts of London there are trolley-buses and trams as well. The noise is deafening, but one soon gets used to it. The pavements are crowded with people, and it's dangerous to attempt to cross the road until the traffic is stopped, either by a policeman on point duty or by the red traffic lights. In any case, before crossing the road, take care to look to your right, and when you reach the middle of the road, look to your left.

At night, the streets are lit by electricity, or in some districts, by gas. You can see the lamp-posts and standards on the pavements, and on the "islands" in the middle of the road. The main streets are flooded with light from the brilliant shop-windows and the illuminated signs and advertisements, so that after dark everything looks as bright as in broad daylight.

2. Контрольная работа по разделу/теме:

1. Choose the correct answer.
2. Match the words and their definitions.
3. Complete the sentence with a suitable word.
4. Translate the words from Russian into English.
5. Write a short essay.

Контрольная работа 1

Fill in prepositions or adverbs wherever necessary:

1. What size ... gloves does your daughter wear? 2. Is your blouse made ... silk or ... nylon? 3. This frock suits ... her and she looks so well today. 4. Go ... the fitting room and try ... the green frock. 5. Go ... the mirror and have a look ... yourself. 6. I'm afraid the shirt is a bit loose ... you. 7. You must choose another belt. This one does not go ... your light dress.

Write logical questions to the text.

Once a little boy entered a shop and said to the shopman: "How much will I have to pay for ten pounds of sugar, two pounds of coffee and three pounds of butter?" The shopman took a piece of paper and a pencil, wrote something down and said: "Four dollars and sixty cents." Then the boy said: "How much change will you give me if I give you five dollars?" "I shall give you forty cents," answered the shopman. "Thank you," said the boy, "I don't want to buy anything. It is my homework for tomorrow, and I cannot do it myself."

Контрольная работа 2

Fill in prepositions or adverbs wherever necessary:

1. Will you go to the football match tomorrow? - No, I don't care ... football.
2. ... my way ... the theatre I met a friend of mine.
3. I don't like seats ... the balcony or ... the gallery, I prefer them ... the stalls or ... the dress-circle.

4. The scene is laid ... Verona.
5. This is a play ... Dickens' novel.

Fill in articles wherever necessary.

... theatres are very much ... same in London as anywhere else; ... main theatres, music-halls and cinemas are in ... West End. If you are staying in London for ... few days, you will have no difficulty whatever in finding somewhere to spend ... evening. You will find ... opera, ... comedy, ... drama, ... variety, ... cinema performances start at about eight or ... half past, and finish about eleven,

... best seats are those in ... stalls, in ... dress-circle and ... upper circle. Then comes ... pit and ... last of all ... gallery. ... boxes, of course, are more expensive. ... most theatres and music-halls have ... good orchestras with ... popular conductors.

Контрольная работа 3

Translate the following sentences into English:

1. Какого размера перчатки (туфли, пальто) вы носите? 2. Это платье вам идет. Вам идет эта шляпа. Не примеряйте это платье. Вам не подходит цвет. Идет ли мне эта блузка? 3. Я хочу купить туфли в тон своему новому костюму. 4. Этот костюм плохо сидит на мне. Это платье очень хорошо сидит на вас. Ирине очень идет это платье. 5. Эти перчатки не подходят к твоему костюму. Эти туфли не подходят к твоему нарядному платью. Этот бант не подходит к твоей лиловой блузке.

Translate the following sentences into English:

1. Актриса, игравшая главную роль, была очень хороша.
2. Мне нравится, как поставлен балет «Лебединое озеро» в Большом театре.
3. Фильм был очень хорошим, и я получила большое удовольствие.
4. Зайди за мной, когда ты пойдешь на каток.
5. Летом они часто заходили к нам.
6. По дороге домой мне нужно зайти в библиотеку.
7. Декорации в этой опере просто великолепны.

8. Я не смог купить билеты на этот спектакль заранее, но мне удалось достать хорошие места в кассе театра.

Translate the following sentences into English:

1. Я бы лучше пошла в консерваторию сегодня, в программе произведения моих любимых композиторов.
2. Мы получили большое удовольствие от вечера, он был хорошо организован.
3. Что вы делали во время антракта? – Мы ходили в буфет.
4. Когда вы приходите в театр, вы оставляете пальто в гардеробе. Там же вы можете взять бинокль и программу.
5. Лучшие места в театре – в партере и в бельэтаже, это самые дорогие места. Места на балконе и галерке хуже и дешевле.
6. Спектакль имел огромный успех у публики, актеров много раз вызывали на сцену.
7. Рассказ был такой трогательный, что девочка не могла удержаться от слез.

3. Монологическое высказывание:

Speak on the topic. Express your opinion. Use conversational formulas and expressions.

1. Speak about your native city / town.
2. Describe how you do shopping.
3. Describe your visit to the theatre / concert.
4. Your arrival in a big city.
5. Any city you think interesting.

4. Схема/граф-схема:

Make up the mind map. Capture the ideas associated with the topic (text). Visually arrange them in radiant format using keywords.

5. Тест:

1. Fill in the gaps.
2. Complete the sentences.
3. Read the text. Mark the sentences T (true), F (false), DS (does not say).
4. Write an essay.

Test 1

Choose the correct answer: a, b or c:

1. A kind of platform in a theatre on which actors perform
 - a) stalls
 - b) stage
 - c) orchestra pit
2. A place in a theatre where visitors leave their coats, hats, for a short time.
 - a) foyer
 - b) buffet
 - c) cloak room
3. Heavy material often hanging over the stage
 - a) circle
 - b) curtains
 - c) gallery
4. In theatres and cinemas the place where people buy tickets
 - a) box office
 - b) cloak room
 - c) box
5. The entrance hall or a large open space where people can meet or wait for the performance is a _____
 - a) cloak room
 - b) foyer
 - c) box office
6. A separate section or enclosed area for a group of people to watch a performance
 - a) rows of seat
 - b) box
 - c) gallery
7. A place where you can buy food and drinks in the theatre
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8. A person who check tickets and show people their seats
 - a) actor
 - b) usher
 - c) assistant
9. The seats in the part of the theatre nearest to the stage
 - a) rows of seats
 - b) gallery
 - c) circle
10. A group of seats in curved (полукругом) rows raised above the floor level
 - a) box
 - b) gallery
 - c) circle

Tect 2

Fill in prepositions or adverbs wherever necessary:

1. I'm so sorry ...Ann. She has fallen ill.
2. Fleur Forsyte fell ... love ... Jon ... first sight.
3. The attendant will show you ... your seats.
4. There is no doubt ... it.
5. When the lights went ... and the curtain rose there was a storm... applause.

Fill in yet, still, more, another, other, else.

1. Don't hurry. The performance is not over 2. I'd like to read something ... by this author. 3. What ... impression did you get there? 4. What ... did Jean say about the performance? 5. I've read two ... books by Dickens. 6. You'd better ask somebody 7. It is ... spring, but it is getting rather hot. 8. The theatre is going to stage ... play by this playwright. 9. How many ... English books have you got? 10. Fetch ... chair, please.

Choose the correct word: stage—scene

1. The ... was so touching that Jean began to cry.
2. Carrie was told to come onto the ... in the second act.
3. The play consists of two acts and four....
4. When the actor appeared on the ... the audience began to applaud.
5. Our seats were in the orchestra stalls and we saw the ...well.

Fill in prepositions or adverbs wherever necessary.

- 1) Please weigh half ... a pound ... sweets.
- 2) Will you give me a quarter ... a pound ... sausage?
- 3) Whom are you waiting ...? — I'm waiting ... my friends. They are ... the greengrocer's.
- 4) She paid ... a cabbage and went

5) The salesmen will finish their work ... half ... an hour.

6. ЧТЕНИЕ ТЕКСТОВ НА ИНОСТРАННОМ ЯЗЫКЕ:

Read the text. Do the tasks. Retell the text. Answer the questions.

Read the text and mark the sentences T(true), F (False), or DS (doesn't say)

The other day my friend George came to see me and brought a small book with him. It was a guide to English conversation for the use of foreign travellers. George said: "My idea is to go to London early on Wednesday morning and spend an hour or two going about and shopping with the help of this book. I want one or two little things — a hat and a pair of bedroom slippers."

On Wednesday we arrived at Waterloo station and went to a small boot shop. Boxes of boots filled the shelves. Black and brown boots hung about its doors and windows. The man, when we entered, was opening with a hammer a new case full of boots.

George raised his hat, and said "Good morning."

The man did not even turn round. He said something which was perhaps "Good morning" and went on with his work.

George said: "I have been recommended to your shop by my friend, Mr. X."

The answer to this in the book was "Mr. X. is a worthy gentleman; it will give me the greatest pleasure to serve a friend of his."

What the man said was: "Don't know him; never heard of him."

This was not the answer we expected. The book gave three or four methods of buying boots; George had selected the most polite of them centred round "Mr. X." You talked with the shopkeeper about this "Mr. X." and then you began to speak about your desire to buy boots, "cheap and good." But it was necessary to come to business with brutal directness. George left "Mr. X," and turning back to a previous page, took another sentence. It was not a good selection; it was useless to make such a speech to any bootmaker, and especially in a boot-shop full of boots.

George said: "One has told me that you have here boots for sale."

For the first time the man put down his hammer, and looked at us. He spoke slowly. He said: "What do you think I keep boots for — to smell them?"

He was one of those men that begin quietly and get more angry as they go on.

"What do you think I am," he continued, "a boot collector? What do you think I'm keeping this shop for — my health? Do you think I love the boots, and can't part with a pair? Do you think I hang them about here to look at them? Where do you think you are — in an international exhibition of boots? What do you think these boots are — a historical collection? Did you ever hear of a man keeping a boot shop and not selling boots? Do you think I decorate the shop with them? What do you think I am — a prize idiot?"

I have always said that these conversation books are practically useless. We could not find the right answer in the book from beginning to end. I must say that George chose the best sentence that was there and used it. He said: "I shall come again, when, perhaps, you have more boots to show me. Till then, good-bye."

With that we went out. George wanted to stop at another boot shop and try the experiment once more; he said he really wanted a pair of bedroom slippers. But we advised him to buy them another time.

(After Jerome K. Jerome)

- 1) Jerome K. Jerome was studying a textbook.
- 2) George wanted a pair of boots.
- 3) The book was useful, it helped.
- 4) The friends managed to make a purchase.
- 5) The man in the shop had a lot of trouble that day.

Read the text and fill in the gaps.

...Pauline Fraser had a few minutes to herself in her room while waiting for the time she was wanted on the stage. Suddenly the door flung open and a young girl, wearing a short brown tweed coat and dark green slacks darted in. Pauline knew at once she was an actress. She wasn't pretty, but she had a good stage face. "You're Pauline Fraser, aren't you?" cried the girl in admiration. Pauline smiled. "Yes, but who are you?" "Oh, you've never heard of me. I'm Ann Steward from the Rep* at Wanley. I hear Mr. Cheveril is going to stage his new play. I'd be delighted to get a part in it. I'm ready to do anything!" Pauline smiled at her. The girl went on: "Miss Fraser, you're great. I saw you in Mr. Cheveril's play 'The Wandering Light' three times. You were wonderful! But... er... would you mind if I say this?" Pauline was amused. "Probably. But go ahead!" "Well, at the end of the Second Act, when you learn that your lover is back and waiting for you, couldn't it be better to drop everything from your hands and then run out into the garden?" Pauline looked at the girl with interest. "Why, as a matter of fact I wanted to do it like that, only the producer wouldn't let me. Look here — you are a real actress!" "I know I am," cried the girl, "but I could be a thousand times better if only I get a chance in a Cheveril play! Please, Miss Fraser, I don't want to be a nuisance, but I simply must talk with him." "I'm afraid he won't speak with you, but I'll try to persuade him. You'd better wait outside, he may come any moment." "Oh, Miss Fraser, you're a darling!" said Ann and went out.

Some minutes later Cheveril entered the room carrying his script. "We've made a little cut and the scene is all right now, Pauline. You'll be wanted on the stage in a minute or two."

"I'm ready, Martin. Oh! I quite forgot! There is a girl here who is eager to see you. She's with a local repertory company, and I shouldn't be surprised if she's quite a good actress. You'll see her, won't you?" Without turning Martin answered firmly: "No. I'm sorry, Pauline, but I'm fed up with young promising actresses." "But... but you must see her!" Pauline was reproachful. At that moment she was called to the stage and left the room. Cheveril was looking through his script when he heard a young voice behind him: "Mr. Cheveril, I'm that young actress... !" "You had no right to come here. Will you please go?" He didn't even look at her. "But... but I've acted in lots of your plays — and loved them all!" "I don't care. Please, go out at once." There was a strange little pause. "You'll be sorry soon you said that..." The girl spoke with an odd certainty...

(After J. B. Priestley "A Story of the Theatre")

- 1) Pauline Fraser was going to the ...
- 2) She spoke to a young ...
- 3) Cheveril entered the room carrying his ...
- 4) he made a little cut in one ...
- 5) Chevril was fed up with young ... actresses.
- 6) The actress was with a local ... company.
- 7) I've acted in lots of your ...!
- 8) Pauline knew at once the girl was an actress, because she had a good ... face.
- 9) The young actress advised to change the acting at the end of the Second ...
- 10) The actress was called to the ... and left the room.

Задания для оценки владений

1. Диктант:

1. Listen to the words in Russian. Write them in English. Make up sentences or a short story with these words.
2. Listen to the text in English. Write down each sentence.

Диктант 1

носить
касса
размер
соответствие
мода
дамские шляпы
трикотажные изделия
изделия из кожи
текстиль
чулочно-носочный отдел
правила дорожного движения / огни
правостороннее / левостороннее движение
интенсивное / легкое движение
одностороннее движение
часы пик / пик
промышленная зона
торговая зона / центр
окраина
пижама
ночная рубашка
нижнее белье
сандалии
хлопок (принт)
ювелирные изделия
хлопья
молочные продукты
кондитерские изделия
опера
драма
комедия
цирк
варьете
концерт

концертный зал
консерватория
симфоническая музыка
репетиция (генеральная репетиция)

Диктант 2

A STREET IN LONDON

We're in Oxford Circus, half-way along Oxford Street, one of the busiest streets in the West End of London, and that street over there is Regent Street, famous all over the world for its splendid shops. Near one of the street corners you can see the entrance to the subway leading to the Underground Railway, or "Tube" as we call it.

On both sides of the street there are shops, banks and restaurants. In the roadway there's a constant stream of cars, taxis, buses and lorries. In some parts of London there are trolley-buses and trams as well. The noise is deafening, but one soon gets used to it. The pavements are crowded with people, and it's dangerous to attempt to cross the road until the traffic is stopped, either by a policeman on point duty or by the red traffic lights. In any case, before crossing the road, take care to look to your right, and when you reach the middle of the road, look to your left.

At night, the streets are lit by electricity, or in some districts, by gas. You can see the lamp-posts and standards on the pavements, and on the "islands" in the middle of the road. The main streets are flooded with light from the brilliant shop-windows and the illuminated signs and advertisements, so that after dark everything looks as bright as in broad daylight.

2. Контрольная работа по разделу/теме:

1. Choose the correct answer.
2. Match the words and their definitions.
3. Complete the sentence with a suitable word.
4. Translate the words from Russian into English.
5. Write a short essay.

Контрольная работа 1

Fill in prepositions or adverbs wherever necessary:

1. What size ... gloves does your daughter wear? 2. Is your blouse made ... silk or ... nylon? 3. This frock suits ... her and she looks so well today. 4. Go ... the fitting room and try ... the green frock. 5. Go ... the mirror and have a look ... yourself. 6. I'm afraid the shirt is a bit loose ... you. 7. You must choose another belt. This one does not go ... your light dress.

Write logical questions to the text.

Once a little boy entered a shop and said to the shopman: "How much will I have to pay for ten pounds of sugar, two pounds of coffee and three pounds of butter?" The shopman took a piece of paper and a pencil, wrote something down and said: "Four dollars and sixty cents." Then the boy said: "How much change will you give me if I give you five dollars?" "I shall give you forty cents," answered the shopman. "Thank you," said the boy, "I don't want to buy anything. It is my homework for tomorrow, and I cannot do it myself."

Контрольная работа 2

Fill in prepositions or adverbs wherever necessary:

1. Will you go to the football match tomorrow? - No, I don't care ... football.
2. ... my way ... the theatre I met a friend of mine.
3. I don't like seats ... the balcony or ... the gallery, I prefer them ... the stalls or ... the dress-circle.
4. The scene is laid ... Verona.
5. This is a play ... Dickens' novel.

Fill in articles wherever necessary.

... theatres are very much ... same in London as anywhere else; ... main theatres, music-halls and cinemas are in ... West End. If you are staying in London for ... few days, you will have no difficulty whatever in finding somewhere to spend ... evening. You will find ... opera, ... comedy, ... drama, ... variety, ... cinema performances start at about eight or ... half past, and finish about eleven,

... best seats are those in ... stalls, in ... dress-circle and ... upper circle. Then comes ... pit and ... last of all ... gallery. ... boxes, of course, are more expensive. ... most theatres and music-halls have ... good orchestras with ... popular conductors.

Контрольная работа 3

Translate the following sentences into English:

1. Какого размера перчатки (туфли, пальто) вы носите? 2. Это платье вам идет. Вам идет эта шляпа. Не примеряйте это платье. Вам не подходит цвет. Идет ли мне эта блузка? 3. Я хочу купить туфли в тон своему новому костюму. 4. Этот костюм плохо сидит на мне. Это платье очень хорошо сидит на вас. Ирине очень идет это платье. 5. Эти перчатки не подходят к твоему костюму. Эти туфли не подходят к твоему нарядному платью. Этот бант не подходит к твоей лиловой блузке.

Translate the following sentences into English:

1. Актриса, игравшая главную роль, была очень хороша.
2. Мне нравится, как поставлен балет «Лебединое озеро» в Большом театре.
3. Фильм был очень хорошим, и я получила большое удовольствие.
4. Зайди за мной, когда ты пойдешь на каток.
5. Летом они часто заходили к нам.
6. По дороге домой мне нужно зайти в библиотеку.
7. Декорации в этой опере просто великолепны.
8. Я не смог купить билеты на этот спектакль заранее, но мне удалось достать хорошие места в кассе театра.

Translate the following sentences into English:

1. Я бы лучше пошла в консерваторию сегодня, в программе произведения моих любимых композиторов.
2. Мы получили большое удовольствие от вечера, он был хорошо организован.
3. Что вы делали во время антракта? – Мы ходили в буфет.
4. Когда вы приходите в театр, вы оставляете пальто в гардеробе. Там же вы можете взять бинокль и программу.
5. Лучшие места в театре – в партере и в бельэтаже, это самые дорогие места. Места на балконе и галерке хуже и дешевле.
6. Спектакль имел огромный успех у публики, актеров много раз вызывали на сцену.
7. Рассказ был такой трогательный, что девочка не могла удержаться от слез.

3. Монологическое высказывание:

Speak on the topic. Express your opinion. Use conversational formulas and expressions.

1. Speak about your native city / town.
2. Describe how you do shopping.
3. Describe your visit to the theatre / concert.
4. Your arrival in a big city.
5. Any city you think interesting.

4. Схема/граф-схема:

Make up the mind map. Capture the ideas associated with the topic (text). Visually arrange them in radiant format using keywords.

5. Тест:

1. Fill in the gaps.
2. Complete the sentences.
3. Read the text. Mark the sentences T (true), F (false), DS (does not say).
4. Write an essay.

Test 1

Choose the correct answer: a, b or c:

1. A kind of platform in a theatre on which actors perform
 - a) stalls
 - b) stage
 - c) orchestra pit
2. A place in a theatre where visitors leave their coats, hats, for a short time.
 - a) foyer
 - b) buffet
 - c) cloak room
3. Heavy material often hanging over the stage
 - a) circle
 - b) curtains
 - c) gallery
4. In theatres and cinemas the place where people buy tickets

a) box office
 b) cloak room
 c) box

5. The entrance hall or a large open space where people can meet or wait for the performance is a _____

a) cloak room
 b) foyer
 c) box office

6. A separate section or enclosed area for a group of people to watch a performance

a) rows of seat
 b) box
 c) gallery

7. A place where you can buy food and drinks in the theatre

a) cloak room
 b) box office
 c) buffet

8. A person who check tickets and show people their seats

a) actor
 b) usher
 c) assistant

9. The seats in the part of the theatre nearest to the stage

a) rows of seats
 b) gallery
 c) circle

10. A group of seats in curved (полукругом) rows raised above the floor level

a) box
 b) gallery
 c) circle

Tect 2

Fill in prepositions or adverbs wherever necessary:

1. I'm so sorry ...Ann. She has fallen ill.
2. Fleur Forsyte fell ... love ... Jon ... first sight.
3. The attendant will show you ... your seats.
4. There is no doubt ... it.
5. When the lights went ... and the curtain rose there was a storm... applause.

Fill in yet, still, more, another, other, else.

1. Don't hurry. The performance is not over 2. I'd like to read something ... by this author. 3. What ... impression did you get there? 4. What ... did Jean say about the performance? 5. I've read two ... books by Dickens. 6. You'd better ask somebody 7. It is ... spring, but it is getting rather hot. 8. The theatre is going to stage ... play by this playwright. 9. How many ... English books have you got? 10. Fetch ... chair, please.

Choose the correct word: stage—scene

1. The ... was so touching that Jean began to cry.
2. Carrie was told to come onto the ... in the second act.
3. The play consists of two acts and four....
4. When the actor appeared on the ... the audience began to applaud.
5. Our seats were in the orchestra stalls and we saw the ...well.

Fill in prepositions or adverbs wherever necessary.

- 1) Please weigh half ... a pound ... sweets.
- 2) Will you give me a quarter ... a pound ... sausage?
- 3) Whom are you waiting ...? — I'm waiting ... my friends. They are ... the greengrocer's.
- 4) She paid ... a cabbage and went
- 5) The salesmen will finish their work ... half ... an hour.

6. ЧТЕНИЕ ТЕКСТОВ НА ИНОСТРАННОМ ЯЗЫКЕ:

Read the text. Do the tasks. Retell the text. Answer the questions.

Read the text and mark the sentences T(true), F (False), or DS (doesn't say)

The other day my friend George came to see me and brought a small book with him. It was a guide to English conversation for the use of foreign travellers. George said: "My idea is to go to London early on Wednesday morning and spend an hour or two going about and shopping with the help of this book. I want one or two little things — a hat and a pair of bedroom slippers."

On Wednesday we arrived at Waterloo station and went to a small boot shop. Boxes of boots filled the shelves. Black and brown boots hung about its doors and windows. The man, when we entered, was opening with a hammer a new case full of boots.

George raised his hat, and said "Good morning."

The man did not even turn round. He said something which was perhaps "Good morning" and went on with his work.

George said: "I have been recommended to your shop by my friend, Mr. X."

The answer to this in the book was "Mr. X. is a worthy gentleman; it will give me the greatest pleasure to serve a friend of his."

What the man said was: "Don't know him; never heard of him."

This was not the answer we expected. The book gave three or four methods of buying boots; George had selected the most polite of them centred round "Mr. X." You talked with the shopkeeper about this "Mr. X." and then you began to speak about your desire to buy boots, "cheap and good." But it was necessary to come to business with brutal directness. George left "Mr. X," and turning back to a previous page, took another sentence. It was not a good selection; it was useless to make such a speech to any bootmaker, and especially in a boot-shop full of boots.

George said: "One has told me that you have here boots for sale."

For the first time the man put down his hammer, and looked at us. He spoke slowly. He said: "What do you think I keep boots for — to smell them?"

He was one of those men that begin quietly and get more angry as they go on.

"What do you think I am," he continued, "a boot collector? What do you think I'm keeping this shop for — my health? Do you think I love the boots, and can't part with a pair? Do you think I hang them about here to look at them? Where do you think you are — in an international exhibition of boots? What do you think these boots are — a historical collection? Did you ever hear of a man keeping a boot shop and not selling boots? Do you think I decorate the shop with them? What do you think I am — a prize idiot?"

I have always said that these conversation books are practically useless. We could not find the right answer in the book from beginning to end. I must say that George chose the best sentence that was there and used it. He said: "I shall come again, when, perhaps, you have more boots to show me. Till then, good-bye."

With that we went out. George wanted to stop at another boot shop and try the experiment once more; he said he really wanted a pair of bedroom slippers. But we advised him to buy them another time.

(After Jerome K. Jerome)

- 1) Jerome K. Jerome was studying a textbook.
- 2) George wanted a pair of boots.
- 3) The book was useful, it helped.
- 4) The friends managed to make a purchase.
- 5) The man in the shop had a lot of trouble that day.

Read the text and fill in the gaps.

...Pauline Fraser had a few minutes to herself in her room while waiting for the time she was wanted on the stage. Suddenly the door flung open and a young girl, wearing a short brown tweed coat and dark green slacks darted in. Pauline knew at once she was an actress. She wasn't pretty, but she had a good stage face. "You're Pauline Fraser, aren't you?" cried the girl in admiration. Pauline smiled. "Yes, but who are you?" "Oh, you've never heard of me. I'm Ann Steward from the Rep* at Wanley. I hear Mr. Cheveril is going to stage his new play. I'd be delighted to get a part in it. I'm ready to do anything!" Pauline smiled at her. The girl went on: "Miss Fraser, you're great. I saw you in Mr. Cheveril's play 'The Wandering Light' three times. You were wonderful! But... er... would you mind if I say this?" Pauline was amused. "Probably. But go ahead!" "Well, at the end of the Second Act, when you learn that your lover is back and waiting for you, couldn't it be better to drop everything from your hands and then run out into the garden?" Pauline looked at the girl with interest. "Why, as a matter of fact I wanted to do it like that, only the producer wouldn't let me. Look here — you are a real actress!" "I know I am," cried the girl, "but I could be a thousand times better if only I get a chance in a Cheveril play! Please, Miss Fraser, I don't want to be a nuisance, but I simply must talk with him." "I'm afraid he won't speak with you, but I'll try to persuade him. You'd better wait outside, he may come any moment." "Oh, Miss Fraser, you're a darling!" said Ann and went out.

Some minutes later Cheveril entered the room carrying his script. "We've made a little cut and the scene is all right now, Pauline. You'll be wanted on the stage in a minute or two."

"I'm ready, Martin. Oh! I quite forgot! There is a girl here who is eager to see you. She's with a local repertory company, and I shouldn't be surprised if she's quite a good actress. You'll see her, won't you?" Without turning Martin answered firmly: "No. I'm sorry, Pauline, but I'm fed up with young promising actresses." "But... but you must see her!" Pauline was reproachful. At that moment she was called to the stage and left the room.

Cheveril was looking through his script when he heard a young voice behind him: "Mr. Cheveril, I'm that young actress...!" "You had no right to come here. Will you please go?" He didn't even look at her. "But... but I've acted in lots of your plays — and loved them all!" "I don't care. Please, go out at once." There was a strange little pause. "You'll be sorry soon you said that..." The girl spoke with an odd certainty...

(After J. B. Priestley "A Story of the Theatre")

- 1) Pauline Fraser was going to the ...

- 2) She spoke to a young ...
- 3) Cheveril entered the room carrying his ...
- 4) he made a little cut in one ...
- 5) Chevril was fed up with young ... actresses.
- 6) The actress was with a local ... company.
- 7) I've acted in lots of your ...!
- 8) Pauline knew at once the girl was an actress, because she had a good ... face.
- 9) The young actress advised to change the acting at the end of the Second ...
- 10) The actress was called to the ... and left the room.

Раздел: Внешность человека. Профессии. Образ жизни

Задания для оценки знаний

1. Диктант:

1. Listen to the words in Russian. Write them in English. Make up sentences or a short story with these words.
2. Listen to the text in English. Write down each sentence.

Диктант 1

сдержанний

оптимистичний

добрый

спокойний

самостоятельный

ревнивий

завистливий

очаровательний

властний

эгоистичний

по второй теме раздела:

сделать тщательный выбор

рассматривать обучение в качестве профессии

завоевать уважение

пойти в педагогику

интересоваться

принять на себя ответственность

справиться (с)

по третьей теме раздела:

измерять пульс

выписать рецепт

пойти в аптеку

соблюдать диету

пойти к врачу

обследовать больного

измерить давление

сдать кровь на анализ

проверить легкие

быть на больничном

Диктант 2

Helen's eyes were not very good. So she usually wore glasses. But when she was seventeen and began to go out with a young man, she never wore her glasses when she was with him. When he came to the door to take her out, she took her glasses off but when she came home again she put them on.

One day her mother said to her: "Helen, why do you never wear your glasses when you're with Jim? He takes you to beautiful places in his car but you don't see anything." "Well, Mother," said Helen, "I look prettier to Jim when I'm not wearing my glasses and he looks better to me, too."

* * *

A pretty well-dressed young lady stopped a taxi in a big square and said to the driver: "Do you see that young man on the other side of the square?" "Yes," said the taxi-driver. The young man was standing outside the restaurant and looking impatiently at his watch every few seconds. "Take me over there," said the young lady. There were a lot of cars and buses and trucks in the square, so the taxi-driver asked: "Are you afraid to cross the street?" "Oh, no," said the young lady, "but I'm three quarters of an hour late. I said that I'd meet that young man for lunch at one o'clock, and it is now a quarter to two, but if I arrive in a taxi, it will at least seem as if I tried not to be late."

2. Контрольная работа по разделу/теме:

1. Choose the correct answer.
2. Match the words and their definitions.
3. Complete the sentence with a suitable word.
4. Translate the words from Russian into English.
5. Write a short essay.

Контрольная работа 1

1. Underline the correct word.

- 1) He looked / looked like elegant.
- 2) The girl refused / gave up to leave the Medical school because she was fond of medicine.
- 3) She tried to behave like / as a grown-up person.
- 4) The pupil is good at / in maths.
- 5) The teacher tried to explain the rule in a different / another way.

2. Decide which word best fits each space.

- 1) One by one the children ... in the game.

a/ united b/ ran c/ joined d/ stretched

- 2) ... people have common sense.

a/ selfish b/ sensible c/ sensitive d/ moody

- 3) He ... light-minded, but it is not true.

a/ likes b/ seems c/ is like d/ is

3. Write an essay about your choosing a career. Give the reasons of your choice. Make it 160-180 words.

Контрольная работа 2

Fill in the missing words:

1. Though she is not very talented she is ... and I think she will make a good musician (трудолюбивый). 2. The children were very ... and excited and their mother couldn't make them go to bed (веселый). 3. Mr. Pickwick was a gentleman (веселый, добродушный). 4. The boy did not ... punishment (заслуживать). 5. Though the woman is rather old her face is not ... and her eyes are ... (морщинистый, проницательный). 6. Robert wanted to ... Jean, but her parents were against their ... (жениться; брак). 7. The girl is ... clever for her age (удивительно). 8. The appearance of Mr. Dick ... Davy and his funny signs ... him (удивить, развеселить).

Choose the right word:

to introduce — to acquaint — to get acquainted — to meet

1. I'm glad you have come. I want ... you to my parents.

2. He ... me with his latest experiments. 4. George was ... to Helen at our party.

3. She refused to talk to him as they were not ... with one another.

4. He was eager ... with the contents of his aunt's letter.

5. We had a lovely time in the resthome and ... a lot of interesting people there.

Fill in prepositions or adverbs wherever necessary:

1. Soames had courted ... Irene for a long time before she accepted ... him. 2. I'm going to introduce you ... my friend. 3. I'd like to get acquainted ... your plan. 4. Who is she married ...? — She is married ... a wellknown artist. 5. Will you inform me ... your decision? 6. We got some information ... the matter we were interested 7. We were surprised ... her refusal.

Fill in articles wherever necessary:

1. We received ... very interesting information about this country. 2. Last summer we had ... lovely time in ... South. 3. He went to ... sea hoping to save ... money and make ... fortune. 4. This boy doesn't deserve ... praise. 5. Will you do me ... favour? 6. She gave me ... good advice how to get rid of my mistakes. 7. It was ... hard work and Mike did not like it. 8. She is making ... good progress in English. 9. Where is ... money? — I put it on the table. 10. I don't like ... rainy weather.

Контрольная работа 3

Translate the following sentences into English:

1. Они смеялись так весело, что я не мог не рассмеяться тоже. 2. Русский народ талантлив и трудолюбив. 3. Мистер Дик был очень добродушным. Он был добр к Дэви, и мальчик любил этого смешного и веселого человека. 4. Хотя мистер Бэртонвыглa дел очень добродушным, на самом деле он был жестоким человеком. 5. Я думаю, что мальчик не заслуживает наказания. 6. Когда он улыбался, в уголках его карих глаз появлялись добрые морщинки. 7. Мисс Бэтси была проницательной женщиной. 8. Когда его мать и брат умерли, Дэви решил найти свою тетку. 9. Родители Оливера умерли, и он был очень одинок. 10. Его странное поведение удивило нас.

Контрольная работа 4

Translate the following sentences into English:

1. Ее длинные вьющиеся волосы были красивого каштанового цвета. 2. Забавный вид ребенка рассмешил старую женщину. 3. Мальчик развлекал нас, рассказывая смешные истории. 4. Он представил меня своей жене, мне давно хотелось с ней познакомиться. 5. Мистер Хилл ознакомил Эрика с его новой работой. 6. Мистер Пиквик был маленький, толстенький, добродушный человек. 7. Большие темные глаза Флоренс с темными загнутыми ресницами, светлые волосы и чудесная кожа делали ее удивительной красивой. 8. Она не хорошенькая, но очень привлекательная. И руки у нее красивой формы. 9. Девочка толстенькая, у нее пухленькое лицо, вздернутый носик, голубые глазки, тоненькие бровки, длинные ресницы и рыжие вьющиеся волосы. У нее очень светлая кожа и чудесный цвет лица. Уже сейчас она очаровательна, а со временем будет красива. 10. Джейн была некрасива, но у нее были чудесные глаза и стройная фигура.

3. Монологическое высказывание:

Speak on the topic. Express your opinion. Use conversational formulas and expressions.

1. Difficulties awaiting young teachers.
2. Reasons for children's being unmanageable.
3. How to direct a child's energy into the right channels.
4. Ideal upbringing.

4. Схема/граф-схема:

Make up the mind map. Capture the ideas associated with the topic (text). Visually arrange them in radiant format using keywords.

Prompts: there's one more thing to be noted, more over, what's more..., I might as well add that..., in addition, on top of that..., something else I'd like to say is..., talking of... .

1. After your parents your teacher may be the most important person in your life.
2. Teaching is not easy and a real challenge to your character, abilities and talent.
3. To be a good teacher you must be genuinely interested in what you are doing.
4. Teaching is a constant stream of decisions
5. Every time you learn something new you become something new.

5. Тест:

1. Fill in the gaps.
2. Complete the sentences.
3. Read the text. Mark the sentences T (true), F (false), DS (does not say).
4. Write an essay.

Тест 1

Match the words with their Russian equivalents. эквивалентами.

1. stocky	a) очаровательный
2. wrinkled	b) пожилой
3. elderly	c) лысый
4. complexion	d) цвет лица
5. square	e) коренастый
6. straight	f) загадочный
7. kind	g) прямой
8. charming	h) добрый
9. enigmatic	i) квадратный
10. bald	j) морщинистый

Find the odd one out.

1. tall, age, slim, plump, skinny;
2. big, small, eyes, kind, warm;
3. round, oval, square, pale, bushy (face);
4. beautiful, pretty, handsome, cute, height;
5. nose, eyes, hair, mouth, forehead.

Fill in the missing words:

1. Jean wanted to ... Robert to her parents, so she invited him to their place (представлять). 2. I'd like to ... you with the plan of our work (познакомить). 3. The teacher was pleased with Mike's work and said he ... a prize (заслуживать). 4. Tom Sawyer ... that he could beat the boy with his little finger (хвастаться). 5. When Jane came her aunt was still ... but soon she ... (живой; умирать). 6. We couldn't help ... the boy's courage (восхищаться). 7. The girl is ... clever for her age (удивительно). 8. The appearance of Mr. Dick ... Davy and his funny signs ... him (удивить, развеселить).

Test 2

Choose the right word:

to introduce — to acquaint — to get acquainted — to meet

1. Michael ... himself to Soames as he was eager ... with Fleur.
2. Will you ... me to your friend? — Oh, aren't you ... yet?
3. He was eager ... with the contents of his aunt's letter.
4. I want you to ... my friend, Helen.
5. I'm so sorry I haven't ... you earlier.

Fill in prepositions or adverbs wherever necessary:

1. George Meadows went ... sea when his brother married ... Emily.
2. I'm sure you will regret ... your act.
3. She is going to marry one ... our students.
4. ... our surprise we found nobody ... home.
5. He likes to boast ... his strength.
6. What is she ...? — She is tall and very beautiful.

Fill in articles wherever necessary:

1. I don't like ... rainy weather.
2. She has ... long, beautiful hair.
3. It was ... unexpected news and we were surprised to hear it.
4. ... Buckets were eager to save ... money.
5. The girl had ... snub nose and ... fair complexion.
6. My father was of ... dark complexion, with ... very great forehead and ... dark hazel eyes, overhung by ... eyebrows which were black though his hair was white. He had ... straight nose and ... full lips.

6. ЧТЕНИЕ ТЕКСТОВ НА ИНОСТРАННОМ ЯЗЫКЕ:

Read the text. Do the tasks. Retell the text. Answer the questions.

5

Read and translate the text "My memories and miseries as a Schoolmaster", answer the questions.

My Memories and Miseries As a Schoolmaster

The parents of the boys at school naturally fill a broad page in a schoolmaster's life and are responsible for many of his sorrows. There are all kinds and classes of them. Most acceptable to the schoolmaster is the old-fashioned type of British father who enters' his boy at the school and says:

"Now I want this boy well thrashed if he doesn't behave himself. If you have any trouble with him let me know and I'll come and thrash him myself. He's to have a shilling a week pocket money and if he spends more than that let me know and I'll stop his money altogether."

Brutal though his speech sounds, the real effect of it is to create a strong prejudice in the little boy's favour, and when his father curtly says, "Good-bye, Jack" and he answers, "Good-bye, father," in a trembling voice, the schoolmaster would be a hound, indeed, who could be unkind to him.

But very different is the case of the up-to-date parent. "Now I've just given Jimmy five pounds," he says to the schoolmaster, in the same tone as he would use to an inferior clerk in his office, "and I've explained to him that when he wants any more he's to tell you to go to the bank and draw for him what he needs." After which he goes on. to explain that Jimmy is a boy of very peculiar disposition, requiring the greatest nicety of treatment; that they find if he gets in tempers the best way is to humour him and presently he'll come round. Jimmy, it appears, can be led, if led gently, but never driven.

During all of which time the schoolmaster, insulted by being treated as an underling, has already fixed his eye on the undisciplined young pup called Jimmy with a view of trying out the problem of seeing whether he can't be driven after all. (From "College Days" by S. Leacock)

Answer the questions:

1. How does the author characterize two opposite types of "British father"? 2. Why, in Leacock's view, the "old-fashioned" type is more acceptable for a schoolmaster? Would you prefer to have Jack or Jimmy for a pupil? 3. How did the acquaintance with the fathers influence the schoolmaster's attitude to the boys? Do you find it natural? 4. Do you think the problems raised in the text are outdated? Justify your answer. 5. In what way should teachers and parents cooperate in educating the child?

Read the text and mark the sentences T(true), F (False), or DS (doesn't say)

English children must go to school when they are five. First, they go to infant schools, where they learn the first steps in reading, writing and using numbers.

When children leave the infant school, at the age of seven, they go to junior schools until they are about eleven years of age. Their school subjects are English, arithmetic, history, geography, nature study, swimming, music, art, religious instruction and games.

Towards the end of their fourth year in the junior school English schoolchildren have to write their Eleven Plus Examinations, on the result of which they will go to a secondary school of a certain type. About half of elementary school leavers in Britain go to secondary modern schools. They are the most popular secondary schools, but they do not provide complete secondary education, because study programs are rather limited in.

The secondary technical school, in spite of the name, teaches many general subjects. The grammar school is a secondary school which offers a full theoretical secondary education including foreign languages, and students can choose which subjects and languages they wish to study. They leave the school after taking a five-year course. Then they may take the General Certificate of Education at the ordinary level. The others continue their studies to obtain the General Certificate of Education at the advanced level, which allows them to enter university. The comprehensive school combines in one school the courses of all types of secondary schools. There are private schools, separate for boys and girls, and the biggest and the most important of them are public schools. They charge high fees and train young people for political, diplomatic, military and religious service.

1. Junior school is the second stage at school.
2. After infant school children take their first examination.
3. Grammar schools are private.
4. The "O-level" GCE is compulsory.
5. Public schools provide good career opportunities.

Задания для оценки умений

1. Диктант:

1. Listen to the words in Russian. Write them in English. Make up sentences or a short story with these words.
2. Listen to the text in English. Write down each sentence.

Диктант 1

сдержанний

оптимистичний

добрый

спокойний

самостоятельный

ревнивий

завистливий

очаровательний

властный

эгоистичний

по второй теме раздела:

сделать тщательный выбор

рассматривать обучение в качестве профессии

завоевать уважение

пойти в педагогику

интересоваться

принять на себя ответственность

справиться (с)

по третьей теме раздела:

измерять пульс

выписать рецепт

пойти в аптеку

соблюдать диету

пойти к врачу

обследовать больного

измерить давление

сдать кровь на анализ

проверить легкие

быть на больничном

Диктант 2

Helen's eyes were not very good. So she usually wore glasses. But when she was seventeen and began to go out with a young man, she never wore her glasses when she was with him. When he came to the door to take her out, she took her glasses off but when she came home again she put them on.

One day her mother said to her: "Helen, why do you never wear your glasses when you're with Jim? He takes you to beautiful places in his car but you don't see anything." "Well, Mother," said Helen, "I look prettier to Jim when I'm not wearing my glasses and he looks better to me, too."

A pretty well-dressed young lady stopped a taxi in a big square and said to the driver: "Do you see that young man on the other side of the square?" "Yes," said the taxi-driver. The young man was standing outside the restaurant and looking impatiently at his watch every few seconds. "Take me over there," said the young lady. There were a lot of cars and buses and trucks in the square, so the taxi-driver asked: "Are you afraid to cross the street?" "Oh, no," said the young lady, "but I'm three quarters of an hour late. I said that I'd meet that young man for lunch at one o'clock, and it is now a quarter to two, but if I arrive in a taxi, it will at least seem as if I tried not to be late."

2. Контрольная работа по разделу/теме:

1. Choose the correct answer.
2. Match the words and their definitions.
3. Complete the sentence with a suitable word.
4. Translate the words from Russian into English.
5. Write a short essay.

Контрольная работа 1

1. Underline the correct word.

1) He looked / looked like elegant.

2) The girl refused / gave up to leave the Medical school because she was fond of medicine.

3) She tried to behave like / as a grown-up person.

4) The pupil is good at / inmaths.

5) The teacher tried to explain the rule in a different / another way.

2. Decide which word best fits each space.

1) One by one the children ... in the game.

a/ united b/ ran c/ joined d/ stretched

2) ... people have common sense.

a/ selfish b/ sensible c/ sensitive d/ moody

3) He ... light-minded, but it is not true.

a/likes b/ seems c/ is like d/ is

3. Write an essay about your choosing a career. Give the reasons of your choice. Make it 160-180 words.

Контрольная работа 2

Fill in the missing words:

1. Though she is not very talented she is ... and I think she will make a good musician (трудолюбивый). 2. The children were very ... and excited and their mother couldn't make them go to bed (веселый). 3. Mr. Pickwick was a gentleman (веселый, добродушный). 4. The boy did not ... punishment (заслуживать). 5. Though the woman is rather old her face is not ... and her eyes are ... (морщинистый, проницательный). 6. Robert wanted to ... Jean, but her parents were against their ... (жениться; брак). 7. The girl is ... clever for her age (удивительно). 8. The appearance of Mr. Dick ... Davy and his funny signs ... him (удивить, развеселить).

Choose the right word:

to introduce — to acquaint — to get acquainted — to meet

1. I'm glad you have come. I want ... you to my parents.

2. He ... me with his latest experiments. 4. George was ... to Helen at our party.

3. She refused to talk to him as they were not ... with one another.

4. He was eager ... with the contents of his aunt's letter.

5. We had a lovely time in the resthome and ... a lot of interesting people there.

Fill in prepositions or adverbs wherever necessary:

1. Soames had courted ... Irene for a long time before she accepted ... him. 2. I'm going to introduce you ... my friend. 3. I'd like to get acquainted ... your plan. 4. Who is she married ...? — She is married ... a wellknown artist. 5. Will you inform me ... your decision? 6. We got some information ... the matter we were interested 7. We were surprised ... her refusal.

Fill in articles wherever necessary:

1. We received ... very interesting information about this country. 2. Last summer we had ... lovely time in ... South. 3. He went to ... sea hoping to save ... money and make ... fortune. 4. This boy doesn't deserve ... praise. 5. Will you do me ... favour? 6. She gave me ... good advice how to get rid of my mistakes. 7. It was ... hard work and Mike did not like it. 8. She is making ... good progress in English. 9. Where is ... money? — I put it on the table. 10. I don't like ... rainy weather.

Контрольная работа 3

Translate the following sentences into English:

1. Они смеялись так весело, что я не мог не рассмеяться тоже. 2. Русский народ талантлив и трудолюбив. 3. Мистер Дик был очень добродушным. Он был добр к Дэви, и мальчик любил этого смешного и веселого человека. 4. Хотя мистер Бэртонвыглаж дел очень добродушным, на самом деле он был жестоким человеком. 5. Я думаю, что мальчик не заслуживает наказания. 6. Когда он улыбался, в уголках его карих глаз появлялись добрые морщинки. 7. Мисс Бэтси была проницательной женщиной. 8. Когда его мать и брат умерли, Дэви решил найти свою тетку. 9. Родители Оливера умерли, и он был очень одинок. 10. Его странное поведение удивило нас.

Контрольная работа 4

Translate the following sentences into English:

1. Ее длинные вьющиеся волосы были красивого каштанового цвета. 2. Забавный вид ребенка рассмешил старую женщину. 3. Мальчик развлекал нас, рассказывая смешные истории. 4. Он представил меня своей жене, мне давно хотелось с ней познакомиться. 5. Мистер Хилл ознакомил Эрика с его новой работой. 6. Мистер Пиквик был маленький, толстенький, добродушный человек. 7. Большие темные глаза Флоренс с темными загнутыми ресницами, светлые волосы и чудесная кожа делали ее удивительной красивой. 8. Она не хорошенькая, но очень привлекательная. И руки у нее красивой формы. 9. Девочка толстенькая, у нее пухленькое лицо, вздернутый носик, голубые глазки, тоненькие бровки, длинные ресницы и рыжие вьющиеся волосы. У нее очень светлая кожа и чудесный цвет лица. Уже сейчас она очаровательна, а со временем будет красива. 10. Джейн была некрасива, но у нее были чудесные глаза и стройная фигура.

3. Монологическое высказывание:

Speak on the topic. Express your opinion. Use conversational formulas and expressions.

1. Difficulties awaiting young teachers.
2. Reasons for children's being unmanageable.
3. How to direct a child's energy into the right channels.
4. Ideal upbringing.

4. Схема/граф-схема:

Make up the mind map. Capture the ideas associated with the topic (text). Visually arrange them in radiant format using keywords.

Prompts: there's one more thing to be noted, more over, what's more..., I might as well add that..., in addition, on top of that..., something else I'd like to say is..., talking of... .

1. After your parents your teacher may be the most important person in your life.
2. Teaching is not easy and a real challenge to your character, abilities and talent.
3. To be a good teacher you must be genuinely interested in what you are doing.
4. Teaching is a constant stream of decisions
5. Every time you learn something new you become something new.

5. Тест:

1. Fill in the gaps.
2. Complete the sentences.
3. Read the text. Mark the sentences T (true), F (false), DS (does not say).
4. Write an essay.

Тест 1

Match the words with their Russian equivalents. эквивалентами.

1. stocky	a) очаровательный
2. wrinkled	b) пожилой
3. elderly	c) лысый

4. complexion	d) цвет лица
5. square	e) коренастый
6. straight	f) загадочный
7. kind	g) прямой
8. charming	h) добрый
9. enigmatic	i) квадратный
10. bald	j) морщинистый

Find the odd one out.

1. tall, age, slim, plump, skinny;
2. big, small, eyes, kind, warm;
3. round, oval, square, pale, bushy (face);
4. beautiful, pretty, handsome, cute, height;
5. nose, eyes, hair, mouth, forehead.

Fill in the missing words:

1. Jean wanted to ... Robert to her parents, so she invited him to their place (представлять). 2. I'd like to ... you with the plan of our work (познакомить). 3. The teacher was pleased with Mike's work and said he ... a prize (заслуживать). 4. Tom Sawyer ... that he could beat the boy with his little finger (хвастаться). 5. When Jane came her aunt was still ... but soon she ... (живой; умирать). 6. We couldn't help ... the boy's courage (восхищаться). 7. The girl is ... clever for her age (удивительно). 8. The appearance of Mr. Dick ... Davy and his funny signs ... him (удивить, развеселить).

Tect 2

Choose the right word:

to introduce — to acquaint — to get acquainted — to meet

1. Michael ... himself to Soames as he was eager ... with Fleur.
2. Will you ... me to your friend? — Oh, aren't you ... yet?
3. He was eager ... with the contents of his aunt's letter.
4. I want you to ... my friend, Helen.
5. I'm so sorry I haven't ... you earlier.

Fill in prepositions or adverbs wherever necessary:

1. George Meadows went ... sea when his brother married ... Emily. 2. I'm sure you will regret ... your act. 3. She is going to marry one ... our students. 4. ... our surprise we found nobody ... home. 5. He likes to boast ... his strength. 6. What is she ...? — She is tall and very beautiful.

Fill in articles wherever necessary:

1. I don't like ... rainy weather. 2. She has ... long, beautiful hair. 3. It was ... unexpected news and we were surprised to hear it. 4. ... Bickets were eager to save ... money. 5. The girl had ... snub nose and ... fair complexion. 6. My father was of ... dark complexion, with ... very great forehead and ... dark hazel eyes, overhung by ... eyebrows which were black though his hair was white. He had ... straight nose and ... full lips.

6. ЧТЕНИЕ ТЕКСТОВ НА ИНОСТРАННОМ ЯЗЫКЕ:

Read the text. Do the tasks. Retell the text. Answer the questions.

5

Read and translate the text "My memories and miseries as a Schoolmaster", answer the questions.

My Memories and Miseries As a Schoolmaster

The parents of the boys at school naturally fill a broad page in a schoolmaster's life and are responsible for many of his sorrows. There are all kinds and classes of them. Most acceptable to the schoolmaster is the old-fashioned type of British father who enters' his boy at the school and says:

"Now I want this boy well thrashed if he doesn't behave himself. If you have any trouble with him let me know and I'll come and thrash him myself. He's to have a shilling a week pocket money and if he spends more than that let me know and I'll stop his money altogether."

Brutal though his speech sounds, the real effect of it is to create a strong prejudice in the little boy's favour, and when his father curtly says, "Good-bye, Jack" and he answers, "Good-bye, father," in a trembling voice, the schoolmaster would be a hound, indeed, who could be unkind to him.

But very different is the case of the up-to-date parent. "Now I've just given Jimmy five pounds," he says to the schoolmaster, in the same tone as he would use to an inferior clerk in his office, "and I've explained to him that when he wants any more he's to tell you to go to the bank and draw for him what he needs." After which he goes on, to explain that Jimmy is a boy of very peculiar disposition, requiring the greatest nicety of treatment; that they find if he gets in tempers the best way is to humour him and presently he'll come round. Jimmy, it appears, can be led, if led gently, but never driven.

During all of which time the schoolmaster, insulted by being treated as an underling, has already fixed his eye on the undisciplined young pup called Jimmy with a view of trying out the problem of seeing whether he can't be driven after all. (From "College Days" by S. Leacock)

Answer the questions:

1. How does the author characterize two opposite types of "British father"? 2. Why, in Leacock's view, the "old-fashioned" type is more acceptable for a schoolmaster? Would you prefer to have Jack or Jimmy for a pupil? 3. How did the acquaintance with the fathers influence the schoolmaster's attitude to the boys? Do you find it natural? 4. Do you think the problems raised in the text are outdated? Justify your answer. 5. In what way should teachers and parents cooperate in educating the child?

Read the text and mark the sentences T(true), F (False), or DS (doesn't say)

English children must go to school when they are five. First, they go to infant schools, where they learn the first steps in reading, writing and using numbers.

When children leave the infant school, at the age of seven, they go to junior schools until they are about eleven years of age. Their school subjects are English, arithmetic, history, geography, nature study, swimming, music, art, religious instruction and games.

Towards the end of their fourth year in the junior school English schoolchildren have to write their Eleven Plus Examinations, on the result of which they will go to a secondary school of a certain type. About half of elementary school leavers in Britain go to secondary modern schools. They are the most popular secondary schools, but they do not provide complete secondary education, because study programs are rather limited in.

The secondary technical school, in spite of the name, teaches many general subjects. The grammar school is a secondary school which offers a full theoretical secondary education including foreign languages, and students can choose which subjects and languages they wish to study. They leave the school after taking a five-year course. Then they may take the General Certificate of Education at the ordinary level. The others continue their studies to obtain the General Certificate of Education at the advanced level, which allows them to enter university. The comprehensive school combines in one school the courses of all types of secondary schools. There are private schools, separate for boys and girls, and the biggest and the most important of them are public schools. They charge high fees and train young people for political, diplomatic, military and religious service.

1. Junior school is the second stage at school.
2. After infant school children take their first examination.
3. Grammar schools are private.
4. The "O-level" GCE is compulsory.
5. Public schools provide good career opportunities.

Задания для оценки владений

1. Диктант:

1. Listen to the words in Russian. Write them in English. Make up sentences or a short story with these words.
2. Listen to the text in English. Write down each sentence.

Диктант 1
сдержанний
оптимистичний
добрый
спокойный
самостоятельный
ревнивый
завистливый
очаровательный
властный
эгоистичный

по второй теме раздела:
сделать тщательный выбор
рассматривать обучение в качестве профессии

завоевать уважение
пойти в педагогику

интересоваться
принять на себя ответственность

справиться (с)

по третьей теме раздела:

измерять пульс

выписать рецепт

пойти в аптеку

соблюдать диету
пойти к врачу
обследовать больного
измерить давление
сдать кровь на анализ
проверить легкие
быть на больничном

Диктант 2

Helen's eyes were not very good. So she usually wore glasses. But when she was seventeen and began to go out with a young man, she never wore her glasses when she was with him. When he came to the door to take her out, she took her glasses off but when she came home again she put them on.

One day her mother said to her: "Helen, why do you never wear your glasses when you're with Jim? He takes you to beautiful places in his car but you don't see anything." "Well, Mother," said Helen, "I look prettier to Jim when I'm not wearing my glasses and he looks better to me, too."

A pretty well-dressed young lady stopped a taxi in a big square and said to the driver: "Do you see that young man on the other side of the square?" "Yes," said the taxi-driver. The young man was standing outside the restaurant and looking impatiently at his watch every few seconds. "Take me over there," said the young lady. There were a lot of cars and buses and trucks in the square, so the taxi-driver asked: "Are you afraid to cross the street?" "Oh, no," said the young lady, "but I'm three quarters of an hour late. I said that I'd meet that young man for lunch at one o'clock, and it is now a quarter to two, but if I arrive in a taxi, it will at least seem as if I tried not to be late."

2. Контрольная работа по разделу/теме:

1. Choose the correct answer.
2. Match the words and their definitions.
3. Complete the sentence with a suitable word.
4. Translate the words from Russian into English.
5. Write a short essay.

Контрольная работа 1

1. Underline the correct word.

- 1) He looked / looked like elegant.
- 2) The girl refused / gave up to leave the Medical school because she was fond of medicine.
- 3) She tried to behave like / as a grown-up person.
- 4) The pupil is good at / inmaths.
- 5) The teacher tried to explain the rule in a different / another way.

2. Decide which word best fits each space.

- 1) One by one the children ... in the game.
a/ united b/ ran c/ joined d/ stretched
- 2) ... people have common sense.
a/ selfish b/ sensible c/ sensitive d/ moody
- 3) He ... light-minded, but it is not true.
a/likes b/ seems c/ is like d/ is
3. Write an essay about your choosing a career. Give the reasons of your choice. Make it 160-180 words.

Контрольная работа 2

Fill in the missing words:

1. Though she is not very talented she is ... and I think she will make a good musician (трудолюбивый). 2. The children were very ... and excited and their mother couldn't make them go to bed (веселый). 3. Mr. Pickwick was a gentleman (веселый, добродушный). 4. The boy did not ... punishment (заслуживать). 5. Though the woman is rather old her face is not ... and her eyes are ... (морщинистый, проницательный). 6. Robert wanted to ... Jean, but her parents were against their ... (жениться; брак). 7. The girl is ... clever for her age (удивительно). 8. The appearance of Mr. Dick ... Davy and his funny signs ... him (удивить, развеселить).

Choose the right word:

to introduce — to acquaint — to get acquainted — to meet

1. I'm glad you have come. I want ... you to my parents.
2. He ... me with his latest experiments. 4. George was ... to Helen at our party.
3. She refused to talk to him as they were not ... with one another.
4. He was eager ... with the contents of his aunt's letter.
5. We had a lovely time in the resthome and ... a lot of interesting people there.

Fill in prepositions or adverbs wherever necessary:

1. Soames had courted ... Irene for a long time before she accepted ... him. 2. I'm going to introduce you ... my friend. 3. I'd like to get acquainted ... your plan. 4. Who is she married ...? — She is married ... a wellknown artist. 5. Will you inform me ... your decision? 6. We got some information ... the matter we were interested 7. We were surprised ... her refusal.

Fill in articles wherever necessary:

1. We received ... very interesting information about this country. 2. Last summer we had ... lovely time in ... South. 3. He went to ... sea hoping to save ... money and make ... fortune. 4. This boy doesn't deserve ... praise. 5. Will you do me ... favour? 6. She gave me ... good advice how to get rid of my mistakes. 7. It was ... hard work and Mike did not like it. 8. She is making ... good progress in English. 9. Where is ... money? — I put it on the table. 10. I don't like ... rainy weather.

Контрольная работа 3

Translate the following sentences into English:

1. Они смеялись так весело, что я не мог не рассмеяться тоже. 2. Русский народ талантлив и трудолюбив. 3. Мистер Дик был очень добродушным. Он был добр к Дэви, и мальчик любил этого смешного и веселого человека. 4. Хотя мистер Бэртонвыгля дел очень добродушным, на самом деле он был жестоким человеком. 5. Я думаю, что мальчик не заслуживает наказания. 6. Когда он улыбался, в уголках его карих глаз появлялись добрые морщинки. 7. Мисс Бэтси была проницательной женщиной. 8. Когда его мать и брат умерли, Дэви решил найти свою тетку. 9. Родители Оливера умерли, и он был очень одинок. 10. Его странное поведение удивило нас.

Контрольная работа 4

Translate the following sentences into English:

1. Ее длинные вьющиеся волосы были красивого каштанового цвета. 2. Забавный вид ребенка рассмешил старую женщину. 3. Мальчик развлекал нас, рассказывая смешные истории. 4. Он представил меня своей жене, мне давно хотелось с ней познакомиться. 5. Мистер Хилл ознакомил Эрика с его новой работой. 6. Мистер Пиквик был маленький, толстенький, добродушный человек. 7. Большие темные глаза Флоренс с темными загнутыми ресницами, светлые волосы и чудесная кожа делали ее удивитель но красивой. 8. Она не хорошенькая, но очень привлекательная. И руки у нее красивой формы. 9. Девочка толстенькая, у нее пухленькое лицико, вздернутый носик, голубые глазки, тоненькие бровки, длинные ресницы и рыхие вьющиеся волосы. У нее очень светлая кожа и чудесный цвет лица. Уже сейчас она очарователь на, а со временем будет красива. 10. Джейн была некрасива, но у нее были чудесные глаза и стройная фигура.

3. Монологическое высказывание:

Speak on the topic. Express your opinion. Use conversational formulas and expressions.

1. Difficulties awaiting young teachers.
2. Reasons for children's being unmanageable.
3. How to direct a child's energy into the right channels.
4. Ideal upbringing.

4. Схема/граф-схема:

Make up the mind map. Capture the ideas associated with the topic (text). Visually arrange them in radiant format using keywords.

Prompts: there's one more thing to be noted, more over, what's more..., I might as well add that..., in addition, on top of that..., something else I'd like to say is..., talking of....

1. After your parents your teacher may be the most important person in your life.
2. Teaching is not easy and a real challenge to your character, abilities and talent.
3. To be a good teacher you must be genuinely interested in what you are doing.
4. Teaching is a constant stream of decisions
5. Every time you learn something new you become something new.

5. Тест:

1. Fill in the gaps.
2. Complete the sentences.
3. Read the text. Mark the sentences T (true), F (false), DS (does not say).
4. Write an essay.

Test 1

Match the words with their Russian equivalents. эквивалентами.

1. stocky	a) очаровательный
2. wrinkled	b) пожилой
3. elderly	c) лысый
4. complexion	d) цвет лица
5. square	e) коренастый
6. straight	f) загадочный
7. kind	g) прямой
8. charming	h) добрый
9. enigmatic	i) квадратный
10. bald	j) морщинистый

Find the odd one out.

1. tall, age, slim, plump, skinny;
2. big, small, eyes, kind, warm;
3. round, oval, square, pale, bushy (face);
4. beautiful, pretty, handsome, cute, height;
5. nose, eyes, hair, mouth, forehead.

Fill in the missing words:

1. Jean wanted to ... Robert to her parents, so she invited him to their place (представлять). 2. I'd like to ... you with the plan of our work (познакомить). 3. The teacher was pleased with Mike's work and said he ... a prize (заслуживать). 4. Tom Sawyer ... that he could beat the boy with his little finger (хвастаться). 5. When Jane came her aunt was still ... but soon she ... (живой; умирать). 6. We couldn't help ... the boy's courage (восхищаться). 7. The girl is ... clever for her age (удивительно). 8. The appearance of Mr. Dick ... Davy and his funny signs ... him (удивить, развеселить).

Test 2

Choose the right word:

to introduce — to acquaint — to get acquainted — to meet

1. Michael ... himself to Soames as he was eager ... with Fleur.
2. Will you ... me to your friend? — Oh, aren't you ... yet?
3. He was eager ... with the contents of his aunt's letter.
4. I want you to ... my friend, Helen.
5. I'm so sorry I haven't ... you earlier.

Fill in prepositions or adverbs wherever necessary:

1. George Meadows went ... sea when his brother married ... Emily.
2. I'm sure you will regret ... your act.
3. She is going to marry one ... our students.
4. ... our surprise we found nobody ... home.
5. He likes to boast ... his strength.
6. What is she ...? — She is tall and very beautiful.

Fill in articles wherever necessary:

1. I don't like ... rainy weather.
2. She has ... long, beautiful hair.
3. It was ... unexpected news and we were surprised to hear it.
4. ... Bickets were eager to save ... money.
5. The girl had ... snub nose and ... fair complexion.
6. My father was of ... dark complexion, with ... very great forehead and ... dark hazel eyes, overhung by ... eyebrows which were black though his hair was white. He had ... straight nose and ... full lips.

6. Чтение текстов на иностранном языке:

Read the text. Do the tasks. Retell the text. Answer the questions.

5

Read and translate the text "My memories and miseries as a Schoolmaster", answer the questions.

My Memories and Miseries As a Schoolmaster

The parents of the boys at school naturally fill a broad page in a schoolmaster's life and are responsible for many of his sorrows. There are all kinds and classes of them. Most acceptable to the schoolmaster is the old-fashioned type of British father who enters' his boy at the school and says:

"Now I want this boy well thrashed if he doesn't behave himself. If you have any trouble with him let me know and I'll come and thrash him myself. He's to have a shilling a week pocket money and if he spends more than that let me know and I'll stop his money altogether."

Brutal though his speech sounds, the real effect of it is to create a strong prejudice in the little boy's favour, and when his father curtly says, "Good-bye, Jack" and he answers, "Good-bye, father," in a trembling voice, the schoolmaster would be a hound, indeed, who could be unkind to him.

But very different is the case of the up-to-date parent. "Now I've just given Jimmy five pounds," he says to the schoolmaster, in the same tone as he would use to an inferior clerk in his office, "and I've explained to him that when he wants any more he's to tell you to go to the bank and draw for him what he needs." After which he goes on. to explain that Jimmy is a boy of very peculiar disposition, requiring the greatest nicety of treatment; that they find if he gets in tempers the best way is to humour him and presently he'll come round. Jimmy, it appears, can be led, if led gently, but never driven.

During all of which time the schoolmaster, insulted by being treated as an underling, has already fixed his eye on the undisciplined young pup called Jimmy with a view of trying out the problem of seeing whether he can't be driven after all. (From "College Days" by S. Leacock)

Answer the questions:

1. How does the author characterize two opposite types of "British father"?
2. Why, in Leacock's view, the "old-fashioned" type is more acceptable for a schoolmaster? Would you prefer to have Jack or Jimmy for a pupil?
3. How did the acquaintance with the fathers influence the schoolmaster's attitude to the boys? Do you find it natural?
4. Do you think the problems raised in the text are outdated? Justify your answer.
5. In what way should teachers and parents cooperate in educating the child?

Read the text and mark the sentences T(true), F (False), or DS (doesn't say)

English children must go to school when they are five. First, they go to infant schools, where they learn the first steps in reading, writing and using numbers.

When children leave the infant school, at the age of seven, they go to junior schools until they are about eleven years of age. Their school subjects are English, arithmetic, history, geography, nature study, swimming, music, art, religious instruction and games.

Towards the end of their fourth year in the junior school English schoolchildren have to write their Eleven Plus Examinations, on the result of which they will go to a secondary school of a certain type. About half of elementary school leavers in Britain go to secondary modern schools. They are the most popular secondary schools, but they do not provide complete secondary education, because study programs are rather limited in.

The secondary technical school, in spite of the name, teaches many general subjects. The grammar school is a secondary school which offers a full theoretical secondary education including foreign languages, and students can choose which subjects and languages they wish to study. They leave the school after taking a five-year course. Then they may take the General Certificate of Education at the ordinary level. The others continue their studies to obtain the General Certificate of Education at the advanced level, which allows them to enter university. The comprehensive school combines in one school the courses of all types of secondary schools. There are private schools, separate for boys and girls, and the biggest and the most important of them are public schools. They charge high fees and train young people for political, diplomatic, military and religious service.

1. Junior school is the second stage at school.
2. After infant school children take their first examination.
3. Grammar schools are private.
4. The "O-level" GCE is compulsory.
5. Public schools provide good career opportunities.

Раздел: Образование. Досуг

Задания для оценки знаний

1. Диктант:

1. Listen to the words in Russian. Write them in English. Make up sentences or a short story with these words.
2. Listen to the text in English. Write down each sentence.

Диктант 1

Finals

A month before my finals I received a letter from the University telling me the exact date of the forthcoming examination. When the fateful day arrived, I went into the lecture hall where we had been listening to lectures on European history throughout the term. It was now the examination hall. At the high table sat the examiner in cap and gown and all the students, too, were dressed in undergraduate gowns.

At ten o'clock I sat at the examination desk and was given a question paper. On it there were fifteen questions, out of which I could choose any three. In three hours, I was supposed to write three essays. All the students in the examination hall were writing furiously.

After handing in our papers we had to wait for a whole month before we got the results. Each paper was examined separately by three examiners, who then met to compare marks and make the final decision. This would take into account the students' work and particularly his essays over the years.

If a student fails in one subject, he can take the examination again the following year. If he fails in two, he cannot, only under exceptional circumstances.

Диктант 2

to fix one's eyes on/upon smb., to keep an eye on smb., to feel helpless, to give (send) a message, to give a smile (a nod, a look, etc.), to turn one's eyes (gaze), to bear (to have) a strong resemblance to, to motion to smb., to run across, to run into, to run over, to give out (pencils, leaflets, readers, workcards, sets of material, etc.), to shout smb. down, to call the register (the roll), to abandon hope

Диктант 3

to shoot (produce, make) a film, to make a screen version (adaptation) of a novel, to screen a novel (play, story), to adapt a novel for the screen, to film a novel, to play (act) on the screen, to release a picture, to come out (about a film), to go into production, to remake a film, to reissue a film, to be dubbed in Russian, to present a film in Russian, co-production (joint production), directed by ..., scenery and costumes by ... , the songs set to music by

2. Контрольная работа по разделу/теме:

1. Choose the correct answer.
2. Match the words and their definitions.
3. Complete the sentence with a suitable word.
4. Translate the words from Russian into English.
5. Write a short essay.

Контрольная работа 1

Underline the correct word.

- 1) She was the best student: she had learned / taught dancing in a very short time.
- 2) We lived / left home with plenty of time.
- 3) We couldn't / weren't able to check in our luggage; it was too late.
- 4) The flight was delayed / postponed.
- 5) The luggage missed /got lost.

Decide which word best fits each space.

- 1)... is place where you can leave your car.
a/cycle-lane b/ car park c/ traffic jam
- 2)... is a narrow part of the road for bicycles only.
a/cycle-lane b/ traffic jam c/ parking fine
- 3)... is a piece of paper you need to get on a plane.
a/label b/ ticket c/ customs

Complete the sentences using the following words

journey trip travel voyage tour cruise hitch-hiking

- 1) ... is when you travel from one place to another usually taking a rather long time.
- 2) ... is the act of travelling either for the purpose of discovering something new or in search of pleasure and adventure.
- 3) ... is a journey in which a short stay is made at a number of places (usually with the view of sightseeing), the traveller finally returning to the place from which he had started.
- 4) ... is a rather long journey, esp. by water or air.
- 5) ... is a journey, an excursion, a brief one.
- 6) ... is a sea voyage from port to port, especially a pleasure trip.
- 7) ... is travelling by getting free rides in passing automobiles and walking between rides.

Контрольная работа 2

Translate the sentences below into English:

1. Любовь к детям заставила его стать учителем, и он никогда не жалел о своем выборе. 2. Похоже, придется выбирать между работой в детском саду и учебой в пединституте. 3. В моей работе нет большого разнообразия, но у нее есть свои достоинства. 4. Боюсь, что в этот раз школьникам нелегко будет справиться с заданием. 5. Успехи учеников в большой степени зависят от их учителя и его профессионального мастерства. 6. Работа в школе потребует от вас ума, такта и чувства ответственности. 7. Уважение людей можно заслужить только честным трудом. 8. Не каждый, кто получает профессию учителя в Великобритании, может найти себе работу. 9. Я работаю учителем уже много лет и могу сказать, что не смог бы найти более благородного труда. 10. Мой друг выбрал себе профессию врача, еще когда учился в школе. Он всегда был уверен, что эта работа самая важная на свете. 11. Любовь к музыке и интерес к педагогике (theory of education) заставили меня подумать о профессии учителя музыки. 12. Часто выпускникам школ бывает трудно решить, какую профессию выбрать. В этом случае учителя и родители могут помочь им сделать правильный выбор университета.

3. Монологическое высказывание:

Speak on the topic. Express your opinion. Use conversational formulas and expressions.

Enlarge upon the topics:

1. Should the actor "live" the part or should he just perform?
2. The best film of the year.
3. Acting profession.
4. The role of cinema in our life
5. Different genres of films, their impact on the spectators.
6. Development of people's cultural level, taste.
7. Films for entertainment and education.

1. What are the advantages and the disadvantages of a hiking tour? 2. What must you take with you if you are going on a week's walking tour? 3. What's your daily routine when on a hike? 4. How would you plan your day in hot stuffy weather? 5. What would you do in cold and rainy weather? 6. Do you take the weather forecast into account when going hiking? 7. What do you like for breakfast, dinner and supper when on a hike? 8. What must you do to make a fire, to cook scrambled eggs, to cook fish soup, to cook porridge? 9. Do you like sleeping out? 10. Which would you prefer: sleeping out or being put up at the village? Give reasons for your choice. 11. Do you make a point of having a swim every day no matter what the weather is? 12. Which would you rather choose: a hiking trip or a river trip? Why? 13. Have you or your friends ever gone fishing? What is characteristic of an experienced angler? 14. What do you do of an evening during a hiking tour?

4. Схема/граф-схема:

Make up the mind map. Capture the ideas associated with the topic (text). Visually arrange them in radiant format using keywords.

A young married couple is packing, (there is little time left, plenty of time, in a mess, there is no room to spare, odds and ends, the more ... the more ..., that won't do, to get cracked, to scrape, to make a mess of, to require help, the rest of the evening, I should never thought)

5. Текст:

1. Fill in the gaps.
2. Complete the sentences.
3. Read the text. Mark the sentences T (true), F (false), DS (does not say).
4. Write an essay.

Text 1

Fill in prepositions:

1. Stand ... front of me, you'll see better then, there will be nothing ... the way ... your view. 2. Frankly speaking, I don't see anything ... that idea. 3. She is always ... trouble ... her son. He can't resist bad influence. 4. I can never talk easily ... him, we seem to have nothing ... common. 5. A stitch ... time saves nine. (proverb) 6. A bird ... the hand is worth two ... the bush, (proverb) 7. There were not many people at the meeting, about 10 or 12 ... number, I should think. 8. Our preparation had to be made ... secret, which required caution. 9. We are ... sight... land now and will soon be ... port. 10. The matter ... itself is not important, ... fact I was going to take no notice ... it, but he had acted ... such a way that I must take it into consideration. ... any case it can't affect you. 11. I shall take these plates away now and bring the pudding 12. Come to our village ... a month or so. You'll see then how beautiful it is ... early June, all the houses smothered ... roses and not a cloud ... the sky.

Text 2

Fill in since or before:

1. He was a man with no future ... him. 2. Nobody dared speak about it ... him. 3. Like his father ... him, he had an eye for a face. 4. He knelt... her. 5. I was angry with him at the time but I have forgiven him long.... 6. I'll give you a cup of tea... I explain to you what has happened. 7. He said he had never met the girl.... 8. He left in 1950 and has not been heard of.... 9. They came to London in 1937, and have been there ever 10. ... we have no money, we cannot buy it. 11. She hasn't been home ... her marriage.

6. Чтение текстов на иностранном языке:

Read the text. Do the tasks. Retell the text. Answer the questions.

1. Read the text "A Walking tour", answer the questions.
A Walking Tour

To be properly enjoyed, a walking tour should be gone upon alone. If you go in a company, or even in pairs, it is no longer a walking tour in anything but name; it is something else and more in the nature of a picnic. A walking tour should be gone upon alone because you should be able to stop and go on, and follow this way and that, as the whim takes you; and because you must have your own pace, and neither trot alongside a champion walker, nor mince in time with a girl. And you must be open to all impressions and let your thoughts take colour from what you see. You should be as a pipe for any wind to play upon. There should be no cackle of voices at your elbow, to jar on the meditative silence of the morning. And so long as a man is reasoning he cannot surrender himself to that fine intoxication that comes of much motion in the open air, that begins in a sort of dazzle and sluggishness of the brain, and ends in a peace that passes comprehension.

During the first day or so of any tour there are moments of bitterness, when the traveller feels more than coldly towards his knapsack, when he is half in a mind to throw it bodily over the hedge. Yet it soon acquires a property of easiness. It becomes magnetic; the spirit of the journey enters into it again. And no sooner have you passed the straps over your shoulder again than the less of sleep are cleared from you, you pull yourself together with a shake and fall at once into your stride. And surely, of all possible moods, this, in which a man takes the road, is the best.

1. What in the opinion of the writer are the main disadvantages of having company on a walking tour? 2. "You should be as a pipe for any wind to play on." What is the significance of this statement? 3. How, according to the writer, is man affected by prolonged walking in the open air? 4. What impression do we receive from the use of the word "bodily"? 5. The writer describes the knapsack as becoming magnetic. In what way is this an accurate description? 6. Taking the theme as a whole, what do you think is "the spirit of the journey" referred to?

2. Read the text and mark the sentences T(true), F (False), or DS (doesn't say)

HIGHER EDUCATION AND TEACHER TRAINING

IN GREAT BRITAIN

Nowadays teacher training in Great Britain is realized at universities, polytechnics and colleges of higher education. Students working for their first degree at university are called undergraduates. When they take their degree we say that they graduate and then they are called graduates. If they continue studying at university after they have graduated, they are called post-graduates. In general, the first degree of Bachelor is given to students who pass examinations at the end of three or four years of study.

Further study or research is required at the mode-n universities for the first post-graduate degree of Master, and at all British universities for that of Doctor.

In Britain full-time university students (students who spend all their time studying and have no other employment), have three terms of about ten weeks in each year.

University teaching combines lectures given by professors, readers or lecturers, practical classes (in scientific subjects) and small group teaching in seminars or tutorials.

The course of study for intending teachers is based upon compulsory and optional subjects.

The Programme usually consists of three core components: School-based experience, Subject studies and Education studies.

Theory of Education is one of the main subjects. At the end of the first or second year students are to make their choice as to the age-range of children they wish to prepare to teach.

Junior students go into schools for one day each week, watching experienced teachers at work. They take part in the life of the school, help with games, societies or play productions.

1. Teacher training in Great Britain is available only at Pedagogical colleges.

2. Students are called graduates after they get the degree of Bachelor.

3. Undergraduate programs run for five years.

4. Teachers-to-be study compulsory and additional subjects.

The curriculum envisages two main subjects.

Задания для оценки умений

1. Диктант:

1. Listen to the words in Russian. Write them in English. Make up sentences or a short story with these words.
2. Listen to the text in English. Write down each sentence.

Диктант 1

Finals

A month before my finals I received a letter from the University telling me the exact date of the forthcoming examination. When the fateful day arrived, I went into the lecture hall where we had been listening to lectures on European history throughout the term. It was now the examination hall. At the high table sat the examiner in cap and gown and all the students, too, were dressed in undergraduate gowns.

At ten o'clock I sat at the examination desk and was given a question paper. On it there were fifteen questions, out of which I could choose any three. In three hours, I was supposed to write three essays. All the students in the examination hall were writing furiously.

After handing in our papers we had to wait for a whole month before we got the results. Each paper was examined separately by three examiners, who then met to compare marks and make the final decision. This would take into account the students' work and particularly his essays over the years.

If a student fails in one subject, he can take the examination again the following year. If he fails in two, he cannot, only under exceptional circumstances.

Диктант 2

to fix one's eyes on/upon smb, to keep an eye on smb., to feel helpless, to give (send) a message, to give a smile (a nod, a look, etc.), to turn one's eyes (gaze), to bear (to have) a strong resemblance to, to motion to smb., to run across, to run into, to run over, to give out (pencils, leaflets, readers, workcards, sets of material, etc.), to shout smb. down, to call the register (the roll), to abandon hope

Диктант 3

to shoot (produce, make) a film, to make a screen version (adaptation) of a novel, to screen a novel (play, story), to adapt a novel for the screen, to film a novel, to play (act) on the screen, to release a picture, to come out (about a film), to go into production, to remake a film, to reissue a film, to be dubbed in Russian, to present a film in Russian, co-production (joint production), directed by ..., scenery and costumes by ..., the songs set to music by

2. Контрольная работа по разделу/теме:

1. Choose the correct answer.
2. Match the words and their definitions.
3. Complete the sentence with a suitable word.
4. Translate the words from Russian into English.
5. Write a short essay.

Контрольная работа 1

Underline the correct word.

- 1) She was the best student: she had learned / taught dancing in a very short time.
- 2) We lived / left home with plenty of time.
- 3) We couldn't / weren't able to check in our luggage; it was too late.
- 4) The flight was delayed / postponed.
- 5) The luggage missed /got lost.

Decide which word best fits each space.

- 1)... is place where you can leave your car.
a/cycle-lane b/ car park c/ traffic jam
- 2)... is a narrow part of the road for bicycles only.
a/cycle-lane b/ traffic jam c/ parking fine
- 3)... is a piece of paper you need to get on a plane.
a/label b/ ticket c/ customs

Complete the sentences using the following words
journey trip travel voyage tour cruise hitch-hiking

- 1) ... is when you travel from one place to another usually taking a rather long time.
- 2) ... is the act of travelling either for the purpose of discovering something new or in search of pleasure and adventure.
- 3) ... is a journey in which a short stay is made at a number of places (usually with the view of sightseeing), the traveller finally returning to the place from which he had started.
- 4) ... is a rather long journey, esp. by water or air.
- 5) ... is a journey, an excursion, a brief one.
- 6) ... is a sea voyage from port to port, especially a pleasure trip.
- 7) ... is travelling by getting free rides in passing automobiles and walking between rides.

Контрольная работа 2

Translate the sentences below into English:

1. Любовь к детям заставила его стать учителем, и он никогда не жалел о своем выборе. 2. Похоже, придется выбирать между работой в детском саду и учебой в пединституте. 3. В моей работе нет большого разнообразия, но у нее есть свои достоинства. 4. Боюсь, что в этот раз школьникам нелегко будет справиться с заданием. 5. Успехи учеников в большой степени зависят от их учителя и его профессионального мастерства. 6. Работа в школе потребует от вас ума, такта и чувства ответственности. 7. Уважение людей можно заслужить только честным трудом. 8. Не каждый, кто получает профессию учителя в Великобритании, может найти себе работу. 9. Я работаю учителем уже много лет и могу сказать, что не смог бы найти более благородного труда. 10. Мой друг выбрал себе профессию врача, еще когда учился в школе. Он всегда был уверен, что эта работа самая важная на свете. 11. Любовь к музыке и интерес к педагогике (theory of education) заставили меня подумать о профессии учителя музыки. 12. Часто выпускникам школ бывает трудно решить, какую профессию выбрать. В этом случае учителя и родители могут помочь им сделать правильный выбор университета.

3. Монологическое высказывание:

Speak on the topic. Express your opinion. Use conversational formulas and expressions.

Enlarge upon the topics:

1. Should the actor "live" the part or should he just perform?
2. The best film of the year.
3. Acting profession.
4. The role of cinema in our life
5. Different genres of films, their impact on the spectators.
6. Development of people's cultural level, taste.
7. Films for entertainment and education.

1. What are the advantages and the disadvantages of a hiking tour? 2. What must you take with you if you are going on a week's walking tour? 3. What's your daily routine when on a hike? 4. How would you plan your day in hot stuffy weather? 5. What would you do in cold and rainy weather? 6. Do you take the weather forecast into account when going hiking? 7. What do you like for breakfast, dinner and supper when on a hike? 8. What must you do to make a fire, to cook scrambled eggs, to cook fish soup, to cook porridge? 9. Do you like sleeping out? 10. Which would you prefer: sleeping out or being put up at the village? Give reasons for your choice. 11. Do you make a point of having a swim every day no matter what the weather is? 12. Which would you rather choose: a hiking trip or a river trip? Why? 13. Have you or your friends ever gone fishing? What is characteristic of an experienced angler? 14. What do you do of an evening during a hiking tour?

4. Схема/граф-схема:

Make up the mind map. Capture the ideas associated with the topic (text). Visually arrange them in radiant format using keywords.

A young married couple is packing, (there is little time left, plenty of time, in a mess, there is no room to spare, odds and ends, the more ... the more ..., that won't do, to get cracked, to scrape, to make a mess of, to require help, the rest of the evening, I should never thought)

5. Тест:

1. Fill in the gaps.
2. Complete the sentences.
3. Read the text. Mark the sentences T (true), F (false), DS (does not say).
4. Write an essay.

Тест 1

Fill in prepositions:

1. Stand ... front of me, you'll see better then, there will be noth=ing ... the way ... your view. 2. Frankly speaking, I don't see any=thing ... that idea. 3. She is always ... trouble ... her son. He can't re=sist bad influence. 4. I can never talk easily ... him, we seem to have nothing ... common. 5. A stitch ... time saves nine. (proverb) 6. A bird ... the hand is worth two ... the bush, (proverb) 7. There were not many people at the meeting, about 10 or 12 ... number, I should think. 8. Our preparation had to be made ... secret, which required caution. 9. We are ... sight... land now and will soon be ... port. 10. The matter ... itself is not important, ... fact I was going to take no notice ... it, but he had acted ... such a way that I must take it into consideration. ... any case it can't affect you. 11. I shall take these plates away now and bring the pudding 12. Come to our village ... a month or so. You'll see then how beautiful it is ... early June, all the houses smothered ... roses and not a cloud ... the sky.

Test 2

Fill in since or before:

1. He was a man with no future ... him.
2. Nobody dared speak about it ... him.
3. Like his father ... him, he had an eye for a face.
4. He knelt... her.
5. I was angry with him at the time but I have forgiven him long....
6. I'll give you a cup of tea... I explain to you what has happened.
7. He said he had never met the girl....
8. He left in 1950 and has not been heard of....
9. They came to London in 1937, and have been there ever
10. ... we have no money, we cannot buy it.
11. She hasn't been home ... her marriage.

6. Чтение текстов на иностранном языке:

Read the text. Do the tasks. Retell the text. Answer the questions.

1. Read the text "A Walking tour", answer the questions.

A Walking Tour

To be properly enjoyed, a walking tour should be gone upon alone. If you go in a company, or even in pairs, it is no longer a walking tour in anything but name; it is something else and more in the nature of a picnic. A walking tour should be gone upon alone because you should be able to stop and go on, and follow this way and that, as the whim takes you; and because you must have your own pace, and neither trot alongside a champion walker, nor mince in time with a girl. And you must be open to all impressions and let your thoughts take colour from what you see. You should be as a pipe for any wind to play upon. There should be no cackle of voices at your elbow, to jar on the meditative silence of the morning. And so long as a man is reasoning he cannot surrender himself to that fine intoxication that comes of much motion in the open air, that begins in a sort of dazzle and sluggishness of the brain, and ends in a peace that passes comprehension.

During the first day or so of any tour there are moments of bitterness, when the traveller feels more than coldly towards his knapsack, when he is half in a mind to throw it bodily over the hedge. Yet it soon acquires a property of easiness. It becomes magnetic; the spirit of the journey enters into it again. And no sooner have you passed the straps over your shoulder again than the less of sleep are cleared from you, you pull yourself together with a shake and fall at once into your stride. And surely, of all possible moods, this, in which a man takes the road, is the best.

1. What in the opinion of the writer are the main disadvantages of having company on a walking tour? 2. "You should be as a pipe for any wind to play on." What is the significance of this statement? 3. How, according to the writer, is man affected by prolonged walking in the open air? 4. What impression do we receive from the use of the word "bodily"? 5. The writer describes the knapsack as becoming magnetic. In what way is this an accurate description? 6. Taking the theme as a whole, what do you think is "the spirit of the journey" referred to?

2. Read the text and mark the sentences T(true), F (False), or DS (doesn't say)

HIGHER EDUCATION AND TEACHER TRAINING

IN GREAT BRITAIN

Nowadays teacher training in Great Britain is realized at universities, polytechnics and colleges of higher education. Students working for their first degree at university are called undergraduates. When they take their degree we say that they graduate and then they are called graduates. If they continue studying at university after they have graduated, they are called post-graduates. In general, the first degree of Bachelor is given to students who pass examinations at the end of three or four years of study.

Further study or research is required at the mode-n universities for the first post-graduate degree of Master, and at all British universities for that of Doctor.

In Britain full-time university students (students who spend all their time studying and have no other employment), have three terms of about ten weeks in each year.

University teaching combines lectures given by professors, readers or lecturers, practical classes (in scientific subjects) and small group teaching in seminars or tutorials.

The course of study for intending teachers is based upon compulsory and optional subjects.

The Programme usually consists of three core components: School-based experience, Subject studies and Education studies.

Theory of Education is one of the main subjects. At the end of the first or second year students are to make their choice as to the age-range of children they wish to prepare to teach.

Junior students go into schools for one day each week, watching experienced teachers at work. They take part in the life of the school, help with games, societies or play productions.

1. Teacher training in Great Britain is available only at Pedagogical colleges.
2. Students are called graduates after they get the degree of Bachelor.
3. Undergraduate programs run for five years.
4. Teachers-to-be study compulsory and additional subjects.

The curriculum envisages two main subjects.

1. Диктант:

1. Listen to the words in Russian. Write them in English. Make up sentences or a short story with these words.
2. Listen to the text in English. Write down each sentence.

Диктант 1

Finals

A month before my finals I received a letter from the University telling me the exact date of the forthcoming examination. When the fateful day arrived, I went into the lecture hall where we had been listening to lectures on European history throughout the term. It was now the examination hall. At the high table sat the examiner in cap and gown and all the students, too, were dressed in undergraduate gowns.

At ten o'clock I sat at the examination desk and was given a question paper. On it there were fifteen questions, out of which I could choose any three. In three hours, I was supposed to write three essays. All the students in the examination hall were writing furiously.

After handing in our papers we had to wait for a whole month before we got the results. Each paper was examined separately by three examiners, who then met to compare marks and make the final decision. This would take into account the students' work and particularly his essays over the years.

If a student fails in one subject, he can take the examination again the following year. If he fails in two, he cannot, only under exceptional circumstances.

Диктант 2

to fix one's eyes on/upon smb, to keep an eye on smb., to feel helpless, to give (send) a message, to give a smile (a nod, a look, etc.), to turn one's eyes (gaze), to bear (to have) a strong resemblance to, to motion to smb., to run across, to run into, to run over, to give out (pencils, leaflets, readers, workcards, sets of material, etc.), to shout smb. down, to call the register (the roll), to abandon hope

Диктант 3

to shoot (produce, make) a film, to make a screen version (adaptation) of a novel, to screen a novel (play, story), to adapt a novel for the screen, to film a novel, to play (act) on the screen, to release a picture, to come out (about a film), to go into production, to remake a film, to reissue a film, to be dubbed in Russian, to present a film in Russian, co-production (joint production), directed by ..., scenery and costumes by ... , the songs set to music by

2. Контрольная работа по разделу/теме:

1. Choose the correct answer.
2. Match the words and their definitions.
3. Complete the sentence with a suitable word.
4. Translate the words from Russian into English.
5. Write a short essay.

Контрольная работа 1

Underline the correct word.

- 1) She was the best student: she had learned / taught dancing in a very short time.
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Decide which word best fits each space.

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Complete the sentences using the following words
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Контрольная работа 2

Translate the sentences below into English:

1. Любовь к детям заставила его стать учителем, и он никогда не жалел о своем выборе. 2. Похоже, придется выбирать между работой в детском саду и учебой в пединституте. 3. В моей работе нет большого разнообразия, но у нее есть свои достоинства. 4. Боюсь, что в этот раз школьникам нелегко будет справиться с заданием. 5. Успехи учеников в большой степени зависят от их учителя и его профессионального мастерства. 6. Работа в школе потребует от вас ума, такта и чувства ответственности. 7. Уважение людей можно заслужить только честным трудом. 8. Не каждый, кто получает профессию учителя в Великобритании, может найти себе работу. 9. Я работаю учителем уже много лет и могу сказать, что не смог бы найти более благородного труда. 10. Мой друг выбрал себе профессию врача, еще когда учился в школе. Он всегда был уверен, что эта работа самая важная на свете. 11. Любовь к музыке и интерес к педагогике (theory of education) заставили меня подумать о профессии учителя музыки. 12. Часто выпускникам школ бывает трудно решить, какую профессию выбрать. В этом случае учителя и родители могут помочь им сделать правильный выбор университета.

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5. Тест:

1. Fill in the gaps.
2. Complete the sentences.
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Test 1

Fill in prepositions:

1. Stand ... front of me, you'll see better then, there will be noth=ing ... the way ... your view. 2. Frankly speaking, I don't see any=thing ... that idea. 3. She is always ... trouble ... her son. He can't re=sist bad influence. 4. I can never talk easily ... him, we seem to have nothing ... common. 5. A stitch ... time saves nine. (proverb) 6. A bird ... the hand is worth two ... the bush, (proverb) 7. There were not many people at the meeting, about 10 or 12 ... number, I should think. 8. Our preparation had to be made ... secret, which required caution. 9. We are ... sight... land now and will soon be ... port. 10. The matter ... itself is not important, ... fact I was going to take no notice ... it, but he had acted ... such a way that I must take it into consideration. ... any case it can't affect you. 11. I shall take these plates away now and bring the pudding 12. Come to our village ... a month or so. You'll see then how beautiful it is ... early June, all the houses smothered ... roses and not a cloud ... the sky.

Text 2

Fill in since or before:

1. He was a man with no future ... him.
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6. ЧТЕНИЕ ТЕКСТОВ НА ИНОСТРАННОМ ЯЗЫКЕ:

Read the text. Do the tasks. Retell the text. Answer the questions.

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The curriculum envisages two main subjects.

Раздел: Учебные заведения. Воспитание. Искусство

Задания для оценки знаний

1. Диктант:

1. Listen to the words in Russian. Write them in English. Make up sentences or a short story with these words.
2. Listen to the text in English. Write down each sentence.

Диктант 1

State school believe Oxbridge is too elitist to accept their pupils

Thousands of state school teachers are refusing to put their brightest pupils up for places at Oxford or Cambridge as they falsely believe that the universities are too elitist and would not accept them. 91 per cent of all teachers underestimate the representation of state school pupils.

That clearly has an impact on the number of the brightest state school students applying to these two great universities, despite the considerable efforts that both are making to reach out to them. The research also reveals that most state school teachers think it is most expensive for students to study at Oxford or Cambridge than at any other UK university – whereas both charge the same annual top-up fee.

There is this impression that Oxbridge only for quite posh and important people. That has terrible implications for the youngsters' futures and who gets to run the country. Thousands of schools only send one kid every three or four years to Oxbridge – yet they will all have academically gifted kids in them.

Диктант 2

сотрудничество школы и родителей
образовательная система
преподавательский состав
наглядные пособия
похвала
наказание
воспитание ответственности
предварительная домашняя подготовка
критиковать школу
быть требовательным
смешанное обучение
частные школы
детский сад
заочное обучение
очное обучение
учебный план
академический курс
задержать в классе после занятий
тестирование на интеллект
удаление с урока
верить в ребенка
держать гнев под контролем
задержка развития
физическое и умственное развитие
делать что-либо намеренно
быть зрелым
эффективный подход
быть справедливым
похвала
наказание
художник
писать маслом

изображать
расписать в ярких красках
зрелый художник
портретист
специализироваться на натюрмортах
холст
акварель
набросок

2. Контрольная работа по разделу/теме:

1. Choose the correct answer.
2. Match the words and their definitions.
3. Complete the sentence with a suitable word.
4. Translate the words from Russian into English.
5. Write a short essay.

Контрольная работа 1

Fill in prepositions.

1.... Great Britain the course... study... intending teachers is based ... compulsory and optional subjects. 2. The Programme usually consists ... three core components. 3. Are you going to specialize ... Education? 4. It is important... a student to learn the use ... different visual aids ... his block-teaching practice. 5. My school practice began when I was ... the first year. 6.... our department examinations are held ... the end ... each term; ... each examination students are given several days which they spend ... revising the material. 7. The English club organized ... the students is concerned ... extra-curricular activities. 8. Do you enjoy your lectures ... Theory ... Education? Are they supplemented... seminars?

Translate the following sentences into English:

1. О красках картин Рейнольдса, выдающегося английского живописца, трудно судить в настоящее время, потому что многие его картины потрескались и поблекли. 2. Н. Рерих много путешествовал по Индии и Тибету, и краски, которые он там видел, оказали влияние на его палитру. 3. Современники ценили в Гейнсборо портретиста, а сам художник всю жизнь считал себя пейзажистом. 4. Импрессионисты пытались передать игру красок на поверхности предметов.

Контрольная работа 2

Answer the questions

1. Do many children in England and Wales attend pre-school institutions? Why? 2. Have all maintained schools equal opportunities to provide the same level of education? Prove your point of view. 3. How can you prove that in spite of all changes and alterations made during the recent years the system of education in England and Wales is still class-divided and selective? 4. What are the British government's education policies? What do you think of the main aim of the publicly maintained system of education which is officially stated as follows: "...to give all children an education suited to their particular abilities." Do you think English educationists have objective criteria to measure these abilities? 5. What's your opinion of the fact that administration of publicly provided schools is not centralized? What do you think of schools' freedom to choose textbooks, include various subjects into the curriculum, specify the material for learning, appoint and dismiss teachers? 6. What subjects are usually included in a primary school curriculum? What is the aim of primary education? What methods are used in primary schools? 7. What types of secondary schools are there in Britain? 8. Why do you think most children in grammar schools are from rich families? 9. How can you account for the fact that the percentage of those attending comprehensive schools is becoming a bit lower nowadays? 10. How can you account for the fact that independent schools (especially public schools) which are not very numerous are the most significant?

3. Монологическое высказывание:

Speak on the topic. Express your opinion. Use conversational formulas and expressions.

Enlarge upon the topics:

1. The system of education in England and Wales. General principles.
2. Pre-school education. Primary education.
3. Comprehensive system of secondary education vs selective system.
4. The sixth-form curriculum. Specialist study aimed at university entrance.
5. Pre-school and primary education in Russia and England.
6. Secondary education in Russia and England.
7. Examinations in Russia and England.
8. A great painting enriches our experience of life, just as a great poem does.

9. Aesthetic effects make art engaging and illuminating.
10. National schools of painting.

Answer the questions:

1. What is done in this country to make the child a responsible person?
2. What are the basic patterns of upbringing, both within the family and in collective situations? What roles do parents, school and age-segregated groups play in bringing up children?
3. What is the role of mother and father in a modern family?
4. Is a young mother more eager than previous generations to enroll her child in nursery? Why?
5. Do you consider grandparents and their influence important in the process of upbringing?
6. How does the regular school using the well-proven techniques of collective upbringing care for the individual needs of a child?
7. What is more important in the process of upbringing school (teachers, collective) or home (parents) background?
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10. Do you think child-care books necessary for young parents? What else can be helpful?

4. Схема/граф-схема:

Make up the mind map. Capture the ideas associated with the topic (text). Visually arrange them in radiant format using keywords.

In the course of professional studies a lecturer helps a student teacher to arouse the class' interest in the subject. (to have informal classes, to express one's willingness to help, to apply oneself enthusiastically to some subject, to encourage smb. to express his views against the general background of textbook information, to stimulate smb.'s interest in school work, to use every device one can think of)

5. Тест:

1. Fill in the gaps.
2. Complete the sentences.
3. Read the text. Mark the sentences T (true), F (false), DS (does not say).
4. Write an essay.

Test 1

Underline the correct word.

- 1) A professor / head teacher is a senior school teacher.
- 2) The curriculum/schedule consists of two core components.
- 3) Discipline is an unbreakable/optional rule.

Decide which word best fits each space.

- 1) The "boss" of a school.
a/ candidate seeking admission b/ principal c/ applicant
- 2) The first level of school.
a/ secondary school b/ primary school c/ vocational school
- 3) Difficulty.
a/ obsession b/ break c/ challenge

Complete the sentence with a suitable word from the box.

Education subject upbringing educational preferences

- 1) Economic situation has an impact on _____. Few school leavers choose universities.
- 2) There are many _____ at high school.
- 3) Oxbridge gives good _____.

Test 2

Choose the right word:

school(s) — schooling

1. Nursery ... are for those who haven't yet reached compulsory ... age.
2. Compulsory ... is divided into a primary and secondary stage.
3. Computers and microelectronics can assist in setting uniform ... tests.
4. When does compulsory ... begin in England?

admit — accept

1. Please ... my most affectionate thanks and gratitude for your constant assistance and sincere interest in my every need.
2. According to the Universities' Central Council on Admission the Universities ... significantly more overseas students.
3. To their utter astonishment the picture was ... for the show.
4. The results of his theoretical investigations were ... as a valuable contribution.

require — demand

1. Teachers ... discipline.
2. The teacher ... that the pupil should stay at school after classes.
3. The strikers ... a rise.
4. Answer questions which ... short answer.

draw — paint

1. She placed the paper and pencil before me and told me I could ... anything I liked. 2. The picture was ... so that the eyes seem to follow you no matter where you are.
colours — paints
1. This possible picture she painted in glowing ... , until the child's pathetic dark eyes glistened with pleasure. 2. If you want cornflower blue you'd better mix these two ... 3. The warm ... are red, yellow and orange.
picture — portray — represent
1. Roerich's paintings for the Kazan railway station in Moscow ... combats between Russians and Tatars. 2. I could hardly r. Charlie in this role. 3. The great tragic actress is ... in her day dress. 4. The artist was concerned more with re-creating the radiance of Venice than with ... the solid structure of its monuments.

6. ЧТЕНИЕ ТЕКСТОВ НА ИНОСТРАННОМ ЯЗЫКЕ:

Read the text. Do the tasks. Retell the text. Answer the questions.

Read the text and mark the sentences T(true), F (False), or DS (doesn't say)

Constable never travelled outside England. He was slow to develop as an artist, and slow to become famous. In all these things he was the very opposite of Turner. If he was Wordsworthian in his attitude to nature, Turner was Byronic. The elements which seem so domesticated in Constable's pictures are at their most extreme and battling in Turner's grandest pictures. The large "Fire at Sea" depicts man's hopeless fight amid storm and disaster. Human beings are literal flotsam in a raging sea. Turner himself actually experienced the "Snowstorm: Steamboat off a Harbour Mouth" in which wind and snow and spray sport with the unfortunate steamboat until it is barely visible except for a straining mast. There is a tremendous exhilarating terror in this moment when all nature's forces are unleashed. Something of the same drama is in "Rain, Steam, and Speed", where the glowing train forces its way over the high viaduct through the driving mist and rain — and here man is winning through, thanks to the newly invented steam engine. But Turner's intense receptivity to nature's moods made him able to capture also moments of utter tranquility. In the "Evening Star" there is nothing but the merging of sea and sky, day and night, as evening slowly sucks the colour from things; and only the diamond point of the single star shines out, caught tremblingly on the dark water. The same poignancy hovers about "The Fighting Temeraire" in which between dusk and day an old ship is tugged to its last berth. The ghostly hulk floats over the calm glassy sea, and the sun sinks like a bonfire in the west, seeming a symbol of the life that is ended, stirring us to a quite irrational sadness for days gone by. Such is Turner's poetry.

1. It did not take Turner long to become a consistent artist.
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5. Turner's genius flourished in the last years of his work.

Read the text " Thomas Gainsborough", answer the questions.

Thomas Gainsborough was born in Sudbury, Suffolk, in 1727, the son of John Gainsborough, a cloth merchant. He soon evinced a marked inclination for drawing and in 1740 his father sent him to London to study art. He stayed in London for eight years, working under the rococo portrait-engraver Gravelot; he also became familiar with the Flemish tradition of painting, which was highly prized by London art dealers at that time. "Road through Wood, with Boy Resting and Dog", 1747 is a typical 'genre painting', obviously influenced by Ruisdael. In Many aspects this work recalls Constable's "Cornfield".

In 1750 Gainsborough moved to Ipswich where his professional career began in earnest. He executed a great many small-sized portraits as well as landscapes of a decorative nature. In October 1759 Gainsborough moved to Bath. In Bath he became a much sought-after and fashionable artist, portraying the aristocracy, wealthy merchants, artists and men of letters. He no longer produced small paintings but, in the manner of Van Dyck, turned to full-length, life-size portraits. From 1774 to 1788 (the year of his death) Gainsborough lived in London where he divided his time between portraits and pictorial compositions, inspired by George Gainsborough, which Reynolds defined as "fancy pictures" ("The Wood Gatherers", 1787). As a self-taught artist, he did not make the traditional grand tour or the ritual journey to Italy, but relied on his own remarkable instinct in painting.

Gainsborough is famous for the elegance of his portraits and his pictures of women in particular have an extreme delicacy and refinement. As a colourist he has had few rivals among English painters. His best works have those delicate brush strokes which are found in Rubens and Renoir. They are painted in clear and transparent tone, in a colour scheme where blue and green predominate.

The particular discovery of Gainsborough was the creation of a form of art in which the sitters and the background merge into a single entity. The landscape is not kept in the background, but in most cases man and nature are fused in a single whole through the atmospheric harmony of mood; he emphasized that the natural background for his characters neither was, nor ought to be, the drawing-room or a reconstruction of historical events, but the changeable and harmonious manifestations of nature, as revealed both in the fleeting moment and in the slowly evolving seasons. In the portrait of "Robert Andrews and Mary, His Wife", for example, the beauty of the green English summer is communicated to the viewer through the sense of well-being and delight which the atmosphere visibly creates in the sitters. Gainsborough shows the pleasure of resting on a rustic bench in the cool shade of an oak tree, while all around the ripe harvest throbs in a hot atmosphere enveloped by a golden light.

Emphasis is nearly always placed on the season in both the landscapes and the portraits, from the time of Gainsborough's early works until the years of his late maturity: from the burning summer sun in "Robert Andrews and Mary, His Wife" to the early autumn scene in "The Market Cart", painted in 1786—1787, a work penetrated throughout by the richness and warmth of colour of the season, by its scents of drenched earth and marshy undergrowth.

It is because his art does not easily fall within a well-defined theoretical system that it became a forerunner of the romantic movement, with its feeling for nature and the uncertainty and anxiety experienced by sensitive men when confronted with nature: "Mary, Countess Howe" (1765), "The Blue Boy" (1770), "Elizabeth and Mary Linley" (1772), "Mrs. Hamilton Nisbet" (1785).

The marriage portrait "The Morning Walk", painted in 1785, represents the perfection of Gainsborough's later style and goes beyond portraiture to an ideal conception of dignity and grace in the harmony of landscape and figures.

Gainsborough neither had not desired pupils, but his art — ideologically and technically entirely different from that of his rival Reynolds — had a considerable influence on the artists of the English school who followed him. The landscapes, especially those of his late manner, anticipate Constable, the marine paintings, Turner. His output includes about eight hundred portraits and more than two hundred landscapes.

1. How did Gainsborough start his career? 2. What is known about the Ipswich period of his life? 3. What kind of practice did Gainsborough acquire in Bath? 4. What is a self-taught artist? 5. What do you know about the Flemish tradition (school) of painting? 6. What contribution did Van Dyck make to the English school of painting? 7. What are Rubens and Renoir famous for? 8. Why did Gainsborough place the sitter in direct contact with the landscape? 9. How is his conception of the relationship between man and nature reflected in the portrait of "Robert Andrews and Mary, His Wife"? 10. What distinguishes "The Market Cart"? 11. What do you know about the portrait of Jonathan Buttall ("The Blue Boy")? 12. Who was Sir Joshua Reynolds? What role did he play in the history of English art? 13. How did Constable and Turner distinguish themselves?

Задания для оценки умений

1. Диктант:

1. Listen to the words in Russian. Write them in English. Make up sentences or a short story with these words.
2. Listen to the text in English. Write down each sentence.

Диктант 1

State school believe Oxbridge is too elitist to accept their pupils

Thousands of state school teachers are refusing to put their brightest pupils up for places at Oxford or Cambridge as they falsely believe that the universities are too elitist and would not accept them. 91 per cent of all teachers underestimate the representation of state school pupils.

That clearly has an impact on the number of the brightest state school students applying to these two great universities, despite the considerable efforts that both are making to reach out to them. The research also reveals that most state school teachers think it is most expensive for students to study at Oxford or Cambridge than at any other UK university – whereas both charge the same annual top-up fee.

There is this impression that Oxbridge only for quite posh and important people. That has terrible implications for the youngsters' futures and who gets to run the country. Thousands of schools only send one kid every three or four years to Oxbridge – yet they will all have academically gifted kids in them.

Диктант 2

сотрудничество школы и родителей
образовательная система
преподавательский состав
наглядные пособия
похвала
наказание
воспитание ответственности
предварительная домашняя подготовка
критиковать школу

быть требовательным
смешанное обучение
частные школы
детский сад
заочное обучение
очное обучение
учебный план
академический курс
задержать в классе после занятий
тестирование на интеллект
удаление с урока
верить в ребенка
держать гнев под контролем
задержка развития
физическое и умственное развитие
делать что-либо намеренно
быть зрелым
эффективный подход
быть справедливым
похвала
наказание
художник
писать маслом
изображать
расписать в ярких красках
зрелый художник
портретист
специализироваться на натюрмортах
холст
акварель
 набросок

2. Контрольная работа по разделу/теме:

1. Choose the correct answer.
2. Match the words and their definitions.
3. Complete the sentence with a suitable word.
4. Translate the words from Russian into English.
5. Write a short essay.

Контрольная работа 1

Fill in prepositions.

1.... Great Britain the course... study... intending teachers is based ... compulsory and optional subjects. 2. The Programme usually consists ... three core components. 3. Are you going to specialize ... Education? 4. It is important... a student to learn the use ... different visual aids ... his block-teaching practice. 5. My school practice began when I was ... the first year. 6.... our department examinations are held ... the end ... each term; ... each examination students are given several days which they spend ... revising the material. 7. The English club organized ... the students is concerned ..., extra-curricular activities. 8. Do you enjoy your lectures ... Theory ... Education? Are they supplemented... seminars?

Translate the following sentences into English:

1. О красках картин Рейнольдса, выдающегося английского живописца, трудно судить в настоящее время, потому что многие его картины потрескались и поблекли. 2. Н. Рерих много путешествовал по Индии и Тибету, и краски, которые он там видел, оказали влияние на его палитру. 3. Современники ценили в Гейнсборо портретиста, а сам художник всю жизнь считал себя пейзажистом. 4. Импрессионисты пытались передать игру красок на поверхности предметов.

Контрольная работа 2

Answer the questions

1. Do many children in England and Wales attend pre-school institutions? Why? 2. Have all maintained schools equal opportunities to provide the same level of education? Prove your point of view. 3. How can you prove that in spite of all changes and alterations made during the recent years the system of education in England and Wales is still class-divided and selective? 4. What are the British government's education policies? What do you think of the main aim of the publicly maintained system of education which is officially stated as follows: "...to give all children an education suited to their particular abilities." Do you think English educationists have objective criteria to measure these abilities? 5. What's your opinion of the fact that administration of publicly provided schools is not centralized? What do you think of schools' freedom to choose textbooks, include various subjects into the curriculum, specify the material for learning, appoint and dismiss teachers? 6. What subjects are usually included in a primary school curriculum? What is the aim of primary education? What methods are used in primary schools? 7. What types of secondary schools are there in Britain? 8. Why do you think most children in grammar schools are from rich families? 9. How can you account for the fact that the percentage of those attending comprehensive schools is becoming a bit lower nowadays? 10. How can you account for the fact that independent schools (especially public schools) which are not very numerous are the most significant?

3. Монологическое высказывание:

Speak on the topic. Express your opinion. Use conversational formulas and expressions.

Enlarge upon the topics:

1. The system of education in England and Wales. General principles.
2. Pre-school education. Primary education.
3. Comprehensive system of secondary education vs selective system.
4. The sixth-form curriculum. Specialist study aimed at university entrance.
5. Pre-school and primary education in Russia and England.
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8. A great painting enriches our experience of life, just as a great poem does.
9. Aesthetic effects make art engaging and illuminating.
10. National schools of painting.

Answer the questions:

1. What is done in this country to make the child a responsible person? 2. What are the basic patterns of upbringing, both within the family and in collective situations? What roles do parents, school and age-segregated groups play in bringing up children? 4. What is the role of mother and father in a modern family? 5. Is a young mother more eager than previous generations to enroll her child in nursery? Why? 6. Do you consider grandparents and their influence important in the process of upbringing? 7. How does the regular school using the well-proven techniques of collective upbringing care for the individual needs of a child? 8. What is more important in the process of upbringing school (teachers, collective) or home (parents) background? 9. What home atmosphere encourages a child's development? 10. What are the best ways, in your opinion, to praise and punish a child? 11. Do you think child-care books necessary for young parents? What else can be helpful?

4. Схема/граф-схема:

Make up the mind map. Capture the ideas associated with the topic (text). Visually arrange them in radiant format using keywords.

In the course of professional studies a lecturer helps a student teacher to arouse the class' interest in the subject.
(to have informal classes, to express one's willingness to help, to apply oneself enthusiastically to some subject, to encourage smb. to express his views against the general background of textbook information, to stimulate smb.'s interest in school work, to use every device one can think of)

5. Тест:

1. Fill in the gaps.
2. Complete the sentences.
3. Read the text. Mark the sentences T (true), F (false), DS (does not say).
4. Write an essay.

Test 1

Underline the correct word.

- 1) A professor / head teacher is a senior school teacher.
- 2) The curriculum/schedule consists of two core components.
- 3) Discipline is an unbreakable/optional rule.

Decide which word best fits each space.

- 1) The "boss" of a school.
a/ candidate seeking admission b/ principal c/ applicant
- 2) The first level of school.
a/ secondary school b/ primary school c/ vocational school
- 3) Difficulty.
a/ obsession b/ break c/ challenge

Complete the sentence with a suitable word from the box.

Education subject upbringing educational preferences

- 1) Economic situation has an impact on _____. Few school leavers choose universities.
- 2) There are many _____ at high school.
- 3) Oxbridge gives good _____.

Tect 2

Choose the right word:

school(s) — schooling

1. Nursery ... are for those who haven't yet reached compulsory ... age. 2. Compulsory ... is divided into a primary and secondary stage. 3. Computers and microelectronics can assist in setting uniform ... tests. 4. When does compulsory ... begin in England?

admit — accept

1. Please ... my most affectionate thanks and gratitude for your constant assistance and sincere interest in my every need. 2. According to the Universities' Central Council on Admission the Universities ... significantly more overseas students. 3. To their utter astonishment the picture was ... for the show. 4. The results of his theoretical investigations were ... as a valuable contribution.

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1. Teachers ... discipline. 2. The teacher ... that the pupil should stay at school after classes. 3. The strikers ... a rise. 4. Answer questions which ... short answer.

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1. Roerich's paintings for the Kazan railway station in Moscow ... combats between Russians and Tatars. 2. I could hardly r. Charlie in this role. 3. The great tragic actress is ... in her day dress. 4. The artist was concerned more with re-creating the radiance of Venice than with ... the solid structure of its monuments.

6. ЧТЕНИЕ ТЕКСТОВ НА ИНОСТРАННОМ ЯЗЫКЕ:

Read the text. Do the tasks. Retell the text. Answer the questions.

Read the text and mark the sentences T(true), F (False), or DS (doesn't say)

Constable never travelled outside England. He was slow to develop as an artist, and slow to become famous. In all these things he was the very opposite of Turner. If he was Wordsworthian in his attitude to nature, Turner was Byronic. The elements which seem so domesticated in Constable's pictures are at their most extreme and battling in Turner's grandest pictures. The large "Fire at Sea" depicts man's hopeless fight amid storm and disaster. Human beings are literal flotsam in a raging sea. Turner himself actually experienced the "Snowstorm: Steamboat off a Harbour Mouth" in which wind and snow and spray sport with the unfortunate steamboat until it is barely visible except for a straining mast. There is a tremendous exhilarating terror in this moment when all nature's forces are unleashed. Something of the same drama is in "Rain, Steam, and Speed", where the glowing train forces its way over the high viaduct through the driving mist and rain — and here man is winning through, thanks to the newly invented steam engine. But Turner's intense receptivity to nature's moods made him able to capture also moments of utter tranquility. In the "Evening Star" there is nothing but the merging of sea and sky, day and night, as evening slowly sucks the colour from things; and only the diamond point of the single star shines out, caught tremblingly on the dark water. The same poignancy hovers about "The Fighting Temeraire" in which between dusk and day an old ship is tugged to its last berth. The ghostly hulk floats over the calm glassy sea, and the sun sinks like a bonfire in the west, seeming a symbol of the life that is ended, stirring us to a quite irrational sadness for days gone by. Such is Turner's poetry.

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2. Turners paintings are very expressive.
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Read the text " Thomas Gainsborough", answer the questions.

Thomas Gainsborough was born in Sudbury, Suffolk, in 1727, the son of John Gainsborough, a cloth merchant. He soon evinced a marked inclination for drawing and in 1740 his father sent him to London to study art. He stayed in London for eight years, working under the rococo portrait-engraver Gravelot; he also became familiar with the Flemish tradition of painting, which was highly prized by London art dealers at that time. "Road through Wood, with Boy Resting and Dog", 1747 is a typical 'genre painting', obviously influenced by Ruisdael. In Many aspects this work recalls Constable's "Cornfield".

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Gainsborough is famous for the elegance of his portraits and his pictures of women in particular have an extreme delicacy and refinement. As a colourist he has had few rivals among English painters. His best works have those delicate brush strokes which are found in Rubens and Renoir. They are painted in clear and transparent tone, in a colour scheme where blue and green predominate.

The particular discovery of Gainsborough was the creation of a form of art in which the sitters and the background merge into a single entity. The landscape is not kept in the background, but in most cases man and nature are fused in a single whole through the atmospheric harmony of mood; he emphasized that the natural background for his characters neither was, nor ought to be, the drawing-room or a reconstruction of historical events, but the changeable and harmonious manifestations of nature, as revealed both in the fleeting moment and in the slowly evolving seasons. In the portrait of "Robert Andrews and Mary, His Wife", for example, the beauty of the green English summer is communicated to the viewer through the sense of well-being and delight which the atmosphere visibly creates in the sitters. Gainsborough shows the pleasure of resting on a rustic bench in the cool shade of an oak tree, while all around the ripe harvest throbs in a hot atmosphere enveloped by a golden light.

Emphasis is nearly always placed on the season in both the landscapes and the portraits, from the time of Gainsborough's early works until the years of his late maturity: from the burning summer sun in "Robert Andrews and Mary, His Wife" to the early autumn scene in "The Market Cart", painted in 1786—1787, a work penetrated throughout by the richness and warmth of colour of the season, by its scents of drenched earth and marshy undergrowth.

It is because his art does not easily fall within a well-defined theoretical system that it became a forerunner of the romantic movement, with its feeling for nature and the uncertainty and anxiety experienced by sensitive men when confronted with nature: "Mary, Countess Howe" (1765), "The Blue Boy" (1770), "Elizabeth and Mary Linley" (1772), "Mrs. Hamilton Nisbet" (1785).

The marriage portrait "The Morning Walk", painted in 1785, represents the perfection of Gainsborough's later style and goes beyond portraiture to an ideal conception of dignity and grace in the harmony of landscape and figures.

Gainsborough neither had not desired pupils, but his art — ideologically and technically entirely different from that of his rival Reynolds — had a considerable influence on the artists of the English school who followed him. The landscapes, especially those of his late manner, anticipate Constable, the marine paintings, Turner. His output includes about eight hundred portraits and more than two hundred landscapes.

1. How did Gainsborough start his career? 2. What is known about the Ipswich period of his life? 3. What kind of practice did Gainsborough acquire in Bath? 4. What is a self-taught artist? 5. What do you know about the Flemish tradition (school) of painting? 6. What contribution did Van Dyck make to the English school of painting? 7. What are Rubens and Renoir famous for? 8. Why did Gainsborough place the sitter in direct contact with the landscape? 9. How is his conception of the relationship between man and nature reflected in the portrait of "Robert Andrews and Mary, His Wife"? 10. What distinguishes "The Market Cart"? 11. What do you know about the portrait of Jonathan Buttall ("The Blue Boy")? 12. Who was Sir Joshua Reynolds? What role did he play in the history of English art? 13. How did Constable and Turner distinguish themselves?

Задания для оценки владений

1. Диктант:

1. Listen to the words in Russian. Write them in English. Make up sentences or a short story with these words.
2. Listen to the text in English. Write down each sentence.

Диктант 1

State school believe Oxbridge is too elitist to accept their pupils

Thousands of state school teachers are refusing to put their brightest pupils up for places at Oxford or Cambridge as they falsely believe that the universities are too elitist and would not accept them. 91 per cent of all teachers underestimate the representation of state school pupils.

That clearly has an impact on the number of the brightest state school students applying to these two great universities, despite the considerable efforts that both are making to reach out to them. The research also reveals that most state school teachers think it is most expensive for students to study at Oxford or Cambridge than at any other UK university – whereas both charge the same annual top-up fee.

There is this impression that Oxbridge only for quite posh and important people. That has terrible implications for the youngsters' futures and who gets to run the country. Thousands of schools only send one kid every three or four years to Oxbridge – yet they will all have academically gifted kids in them.

Диктант 2

сотрудничество школы и родителей

образовательная система

преподавательский состав

наглядные пособия

похвала

наказание

воспитание ответственности

предварительная домашняя подготовка

kritikovat' shkolu

быть требовательным

смешанное обучение

частные школы

детский сад

заочное обучение

очное обучение

учебный план

академический курс

задержать в классе после занятий

тестирование на интеллект

удаление с урока

верить в ребенка

держать гнев под контролем

задержка развития

физическое и умственное развитие

делать что-либо намеренно

быть зрелым

эффективный подход

быть справедливым

похвала

наказание

художник

писать маслом

изображать

расписать в ярких красках

зрелый художник

портретист

специализироваться на натюрмортах

холст

акварель

набросок

2. Контрольная работа по разделу/теме:

1. Choose the correct answer.
2. Match the words and their definitions.
3. Complete the sentence with a suitable word.
4. Translate the words from Russian into English.
5. Write a short essay.

Fill in prepositions.

1.... Great Britain the course... study... intending teachers is based ... compulsory and optional subjects. 2. The Programme usually consists ... three core components. 3. Are you going to specialize ... Education? 4. It is important... a student to learn the use ... different visual aids ... his block-teaching practice. 5. My school practice began when I was ... the first year. 6.... our department examinations are held ... the end ... each term; ... each examination students are given several days which they spend ... revising the material. 7. The English club organized ... the students is concerned ... extra-curricular activities. 8. Do you enjoy your lectures ... Theory ... Education? Are they supplemented... seminars?

Translate the following sentences into English:

1. О красках картин Рейнольдса, выдающегося английского живописца, трудно судить в настоящее время, потому что многие его картины потрескались и поблекли. 2. Н. Перих много путешествовал по Индии и Тибету, и краски, которые он там видел, оказали влияние на его палитру. 3. Современники ценили в Гейнсборо портретиста, а сам художник всю жизнь считал себя пейзажистом. 4. Импрессионисты пытались передать игру красок на поверхности предметов.

Контрольная работа 2

Answer the questions

1. Do many children in England and Wales attend pre-school institutions? Why? 2. Have all maintained schools equal opportunities to provide the same level of education? Prove your point of view. 3. How can you prove that in spite of all changes and alterations made during the recent years the system of education in England and Wales is still class-divided and selective? 4. What are the British government's education policies? What do you think of the main aim of the publicly maintained system of education which is officially stated as follows: "...to give all children an education suited to their particular abilities." Do you think English educationists have objective criteria to measure these abilities? 5. What's your opinion of the fact that administration of publicly provided schools is not centralized? What do you think of schools' freedom to choose textbooks, include various subjects into the curriculum, specify the material for learning, appoint and dismiss teachers? 6. What subjects are usually included in a primary school curriculum? What is the aim of primary education? What methods are used in primary schools? 7. What types of secondary schools are there in Britain? 8. Why do you think most children in grammar schools are from rich families? 9. How can you account for the fact that the percentage of those attending comprehensive schools is becoming a bit lower nowadays? 10. How can you account for the fact that independent schools (especially public schools) which are not very numerous are the most significant?

3. Монологическое высказывание:

Speak on the topic. Express your opinion. Use conversational formulas and expressions.

Enlarge upon the topics:

1. The system of education in England and Wales. General principles.
2. Pre-school education. Primary education.
3. Comprehensive system of secondary education vs selective system.
4. The sixth-form curriculum. Specialist study aimed at university entrance.
5. Pre-school and primary education in Russia and England.
6. Secondary education in Russia and England.
7. Examinations in Russia and England.
8. A great painting enriches our experience of life, just as a great poem does.
9. Aesthetic effects make art engaging and illuminating.
10. National schools of painting.

Answer the questions:

1. What is done in this country to make the child a responsible person? 2. What are the basic patterns of upbringing, both within the family and in collective situations? What roles do parents, school and age-segregated groups play in bringing up children? 4. What is the role of mother and father in a modern family? 5. Is a young mother more eager than previous generations to enroll her child in nursery? Why? 6. Do you consider grandparents and their influence important in the process of upbringing? 7. How does the regular school using the well-proven techniques of collective upbringing care for the individual needs of a child? 8. What is more important in the process of upbringing school (teachers, collective) or home (parents) background? 9. What home atmosphere encourages a child's development? 10. What are the best ways, in your opinion, to praise and punish a child? 11. Do you think child-care books necessary for young parents? What else can be helpful?

4. Схема/граф-схема:

Make up the mind map. Capture the ideas associated with the topic (text). Visually arrange them in radiant format using keywords.

In the course of professional studies a lecturer helps a student teacher to arouse the class' interest in the subject. (to have informal classes, to express one's willingness to help, to apply oneself enthusiastically to some subject, to encourage smb. to express his views against the general background of textbook information, to stimulate smb.'s interest in school work, to use every device one can think of)

5. Text:

1. Fill in the gaps.
2. Complete the sentences.
3. Read the text. Mark the sentences T (true), F (false), DS (does not say).
4. Write an essay.

Text 1

Underline the correct word.

- 1) A professor / head teacher is a senior school teacher.
- 2) The curriculum/schedule consists of two core components.
- 3) Discipline is an unbreakable/optional rule.

Decide which word best fits each space.

- 1) The "boss" of a school.

a/ candidate seeking admission b/ principal c/ applicant

- 2) The first level of school.

a/ secondary school b/ primary school c/ vocational school

- 3) Difficulty.

a/ obsession b/ break c/ challenge

Complete the sentence with a suitable word from the box.

Education subject upbringing educational preferences

- 1) Economic situation has an impact on _____. Few school leavers choose universities.

- 2) There are many _____ at high school.

- 3) Oxbridge gives good _____.

Text 2

Choose the right word:

school(s) — schooling

1. Nursery ... are for those who haven't yet reached compulsory ... age. 2. Compulsory ... is divided into a primary and secondary stage. 3. Computers and microelectronics can assist in setting uniform ... tests. 4. When does compulsory ... begin in England?

admit — accept

1. Please ... my most affectionate thanks and gratitude for your constant assistance and sincere interest in my every need. 2. According to the Universities' Central Council on Admission the Universities ... significantly more overseas students. 3. To their utter astonishment the picture was ... for the show. 4. The results of his theoretical investigations were ... as a valuable contribution.

require — demand

1. Teachers ... discipline. 2. The teacher ... that the pupil should stay at school after classes. 3. The strikers ... a rise. 4. Answer questions which ... short answer.

draw — paint

1. She placed the paper and pencil before me and told me I could ... anything I liked. 2. The picture was ... so that the eyes seem to follow you no matter where you are.

colours — paints

1. This possible picture she painted in glowing ... , until the child's pathetic dark eyes glistened with pleasure. 2. If you want cornflower blue you'd better mix these two 3. The warm ... are red, yellow and orange.

picture — portray — represent

1. Roerich's paintings for the Kazan railway station in Moscow ... combats between Russians and Tatars. 2. I could hardly r. Charlie in this role. 3. The great tragic actress is ... in her day dress. 4. The artist was concerned more with re-creating the radiance of Venice than with ... the solid structure of its monuments.

6. Чтение текстов на иностранном языке:

Read the text. Do the tasks. Retell the text. Answer the questions.

Read the text and mark the sentences T(true), F (False), or DS (doesn't say)

Constable never travelled outside England. He was slow to develop as an artist, and slow to become famous. In all these things he was the very opposite of Turner. If he was Wordsworthian in his attitude to nature, Turner was Byronic. The elements which seem so domesticated in Constable's pictures are at their most extreme and battling in Turner's grandest pictures. The large "Fire at Sea" depicts man's hopeless fight amid storm and disaster. Human beings are literal flotsam in a raging sea. Turner himself actually experienced the "Snowstorm: Steamboat off a Harbour Mouth" in which wind and snow and spray sport with the unfortunate steamboat until it is barely visible except for a straining mast. There is a tremendous exhilarating terror in this moment when all nature's forces are unleashed. Something of the same drama is in "Rain, Steam, and Speed", where the glowing train forces its way over the high viaduct through the driving mist and rain — and here man is winning through, thanks to the newly invented steam engine. But Turner's intense receptivity to nature's moods made him able to capture also moments of utter tranquility. In the "Evening Star" there is nothing but the merging of sea and sky, day and night, as evening slowly sucks the colour from things; and only the diamond point of the single star shines out, caught tremblingly on the dark water. The same poignancy hovers about "The Fighting Temeraire" in which between dusk and day an old ship is tugged to its last berth. The ghostly hulk floats over the calm glassy sea, and the sun sinks like a bonfire in the west, seeming a symbol of the life that is ended, stirring us to a quite irrational sadness for days gone by. Such is Turner's poetry.

1. It did not take Turner long to become a consistent artist.
2. Turners paintings are very expressive.
3. The spirit of Turner's paintings is that of Byron's poetry.
4. Turner feels nature and depicts it vividly.
5. Turner's genius flourished in the last years of his work.

Read the text " Thomas Gainsborough", answer the questions.

Thomas Gainsborough was born in Sudbury, Suffolk, in 1727, the son of John Gainsborough, a cloth merchant. He soon evinced a marked inclination for drawing and in 1740 his father sent him to London to study art. He stayed in London for eight years, working under the rococo portrait-engraver Gravelot; he also became familiar with the Flemish tradition of painting, which was highly prized by London art dealers at that time. "Road through Wood, with Boy Resting and Dog", 1747 is a typical 'genre painting', obviously influenced by Ruisdael. In Many aspects this work recalls Constable's "Cornfield".

In 1750 Gainsborough moved to Ipswich where his professional career began in earnest. He executed a great many small-sized portraits as well as landscapes of a decorative nature. In October 1759 Gainsborough moved to Bath. In Bath he became a much sought-after and fashionable artist, portraying the aristocracy, wealthy merchants, artists and men of letters. He no longer produced small paintings but, in the manner of Van Dyck, turned to full-length, life-size portraits. From 1774 to 1788 (the year of his death) Gainsborough lived in London where he divided his time between portraits and pictorial compositions, inspired by George Gainsborough, which Reynolds defined as "fancy pictures" ("The Wood Gatherers", 1787). As a self-taught artist, he did not make the traditional grand tour or the ritual journey to Italy, but relied on his own remarkable instinct in painting.

Gainsborough is famous for the elegance of his portraits and his pictures of women in particular have an extreme delicacy and refinement. As a colourist he has had few rivals among English painters. His best works have those delicate brush strokes which are found in Rubens and Renoir. They are painted in clear and transparent tone, in a colour scheme where blue and green predominate.

The particular discovery of Gainsborough was the creation of a form of art in which the sitters and the background merge into a single entity. The landscape is not kept in the background, but in most cases man and nature are fused in a single whole through the atmospheric harmony of mood; he emphasized that the natural background for his characters neither was, nor ought to be, the drawing-room or a reconstruction of historical events, but the changeable and harmonious manifestations of nature, as revealed both in the fleeting moment and in the slowly evolving seasons. In the portrait of "Robert Andrews and Mary, His Wife", for example, the beauty of the green English summer is communicated to the viewer through the sense of well-being and delight which the atmosphere visibly creates in the sitters. Gainsborough shows the pleasure of resting on a rustic bench in the cool shade of an oak tree, while all around the ripe harvest throbs in a hot atmosphere enveloped by a golden light.

Emphasis is nearly always placed on the season in both the landscapes and the portraits, from the time of Gainsborough's early works until the years of his late maturity: from the burning summer sun in "Robert Andrews and Mary, His Wife" to the early autumn scene in "The Market Cart", painted in 1786—1787, a work penetrated throughout by the richness and warmth of colour of the season, by its scents of drenched earth and marshy undergrowth.

It is because his art does not easily fall within a well-defined theoretical system that it became a forerunner of the romantic movement, with its feeling for nature and the uncertainty and anxiety experienced by sensitive men when confronted with nature: "Mary, Countess Howe" (1765), "The Blue Boy" (1770), "Elizabeth and Mary Linley" (1772), "Mrs. Hamilton Nisbet" (1785).

The marriage portrait "The Morning Walk", painted in 1785, represents the perfection of Gainsborough's later style and goes beyond portraiture to an ideal conception of dignity and grace in the harmony of landscape and figures.

Gainsborough neither had not desired pupils, but his art — ideologically and technically entirely different from that of his rival Reynolds — had a considerable influence on the artists of the English school who followed him. The landscapes, especially those of his late manner, anticipate Constable, the marine paintings, Turner. His output includes about eight hundred portraits and more than two hundred landscapes.

1. How did Gainsborough start his career? 2. What is known about the Ipswich period of his life? 3. What kind of practice did Gainsborough acquire in Bath? 4. What is a self-taught artist? 5. What do you know about the Flemish tradition (school) of painting? 6. What contribution did Van Dyck make to the English school of painting? 7. What are Rubens and Renoir famous for? 8. Why did Gainsborough place the sitter in direct contact with the landscape? 9. How is his conception of the relationship between man and nature reflected in the portrait of "Robert Andrews and Mary, His Wife"? 10. What distinguishes "The Market Cart"? 11. What do you know about the portrait of Jonathan Buttall ("The Blue Boy")? 12. Who was Sir Joshua Reynolds? What role did he play in the history of English art? 13. How did Constable and Turner distinguish themselves?

Раздел: Человек и природа. Судебная система

Задания для оценки знаний

1. Диктант:

1. Listen to the words in Russian. Write them in English. Make up sentences or a short story with these words.
2. Listen to the text in English. Write down each sentence.

Диктант 1

to alter manners (habits, points of view, plans, one's way of living, a dress)
a ring at the bell (a knock at the door)
to reach out (up, down) for smth.
to have a fancy for smth.
to keep body and soul together
to drive up to a house (come up to the door)
to be littered with books (papers, lumber, etc.)
to have not the least notion (of smth.)
to remind smb. of smth.
a dim recollection
shabby clothes (house, man, street)
to be (feel, make oneself) at home somewhere
to exchange smth. (for smth.)

Диктант 2

The Investigation

Mrs. June Brown was detained for shoplifting. She was accused of having stolen a girl's woolen pullover. Mrs. Brown refused to say anything and consequently the police were called and she was charged with theft. The facts are the following:

Mrs. Brown was in a hurry. She wanted to buy a new pull-over for her daughter Jean before taking her to her cousin's birthday party. Mrs. Brown found a pullover in the shop she called at with her daughter on her way to the party. As soon as she had paid for the pullover, she saw that Jean had chocolate all over her face and hands. Furious she asked a sales assistant where the toilets were. Then in the toilet Mrs. Brown changed Jean's old pullover for the new one. They would have to run if they were going to ever get to the party. But in the street, she was grabbed by a man accompanied by a woman. The woman said that they had reason to believe that Mrs. Brown was shop-lifting. The evidence against Mrs. Brown was that the woman, Mrs. Baker, a store detective, had entered the toilets and had seen Mrs. Brown, putting a new pullover over her daughter's head.

You are to enact the preliminary investigation of the case conducted by two counsels: the counsel for the Prosecution and the counsel for the Defense.

2. Контрольная работа по разделу/теме:

1. Choose the correct answer.
2. Match the words and their definitions.
3. Complete the sentence with a suitable word.
4. Translate the words from Russian into English.
5. Write a short essay.

Контрольная работа 1

Choose the right word: confuse — embarrass (or their derivatives)

1. Keep still for a minute, you're only ... me. Let me think. 2. I was ashamed; I was hot with 3. She watched Roy so closely that he felt 4. "I don't like solicitors. They ... me," said Elsie. 5. My eyes, resting on him curiously, caused him no 6. Most people who stutter are very ... about it. 7. I had better explain. I can understand how ... you are. 8. Her eyes reflected the ... of her mind.

Fill in prepositions or adverbs:

1. The country was ... peace then; now it is ... war. 2. He is always ... his worst when fighting against difficulties. 3. ... first sight I thought you were his brother. 4. You won't get anywhere by shouting ... him. 5. You can quit your work ... a fortnight's notice. 6. The boy is very good ... football. 7. This was sold ... 4d a pound, but that was really ... a loss not ... a profit. 8. ... recreation there was boating and swimming. 9. Can't say I care ... that kind ... art myself, but there's no accounting ... tastes.

Контрольная работа 2

1. Translate the words / phrases.

справиться с чувствами

восхищение

гордость

высокомерный

впасть в ярость

рассмеяться

рассердиться

тактичный

уважительный

трудолюбивый

суд

судья

гражданское дело

уголовное дело

убийство

кража

грабеж

защита

свидетель

задержание

2. Suggest the beginning matching up the end:

1. ... to go further because he was afraid. 2. ... to refuse if you think the plan is unwise. 3. ... we ought to have a good trip there. 4. ... we shan't get home before dark. 5. ... in getting the information. So don't fret. 6. ... in understanding what she said because of her bad French. 7. ... , seemed to hesitate and then walked on. 8. "... a ring, it's urgent." 9. ... what it's going to be if we can't find some better explanation. 10. ... what you expected a teacher to be. 11. ... for knowing the truth.

3. Write an essay about one of your acquaintances. Describe his /her temperament. Make it 160-180 words.

3. Монологическое высказывание:

Speak on the topic. Express your opinion. Use conversational formulas and expressions.

Enlarge upon the topics:

1. The role of natural environment in our life.

2. Protection of natural environment from destruction and pollution.

3. Fighting destruction of wildlife.

1. What are the major environmental issues confronting humanity today? 2. What is the global imperative for environment as you see it? 3. Why are many people concerned about ecology today? Why do we say that every man should be environment-conscious and environment-educated? 4. On what basis should the "man-nature" relationship function? 5. What are the steps undertaken by the governments (authorities) of many countries to protect environment? 6. What do you know about the practical results of the international cooperation in environmental protection? 7. How does the state control nature conservation and environmental protection in our country? 8. What role should mass media play in environmental protection? 9. Why do you think people should be concerned about protecting environment from pollution and from destruction of natural resources?

Enlarge upon the topics:

1. The stricter the punishment, the lesser the crime rate, or is it?

2. Law is developing: it has no impunity in the course of time.

3. What is the best way to combat juvenile delinquency? Historical survey.

4. If every act were dictated by an article of the Criminal Code rather than one's conscience and moral sense, human beings would become mere legal objects.
5. Punishment is not an end in itself, but a means of restoring social justice. It's a tool for re-education.
6. Should drug-addiction entail legal prosecution?
7. The reformatory function of imprisonment is little more than fiction.

4. Схема/граф-схема:

Make up the mind map. Capture the ideas associated with the topic (text). Visually arrange them in radiant format using keywords.

Outline for a Character Sketch

1. Appearance: age, height, weight, build of figure, face, hair, eyes, complexion, clothes.
2. Background: family, education, profession or occupation.
3. Likes and dislikes: with regard to people, tastes, hobbies and interests.
4. Character, temperament, disposition.
5. Conclusion.

Speak about the structure of the Russian courts:

the electivity of the people's court; social lawfulness; city courts; regional courts; supreme courts; people's courts; hearing of cases in courts of law; people's judge; people's assessor; courts of first instance; legal assistance; presumption of innocence

5. Тест:

1. Fill in the gaps.
2. Complete the sentences.
3. Read the text. Mark the sentences T (true), F (false), DS (does not say).
4. Write an essay.

1. Write the words in English

природные ресурсы

наводнение

национальные парки

прибрежные территории

популяции животных

связь с природой

адаптироваться

внешняя среда

экология

экосистема

неограниченная индустриализация

загрязнение почвы

промышленные отходы

побочные продукты массивной индустриализации

загрязнение воды

обмеление рек

концентрация дыма в воздухе

токсичные газы

устанавливать оборудование против загрязнения

защищать

умножать рыбные ресурсы

2. Fill in the appropriate words

1) (shy, timid)

A bold man, by nature, he was as ... as a boy in the presence of a woman.

2) (shy, self-conscious)

The girl was obviously wearing her best clothes and had a ... wooden smile on her face.

3) (rude, rough)

Though ... in manner, the old soldier was kind in heart.

2. Underline the correct word.

1) Don't ask confusing / confused questions.

2) Keep still for a moment, you are only confusing / embarrassing me.

3) it is odd / queer wanting to eat an ice in such weather.

3. Decide which word best fits each space.

1) He ... his troubles.

a/ confided b/ confused c/ dropped

2) Your vocation is a different one, doctor. You are ... people.

a/ to be concerned in b/ to be concerned with c/ to be concerned about

3) ... in me, and all will be well.

a/ start b/ confide c/ embarrass

4. Complete the sentence with a suitable word from the box.

1) odds discipline mind

The ... here is very strict.

2) practiced failed sympathized

For a moment speech ... him.

3) mind concern hesitation

What ... is it of yours?

6. Чтение текстов на иностранном языке:

Read the text. Do the tasks. Retell the text. Answer the questions.

Read the text, answer the questions.

The True Story of Lake Baikal

It should be pointed out that the outcry about the threat of pollution faced by Baikal came from every section of society[^] How to protect Baikal was the subject for widespread debate. There was some difference of opinion between those who one-sidedly emphasized industrial production and those who insisted that the basic balanced approach had to be adhered to.

Baikal first faced such problems almost 200 years ago when its shores were settled and crop farming and cattle breeding developed, and timber was felled. The floating of loose timber, particularly, polluted its waters. The pollution problem grew, especially after the war because of the accelerated development of industry and the rise of cities in Siberia.

Did the answer be in shutting down all existing enterprises and all production in Baikal's vicinity? Was it necessary that Baikal's vast treasures of forest, its power resources, mineral deposits and fertile soil lie untapped to protect its purity? Scientists reject the approach of the conservationist purists who contend that only by leaving nature untouched can environment be protected and pollution controlled. After considerable scientific study and debate the conclusion was Baikal's beauty and purity could be maintained at the same time that its rich resources were tapped. Baikal can provide both material wealth and beauty to the country.

The answer lies in the rational use of Baikal resources, in guaranteeing its protection from pollution and despoliation.

Answer the following questions:

1. Why do you think the subject of Lake Baikal was very much in the news?
2. What posed a danger to the lake and its riches?
3. Do you agree with the conservationist purists that nature should be left untouched "in its virgin loveliness"?
4. What is meant by the rational use of natural resources in general and in reference to Lake Baikal in particular?

Read the text and mark the sentences T(true), F (False), or DS (doesn't say)

Wild Flowers and the Law

All the protection that the law can effectively give to our wild flowers is likely to be provided by the Wild Plants Protection Bill, which is due for its second reading in the Lords shortly. If the Bill reaches the Statute Book, as is probable, it will become an offence to sell, offer or expose for sale any wild plant that has been picked or uprooted, and for anyone other than an authorized person willfully to uproot any wild plant. Picking of wild flowers will not be prohibited unless they are sold, or are included in the Bill's schedule of rare species. The Bill has rightly been widely welcomed because so many of Britain's wild plants are already in danger of disappearing, and it is high time that the law recognized the need for their conservation. It would, however, be self-deception to suppose that the Bill by itself can provide the protection that is needed. Measures of this kind, which are concerned with the actions of individuals, either greedy or ignorant, in remote and lonely places, are extremely difficult to enforce. If our rare plants are to be saved, only the greatest vigilance, in and outside the nature reserves, will save them.

1. There is a special law regulating protection of plants.
2. According to the law it is prohibited to pick flowers.
3. The law will prevent purchasing wild plants.
4. The community supports the Bill.
5. The Bill is costly.

Read the text "The US court system", answer the questions.

The courts are the overseers of the law. They administer it, they resolve disputes under it, and they ensure that it is and remains equal to and impartial for everyone.

In the United States each state is served by the separate court systems, state and federal. Both systems are organized into three basic levels of courts — trial courts, intermediate

courts of appeal and a high court, or Supreme Court. The state courts are concerned essentially with cases arising under state law, and the federal courts with cases arising under federal law.

Trial courts bear the main burden in the administration of justice. Cases begin there and in most instances are finally resolved there.

The trial courts in each state include: common pleas courts, which have general civil and criminal jurisdiction and smaller in importance municipal courts, county courts and mayors' courts.

The common pleas court is the most important of the trial courts. It is the court of general jurisdiction — almost any civil or criminal case, serious or minor, may first be brought there. In criminal matters, the common pleas courts have exclusive jurisdiction over felonies (a felony is a serious crime for which the penalty is a penitentiary term or death). In civil matters it has exclusive jurisdiction in probate, domestic relations and juvenile matters. The probate division deals with wills and the administration of estates, adoptions, guardianships. It grants marriage licenses to perform marriages. The domestic division deals with divorce, alimony, child custody.

The juvenile division has jurisdiction over delinquent, unruly or neglected children and over adults, who neglect, abuse or contribute to the delinquency of children. When a juvenile (any person under 18) is accused of an offence, whether serious, or minor, the juvenile division has exclusive jurisdiction over the case.

The main job of courts of appeal is to review cases appealed from trial courts to determine if the law was correctly interpreted and applied.

The supreme court of each state is primarily a court of appeal and the court of last resort.

The federal court structure is similar to the structure of the state court system. The trial courts in the federal system are the United States district courts. The United States courts of appeal are intermediate courts of appeal between the district courts and the United States Supreme Court.

The US Supreme Court is the highest court in the nation and the court of last resort. It consists of a chief justice and eight associate justices, all of whom are appointed for life by the President with the Advice and Consent of the Senate. The duty of the Supreme Court is to decide whether laws passed by Congress agree with the Constitution. The great legal issues facing the Supreme Court at present are Government involvement with religion, abortion and privacy rights, race and sex discrimination.

1. What is the dual court system existing in the USA? What three levels of courts does it consist of? 2. What is the jurisdiction of the trial court? Define the jurisdiction of the common pleas court. 3. What kind of civil matters are brought to common pleas courts? Elaborate on probate, domestic relation and juvenile matters. 4. Speak about the jurisdiction of state and federal courts of appeals and state supreme courts. 5. What is the duty of the US Supreme Court?

Задания для оценки умений

1. Диктант:

1. Listen to the words in Russian. Write them in English. Make up sentences or a short story with these words.
2. Listen to the text in English. Write down each sentence.

Диктант 1

to alter manners (habits, points of view, plans, one's way of living, a dress)
a ring at the bell (a knock at the door)
to reach out (up, down) for smth.
to have a fancy for smth.
to keep body and soul together
to drive up to a house (come up to the door)
to be littered with books (papers, lumber, etc.)
to have not the least notion (of smth.)
to remind smb. of smth.
a dim recollection
shabby clothes (house, man, street)
to be (feel, make oneself) at home somewhere
to exchange smth. (for smth.)

Диктант 2

The Investigation

Mrs. June Brown was detained for shoplifting. She was accused of having stolen a girl's woolen pullover. Mrs. Brown refused to say anything and consequently the police were called and she was charged with theft. The facts are the following:

Mrs. Brown was in a hurry. She wanted to buy a new pull-over for her daughter Jean before taking her to her cousin's birthday party. Mrs. Brown found a pullover in the shop she called at with her daughter on her way to the party. As soon as she had paid for the pullover, she saw that Jean had chocolate all over her face and hands. Furious she asked a sales assistant where the toilets were. Then in the toilet Mrs. Brown changed Jean's old pullover for the new one. They would have to run if they were going to ever get to the party. But in the street, she was grabbed by a man accompanied by a woman. The woman said that they had reason to believe that Mrs. Brown was shop-lifting. The evidence against Mrs. Brown was that the woman, Mrs. Baker, a store detective, had entered the toilets and had seen Mrs. Brown, putting a new pullover over her daughter's head.

You are to enact the preliminary investigation of the case conducted by two counsels: the counsel for the Prosecution and the counsel for the Defense.

2. Контрольная работа по разделу/теме:

1. Choose the correct answer.
2. Match the words and their definitions.
3. Complete the sentence with a suitable word.
4. Translate the words from Russian into English.
5. Write a short essay.

Контрольная работа 1

Choose the right word: confuse — embarrass (or their derivatives)

1. Keep still for a minute, you're only ... me. Let me think. 2. I was ashamed; I was hot with 3. She watched Roy so closely that he felt 4. "I don 't like solicitors. They ... me," said Elsie. 5. My eyes, resting on him curiously, caused him no 6. Most people who stutter are very ... about it. 7. I had better explain. I can understand how ... you are. 8. Her eyes reflected the ... of her mind.

Fill in prepositions or adverbs:

1. The country was ... peace then; now it is ... war. 2. He is always ... his worst when fighting against difficulties. 3. ... first sight I thought you were his brother. 4. You won't get anywhere by shouting ... him. 5. You can quit your work ... a fortnight's notice. 6. The boy is very good ... football. 7. This was sold ... 4d a pound, but that was really ... a loss not ... a profit. 8. ... recreation there was boating and swimming. 9. Can't say I care ... that kind ... art myself, but there's no accounting ... tastes.

Контрольная работа 2

1. Translate the words / phrases.

справиться с чувствами

восхищение

гордость

высокомерный

впасть в ярость

рассмеяться

рассердиться

тактичный

уважительный

трудолюбивый

суд

судья

гражданское дело

уголовное дело

убийство

кража

грабеж

защита

свидетель

задержание

2. Suggest the beginning matching up the end:

1. ... to go further because he was afraid. 2. ... to refuse if you think the plan is unwise. 3. ... we ought to have a good trip there. 4. ... we shan't get home before dark. 5. ... in getting the information. So don't fret. 6. ... in understanding what she said because of her bad French. 7., seemed to hesitate and then walked on. 8. "... a ring, it's urgent." 9. ... what it's going to be if we can 't find some better explanation. 10. ... what you expected a teacher to be. 11. ... for knowing the truth.

3. Write an essay about one of your acquaintances. Describe his /her temperament. Make it 160-180 words.

3. Монологическое высказывание:

Speak on the topic. Express your opinion. Use conversational formulas and expressions.

Enlarge upon the topics:

1. The role of natural environment in our life.
2. Protection of natural environment from destruction and pollution.
3. Fighting destruction of wildlife.

1. What are the major environmental issues confronting humanity today?
2. What is the global imperative for environment as you see it?
3. Why are many people concerned about ecology today? Why do we say that every man should be environment-conscious and environment-educated?
4. On what basis should the "man-nature" relationship function?
5. What are the steps undertaken by the governments (authorities) of many countries to protect environment?
6. What do you know about the practical results of the international cooperation in environmental protection?
7. How does the state control nature conservation and environmental protection in our country?
8. What role should mass media play in environmental protection?
9. Why do you think people should be concerned about protecting environment from pollution and from destruction of natural resources?

Enlarge upon the topics:

1. The stricter the punishment, the lesser the crime rate, or is it?
2. Law is developing: it has no impunity in the course of time.
3. What is the best way to combat juvenile delinquency? Historical survey.
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4. Схема/граф-схема:

Make up the mind map. Capture the ideas associated with the topic (text). Visually arrange them in radiant format using keywords.

Outline for a Character Sketch

1. Appearance: age, height, weight, build of figure, face, hair, eyes, complexion, clothes.
2. Background: family, education, profession or occupation.
3. Likes and dislikes: with regard to people, tastes, hobbies and interests.
4. Character, temperament, disposition.
5. Conclusion.

Speak about the structure of the Russian courts:

the electivity of the people's court; social lawfulness; city courts; regional courts; supreme courts; people's courts; hearing of cases in courts of law; people's judge; people's assessor; courts of first instance; legal assistance; presumption of innocence

5. Тест:

1. Fill in the gaps.
2. Complete the sentences.
3. Read the text. Mark the sentences T (true), F (false), DS (does not say).
4. Write an essay.

1. Write the words in English

природные ресурсы

наводнение

национальные парки

прибрежные территории

популяции животных

связь с природой

адаптироваться

внешняя среда

экология

экосистема

неограниченная индустриализация

загрязнение почвы

промышленные отходы

побочные продукты массивной индустриализации

загрязнение воды

обмеление рек

концентрация дыма в воздухе

токсичные газы

устанавливать оборудование против загрязнения

защищать

умножать рыбные ресурсы

2. Fill in the appropriate words

1) (shy, timid)

A bold man, by nature, he was as ... as a boy in the presence of a woman.

2) (shy, self-conscious)

The girl was obviously wearing her best clothes and had a ... wooden smile on her face.

3) (rude, rough)

Though ... in manner, the old soldier was kind in heart.

2. Underline the correct word.

1) Don't ask confusing / confused questions.

2) Keep still for a moment, you are only confusing / embarrassing me.

3) it is odd / queer wanting to eat an ice in such weather.

3. Decide which word best fits each space.

1) He ... his troubles.

a/ confided b/ confused c/ dropped

2) Your vocation is a different one, doctor. You are ... people.

a/ to be concerned in b/ to be concerned with c/ to be concerned about

3) ... in me, and all will be well.

a/ start b/ confide c/ embarrass

4. Complete the sentence with a suitable word from the box.

1) odds discipline mind

The ... here is very strict.

2) practiced failed sympathized

For a moment speech ... him.

3) mind concern hesitation

What ... is it of yours?

6. Чтение текстов на иностранном языке:

Read the text. Do the tasks. Retell the text. Answer the questions.

Read the text, answer the questions.

The True Story of Lake Baikal

It should be pointed out that the outcry about the threat of pollution faced by Baikal came from every section of society[^] How to protect Baikal was the subject for widespread debate. There was some difference of opinion between those who one-sidedly emphasized industrial production and those who insisted that the basic balanced approach had to be adhered to.

Baikal first faced such problems almost 200 years ago when its shores were settled and crop farming and cattle breeding developed, and timber was felled. The floating of loose timber, particularly, polluted its waters. The pollution problem grew, especially after the war because of the accelerated development of industry and the rise of cities in Siberia.

Did the answer be in shutting down all existing enterprises and all production in Baikal's vicinity? Was it necessary that Baikal's vast treasures of forest, its power resources, mineral deposits and fertile soil lie untapped to protect its purity? Scientists reject the approach of the conservationist purists who contend that only by leaving nature untouched can environment be protected and pollution controlled. After considerable scientific study and debate the conclusion was Baikal's beauty and purity could be maintained at the same time that its rich resources were tapped. Baikal can provide both material wealth and beauty to the country.

The answer lies in the rational use of Baikal resources, in guaranteeing its protection from pollution and despoliation. Answer the following questions:

1. Why do you think the subject of Lake Baikal was very much in the news? 2. What posed a danger to the lake and its riches? 3. Do you agree with the conservationist purists that nature should be left untouched "in its virgin loveliness"? 4. What is meant by the rational use of natural resources in general and in reference to Lake Baikal in particular?

Read the text and mark the sentences T(true), F (False), or DS (doesn't say)

Wild Flowers and the Law

All the protection that the law can effectively give to our wild flowers is likely to be provided by the Wild Plants Protection Bill, which is due for its second reading in the Lords shortly. If the Bill reaches the Statute Book, as is probable, it will become an offence to sell, offer or expose for sale any wild plant that has been picked or uprooted, and for anyone other than an authorized person willfully to uproot any wild plant. Picking of wild flowers will not be prohibited unless they are sold, or are included in the Bill's schedule of rare species. The Bill has rightly been widely welcomed because so many of Britain's wild plants are already in danger of disappearing, and it is high time that the law recognized the need for their conservation. It would, however, be self-deception to suppose that the Bill by itself can provide the protection that is needed. Measures of this kind, which are concerned with the actions of individuals, either greedy or ignorant, in remote and lonely places, are extremely difficult to enforce. If our rare plants are to be saved, only the greatest vigilance, in and outside the nature reserves, will save them.

1. There is a special law regulating protection of plants.
2. According to the law it is prohibited to pick flowers.
3. The law will prevent purchasing wild plants.
4. The community supports the Bill.
5. The Bill is costly.

Read the text “The US court system”, answer the questions.

The courts are the overseers of the law. They administer it, they resolve disputes under it, and they ensure that it is and remains equal to and impartial for everyone.

In the United States each state is served by the separate court systems, state and federal. Both systems are organized into three basic levels of courts — trial courts, intermediate courts of appeal and a high court, or Supreme Court. The state courts are concerned essentially with cases arising under state law, and the federal courts with cases arising under federal law.

Trial courts bear the main burden in the administration of justice. Cases begin there and in most instances are finally resolved there.

The trial courts in each state include: common pleas courts, which have general civil and criminal jurisdiction and smaller in importance municipal courts, county courts and mayors' courts.

The common pleas court is the most important of the trial courts. It is the court of general jurisdiction — almost any civil or criminal case, serious or minor, may first be brought there. In criminal matters, the common pleas courts have exclusive jurisdiction over felonies (a felony is a serious crime for which the penalty is a penitentiary term or death). In civil matters it has exclusive jurisdiction in probate, domestic relations and juvenile matters. The probate division deals with wills and the administration of estates, adoptions, guardianships. It grants marriage licenses to perform marriages. The domestic division deals with divorce, alimony, child custody.

The juvenile division has jurisdiction over delinquent, unruly or neglected children and over adults, who neglect, abuse or contribute to the delinquency of children. When a juvenile (any person under 18) is accused of an offence, whether serious, or minor, the juvenile division has exclusive jurisdiction over the case.

The main job of courts of appeal is to review cases appealed from trial courts to determine if the law was correctly interpreted and applied.

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Задания для оценки владений

1. Диктант:

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 to keep body and soul together
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 to be littered with books (papers, lumber, etc.)
 to have not the least notion (of smth.)
 to remind smb. of smth.
 a dim recollection
 shabby clothes (house, man, street)
 to be (feel, make oneself) at home somewhere
 to exchange smth. (for smth.)

Диктант 2

The Investigation

Mrs. June Brown was detained for shoplifting. She was accused of having stolen a girl's woolen pullover. Mrs. Brown refused to say anything and consequently the police were called and she was charged with theft. The facts are the following:

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You are to enact the preliminary investigation of the case conducted by two counsels: the counsel for the Prosecution and the counsel for the Defense.

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Fill in prepositions or adverbs:

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1. Translate the words / phrases.

справиться с чувствами

восхищение

гордость

высокомерный

впасть в ярость

рассмеяться

рассердиться

тактичный

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Speak about the structure of the Russian courts:

the electivity of the people's court; social lawfulness; city courts; regional courts; supreme courts; people's courts; hearing of cases in courts of law; people's judge; people's assessor; courts of first instance; legal assistance; presumption of innocence

5. Тест:

1. Fill in the gaps.
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1. Write the words in English

природные ресурсы
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устанавливать оборудование против загрязнения
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3) ... in me, and all will be well.

a/ start b/ confide c/ embarrass

4. Complete the sentence with a suitable word from the box.

1) odds discipline mind

The ... here is very strict.

2) practiced failed sympathized

For a moment speech ... him.

3) mind concern hesitation

What ... is it of yours?

6. Чтение текстов на иностранном языке:

Read the text. Do the tasks. Retell the text. Answer the questions.

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1. What is the dual court system existing in the USA? What three levels of courts does it consist of?
2. What is the jurisdiction of the trial court? Define the jurisdiction of the common pleas court.
3. What kind of civil matters are brought to common pleas courts? Elaborate on probate, domestic relation and juvenile matters.
4. Speak about the jurisdiction of state and federal courts of appeals and state supreme courts.
5. What is the duty of the US Supreme Court?

Раздел: Книги. Музыка. Телевидение

Задания для оценки знаний

1. Диктант:

1. Listen to the words in Russian. Write them in English. Make up sentences or a short story with these words.
2. Listen to the text in English. Write down each sentence.

Диктант 1

портативный телевизор
кабельное ТВ
спутниковое ТВ
сеть
прайм-тайм
зритель
включать / выключать
переключать канал
настроить ТВ
диктор
репортер
комментатор
оператор
редактор
продюсер
съемочная группа
звукоператор
новостные программы
шоу
специальный репортаж
транслировать
вести прямой репортаж
звуковые эффекты
микрофон
монитор
зона покрытия (сигнала)

Диктант 2

to broadcast; to telecast (AE); a live broadcast/show programme; to do a live broadcast; to be on the air; to go on the air; a broadcast speech/interview/discussion; to be on TV (What's on TV tonight?); to appear on the programme; to show on television; to cover smth; news coverage; television coverage; to record/tape/videotape; recorded/taped/videotaped programme; to do a television show; sound track; sound effects; test card; picture; general view; close-up; caption; still; library film/pictures (= archives material); location (= geographical position of an event); microphone, mike, neck mike; monitor; screen time

2. Контрольная работа по разделу/теме:

1. Choose the correct answer.
2. Match the words and their definitions.
3. Complete the sentence with a suitable word.
4. Translate the words from Russian into English.
5. Write a short essay.

Контрольная работа 1

1. Translate the words.
исторические романы
детективы
приключенческие романы
художественная литература
детская литература
биография
переплет
обложка
читальный зал
он-лайн каталог
2. Underline the correct word.
1) He is ignorant / resentful of the fact.

- 2) She won't believe in it in spite of all opposition / reassurance.
- 3) Jobs were hard to come by / come along with so many people out of work.

3. Decide which word best fits each space.

1) Everybody had to sit at the _____ which was tiring.

a/ desks b/ bank c/ bench

2) We did not _____ our position to the enemy.

a/ oppose b/ yield c/ assure

3) Have you any _____ to his coming?

a/ objections b/ initiative c/ reassurance

4. Complete the sentence with a suitable word from the box.

1) author title on-line catalogue

He worked a lot with ... to find the necessary books.

2) science fiction novels travel books

Few people in Britain read such _____ as Jane Austen.

3) novels novelists covers

L.P. Hartley is one of the most famous _____.

5. Write an essay about your favourite book. Describe your reading habits. Make it 160-180 words.

Контрольная работа 2

1. Translate the following sentences into English:

А. 1. Хотя это может показаться странным, я особенно люблю читать исторические романы.

2. Хотя они и были старомодными, они пользовались успехом у молодых людей.

В. 1. "В романах С. Моэма женщины представлены скорее как та-инструментальные существа, чем реальные люди", — сказала хозяйка дома. 2. Ее гость не согласился с ней, утверждая, что автор представляет женские персонажи скорее как практических и властных людей, чем как каких-то мистических существ.

3. "В театре Олд Вик играют Чехова как русскую национальную комедию, а не как драматическое произведение общечеловеческого содержания", — продолжала дискуссию дама.

С. 1. Эти картины скорее всего пугают посетителей выставки, а не обогащают эстетично. 2. Вероятно, что эти книги скорее уводят в сторону, чем дают образование. 3. Успех фильма можно объяснить его юмором. Более того, компьютерные трюки в фильме абсолютно превосходны.

2. Write an essay about the news stories you find most / least interesting. Make it 140-180 words.

3. Монологическое высказывание:

Speak on the topic. Express your opinion. Use conversational formulas and expressions.

1. Can you remember at all the first books you had? 2. Did anyone read bedtime stories to you? 3. You formed the reading habit early in life, didn't you? What sorts of books did you prefer? 4. What English and American children's books can you name? Have you got any favourites? 5. Is it good for children to read fanciful stories which are an escape from the harsh realities of life? Should they be encouraged to read more serious stuffs as "sound preparation for life"? 6. How do you select books to read for pleasure? Do you listen to advice?

Do the physical characteristics matter? Such as bulky size, dense print, loose pages, notations on the margins, beautiful/gaudy illustrations etc.? 7. Do you agree with the view that television is gradually replacing reading? 8. Is it possible for television watching not only to discourage but actually to inspire reading? 9. Some teachers say it is possible to discern among the young an in-sensitivity to nuances of language and an inability to perceive more than just a story? Do you think it's a great loss?

1. What musical genres do you know and what role does folk music play in all of them? 2. What is meant by the terms classical or serious music, pop, rock, jazz and contemporary music? 3. Do you think the different musical genres named above are strictly separated or do they overlap in some ways? In what ways? What genre do you prefer? 4. What role does music play in your life? Do you want music just to make you happy or does the music that you prefer vary with your mood? How does it vary? 5. Do you think that at school music should be given the same emphasis as subjects such as maths, literature, etc.? 6. Of which instruments does a symphony/chamber orchestra consist? What are the most popular instruments of pop groups, jazz or rock? 7. Why has the guitar become a very popular instrument in recent years? 8. What is your favourite instrument? Can you play it? Does it help you to understand music? 9. Do you like opera? Do you agree with the opinion that operas are hard to follow while musicals are more up-to-date and easier to understand? What other forms have appeared of late?

1. How influential a part does the TV play in children's lives? Do recollections of TV programmes provide the most part of the majority of young people's childhood memories?
2. Why do you think people often refer to "the media" when talking about television?
3. Why do the modern media tend to cause more problems than the printed media?
4. Are the additional implications of the word "mass" accurate?
5. How do you think watching television can become addictive?
6. Comment on the meaning of "global village" and how it's connected with the TV.
7. What does television impart to an uncritical audience?
8. How is it known that some attitudes are absorbed indirectly from the television and then retained?
9. Does the television always achieve its intended predetermined response from its audience?
10. How independent are those people working for the television companies?

4. Схема/граф-схема:

Make up the mind map. Capture the ideas associated with the topic (text). Visually arrange them in radiant format using keywords.

Television

1. How many hours a week do you spend watching television?

2. What sort of programmes do you like watching?

3. Are there any sorts of programmes you don't like?

the news

discussion programmes

documentaries

plays

films

serials

quiz shows

classical music programmes

pop music programmes

children's programmes

variety shows

sports programmes

others

4. What is your favourite programme?

5. Are there any sort of programmes you would like

a) more of? b) less of?

5. Тест:

1. Fill in the gaps.
2. Complete the sentences.
3. Read the text. Mark the sentences T (true), F (false), DS (does not say).
4. Write an essay.

1. Write the words in English

Художественная литература

Детская литература

Исторические романы

Приключенческие романы

Детективы

Биография

Переплет

Обложка

Читальный зал

Онлайн каталог

Классическая музыка

Джаз

Камерная музыка

Опера

Симфоническая музыка

Рапсодия

Соло

Дуэт

Флейта

Арфа

2. Fill in words

1) (tune, piano)

It was a popular ... of the day.

2) (trumpets, genres)

What musical ... do you know?

3) (composer, conductor)

The orchestra cannot perform without a

3. Read the text and choose the correct variant.

Technology has changed the way we consume media

Libraries have always been at the heart of the communities they serve. They are accessible and safe spaces, providing access to huge resources of information and knowledge. There are an estimated 315,000 public libraries in the world, 73 per cent of them in developing and transitioning countries. The public library transcends national and cultural boundaries – no matter where you are in the world, they are an essential part of creating and maintaining an educated and literate population.

But today, public libraries are at a turning point. The way we access and consume information has changed dramatically in the 21st century, and this presents major challenges and opportunities for public library systems across the world.

The advent of new technologies has changed some of our reading habits. But our need for shared, community-centred spaces to find information and connect with others is unlikely to change any time soon. To survive in the digital age and stay relevant, public libraries need to be brave and innovative. They must embrace both the physical and virtual.

1) Libraries provide access to...

a/ technical information b/ various resources c/ skills

2) In comparison with the developed states transitioning countries have ...

a/ more libraries b/ fewer libraries c/ the same quantity of libraries

3) Libraries help ...

a/ to train skilled workers b/ maintain education in population c/ to support national identity

4) Internet has provided ... to libraries.

a/ new opportunities b/ more difficulties than advantages c/ oblivion

5) To survive in the digital age libraries are ...

a/ to become virtual b/ restrict physical admission c/ to comply with the new technologies

6) Libraries have always served ...

a/ universities b/ communities c/ schools

7) There no ... in the libraries.

a/ boundaries b/ borders c/ restrictions

8) The challenges to the libraries are connected with the new way of ...

a/ finding information b/ consuming professional knowledge c/ communicating with new technologies

9) According to the text our reading habits depend on ...

a/ the readers' preferences b/ the libraries choice c/ technological level

10) According to the text in the nearest future ...

a/ we are not going to attend libraries b/ libraries are likely to change
c/ communities are not going to
keep libraries

6. Чтение текстов на иностранном языке:

Read the text. Do the tasks. Retell the text. Answer the questions.

Read the text and mark the sentences T (true), F (False), or DS (doesn't say)

My Favourite Library

There are many libraries which I use regularly in London, some to borrow books from, some as quiet places to work in, but the Westminster Central Reference Library is unique, in a small street just off Leicester Square, it is run by the London borough of Westminster. You don't need a ticket to get in, and it is available to foreign visitors just the same as to local residents. You simply walk in, and there, on three floors, you can consult about 138,000 reference books and they include some very remarkable and useful items.

As you come in, the first alcove on the right contains telephone directories of almost every country in the world — Argentina, Australia, Austria, Belgium, and so on, besides directories of important addresses in each country. There is also a street directory of every British town of any size, with the streets in alphabetical order, and the residents' names, as a rule, against their number in the street, while in another section the residents themselves are listed in alphabetical order.

Next there are technical dictionaries in all the principal languages. I counted 60 specialised technical dictionaries for Russian alone. Then there is a section which, besides the best world atlases, contains individual atlases of a great many countries, some of them almost too heavy to lift. Seven hundred periodicals, mostly technical, are taken by the library, and the latest issues are put out on racks nearby. By asking at the enquiry desk you can see maps of the whole of Britain on the scale of 1/60,000 and 1/24,000, and smaller-scale maps of nearly every other country in Europe.

Around the walls, on this floor and the floor above, are reference books on every possible subject, including, for instance, standard works of English literature and criticism. Foreign literature, however, is represented mainly by anthologies.

Finally, on the top floor of all, is a wonderful art library, where you can take down from the shelves all those expensive, heavy, illustrated editions that you could never really afford yourself. The librarian at the desk can direct you to answers for almost any query you may have about the plastic arts. There is in fact a busy enquiry desk on each floor, and the last time I was there they had just received a letter from a distinguished medical man. He had written to ask for information about sword-swallowing. He was very interested in the anatomy of sword-swallowers, and had failed to find anything either in medical libraries or in the British Museum Library!

1. It is impossible to enter the Westminster Central Reference Library for non-residents.
2. The Westminster Central Reference Library contains telephone directories.
3. If you want maps of Britain you can get them at the Westminster Central Reference Library.
4. The amount of foreign literature is restricted.
5. The library collaborates with the British Museum.

Read the text and mark the sentences T(true), F (False), or DS (doesn't say)

The Story So Far

The idea of a machine able to broadcast both sound and vision goes back to 1875. But it wasn't until 1926 that a Scottish engineer turned the idea into a practical reality. Now, his invention dominates the modern media. This is its story.

John Logie Baird produced the first television pictures just eight years after the First World War. They were in black and white and were not very clear, but he had proved that the principle worked. Early sets made in the years Baird's breakthrough cost as much as a small car and not many were sold. Soon, though, his original system was improved and in 1936 Britain's first regular TV programme went on the air. "Here's Looking At You" was broadcast by the BBC from north London's Alexandra Palace studios twice a day for a weekly budget of one thousand pounds. But Great Britain wasn't the only country producing programmes. Other European nations, including Germany, were also involved in the early days of television. As, of course, was America — and it's there that the real TV revolution began after World War Two.

US television boomed in the late '40s. Commercial stations began to open in almost every city, and national networks made programmes which were seen from coast to coast. One of the American networks — CBS — even developed a colour service as early as 1951. Two years later, TV took another important step when it covered its first major international event — the coronation of Britain's Queen Elizabeth II. It was the first time that a worldwide audience of millions had seen history take place in their own homes.

By the end of the decade, TV culture was rapidly becoming a fact of life on both sides of the Atlantic. Even so, it was still a very young medium — lots of people didn't have sets — and many experts thought it wouldn't last. That all changed in the '60s and '70s, though, as television started to satisfy the public's desire, not just for entertainment, but also for rapid, accurate information. As more and more sets were sold, the importance of TV news quickly grew. After all — what other medium could show you live — as TV did in 1969 — Neil Armstrong's first steps on the moon?

1. TV was invented in 1875.
2. The invention belongs to Scotland.
3. The first TV set was very expensive.
4. In the USA TV began in the middle of XX century.
5. The idea of television did not seem to last long.

Задания для оценки умений

1. Диктант:

1. Listen to the words in Russian. Write them in English. Make up sentences or a short story with these words.
2. Listen to the text in English. Write down each sentence.

Диктант 1

портативный телевизор
кабельное ТВ
спутниковое ТВ
сеть
прайм-тайм
зритель
включать / выключать
переключать канал
настроить ТВ
диктор

репортер
комментатор
оператор
редактор
продюсер
съемочная группа
звукоператор
новостные программы
шоу
специальный репортаж
транслировать
вести прямой репортаж
звуковые эффекты
микрофон
монитор
зона покрытия (сигнала)

Диктант 2

to broadcast; to telecast (AE); a live broadcast/show programme; to do a live broadcast; to be on the air; to go on the air; a broadcast speech/interview/discussion; to be on TV (What's on TV tonight?); to appear on the programme; to show on television; to cover smth; news coverage; television coverage; to record/tape/videotape; recorded/taped/videotaped programme; to do a television show; sound track; sound effects; test card; picture; general view; close-up; caption; still; library film/pictures (= archives material); location (= geographical position of an event); microphone, mike, neck mike; monitor; screen time

2. Контрольная работа по разделу/теме:

1. Choose the correct answer.
2. Match the words and their definitions.
3. Complete the sentence with a suitable word.
4. Translate the words from Russian into English.
5. Write a short essay.

Контрольная работа 1

1. Translate the words.
исторические романы
детективы
приключенческие романы
художественная литература
детская литература
биография
переплет
обложка
читальный зал
он-лайн каталог

2. Underline the correct word.

- 1) He is ignorant / resentful of the fact.
- 2) She won't believe in it in spite of all opposition / reassurance.
- 3) Jobs were hard to come by / come along with so many people out of work.

3. Decide which word best fits each space.

- 1) Everybody had to sit at the _____ which was tiring.
a/ desks b/ bank c/ bench
- 2) We did not _____ our position to the enemy.
a/ oppose b/ yield c/ assure
- 3) Have you any _____ to his coming?
a/ objections b/ initiative c/ reassurance

4. Complete the sentence with a suitable word from the box.

- 1) author title on-line catalogue

He worked a lot with ... to find the necessary books.

- 2) science fiction novels travel books

Few people in Britain read such _____ as Jane Austen.

- 3) novels novelists covers

L.P. Hartley is one of the most famous _____.

5. Write an essay about your favourite book. Describe your reading habits. Make it 160-180 words.

Контрольная работа 2

1. Translate the following sentences into English:

1. Хотя это может показаться странным, я особенно люблю читать исторические романы.
2. Хотя они и были старомодными, они пользовались успехом у молодых людей.
3. "В романах С. Моэма женщины представлены скорее как таинственные существа, чем реальные люди", — сказала хозяйка дома.
4. Ее гость не согласился с ней, утверждая, что автор представляет женские персонажи скорее как практических и властных людей, чем как каких-то мистических существ.
5. "В театре Олд Вик играют Чехова как русскую национальную комедию, а не как драматическое произведение общечеловеческого содержания", — продолжала дискуссию дама.
6. Эти картины скорее всего пугают посетителей выставки, а не обогащают эстетично.
7. Весьма вероятно, что эти книги скорее уводят в сторону, чем дают образование.
8. Успех фильма можно объяснить его юмором.
9. Более того, компьютерные трюки в фильме абсолютно превосходны.

2. Write an essay about the news stories you find most / least interesting. Make it 140-180 words.

3. Монологическое высказывание:

Speak on the topic. Express your opinion. Use conversational formulas and expressions.

1. Can you remember at all the first books you had? 2. Did anyone read bedtime stories to you? 3. You formed the reading habit early in life, didn't you? What sorts of books did you prefer? 4. What English and American children's books can you name? Have you got any favourites? 5. Is it good for children to read fanciful stories which are an escape from the harsh realities of life? Should they be encouraged to read more serious stuffs as "sound preparation for life"? 6. How do you select books to read for pleasure? Do you listen to advice? Do the physical characteristics matter? Such as bulky size, dense print, loose pages, notations on the margins, beautiful/gaudy illustrations etc.? 7. Do you agree with the view that television is gradually replacing reading? 8. Is it possible for television watching not only to discourage but actually to inspire reading? 9. Some teachers say it is possible to discern among the young an in-sensitivity to nuances of language and an inability to perceive more than just a story? Do you think it's a great loss?

1. What musical genres do you know and what role does folk music play in all of them? 2. What is meant by the terms classical or serious music, pop, rock, jazz and contemporary music? 3. Do you think the different musical genres named above are strictly separated or do they overlap in some ways? In what ways? What genre do you prefer? 4. What role does music play in your life? Do you want music just to make you happy or does the music that you prefer vary with your mood? How does it vary? 5. Do you think that at school music should be given the same emphasis as subjects such as maths, literature, etc.? 6. Of which instruments does a symphony/chamber orchestra consist? What are the most popular instruments of pop groups, jazz or rock? 7. Why has the guitar become a very popular instrument in recent years? 8. What is your favourite instrument? Can you play it? Does it help you to understand music? 9. Do you like opera? Do you agree with the opinion that operas are hard to follow while musicals are more up-to-date and easier to understand? What other forms have appeared of late?

1. How influential a part does the TV play in children's lives? Do recollections of TV programmes provide the most part of the majority of young people's childhood memories? 2. Why do you think people often refer to "the media" when talking about television? 3. Why do the modern media tend to cause more problems than the printed media? 4. Are the additional implications of the word "mass" accurate? 5. How do you think watching television can become addictive? 6. Comment on the meaning of "global village" and how it's connected with the TV. 7. What does television impart to an uncritical audience? 8. How is it known that some attitudes are absorbed indirectly from the television and then retained? 9. Does the television always achieve its intended predetermined response from its audience? Is it more successful than the other forms of media? 10. How independent are those people working for the television companies?

4. Схема/граф-схема:

Make up the mind map. Capture the ideas associated with the topic (text). Visually arrange them in radiant format using keywords.

Television

1. How many hours a week do you spend watching television?
2. What sort of programmes do you like watching?
3. Are there any sorts of programmes you don't like?

the news

discussion programmes

documentaries
plays
films
serials
quiz shows
classical music programmes
pop music programmes
children's programmes
variety shows
sports programmes
others

4. What is your favourite programme?
5. Are there any sort of programmes you would like
a) more of? b) less of?

5. Test:

1. Fill in the gaps.
2. Complete the sentences.
3. Read the text. Mark the sentences T (true), F (false), DS (does not say).
4. Write an essay.

1. Write the words in English
Художественная литература
Детская литература
Исторические романы
Приключенческие романы
Детективы
Биография
Переплет
Обложка
Читальный зал
Онлайн каталог
Классическая музыка
Джаз
Камерная музыка
Опера
Симфоническая музыка
Рапсодия
Соло
Дуэт
Флейта
Арфа

2. Fill in words
 - 1) (tune, piano)
It was a popular ... of the day.
 - 2) (trumpets, genres)
What musical ... do you know?
 - 3) (composer, conductor)
The orchestra cannot perform without a

3. Read the text and choose the correct variant.

Technology has changed the way we consume media

Libraries have always been at the heart of the communities they serve. They are accessible and safe spaces, providing access to huge resources of information and knowledge. There are an estimated 315,000 public libraries in the world, 73 per cent of them in developing and transitioning countries. The public library transcends national and cultural boundaries – no matter where you are in the world, they are an essential part of creating and maintaining an educated and literate population.

But today, public libraries are at a turning point. The way we access and consume information has changed dramatically in the 21st century, and this presents major challenges and opportunities for public library systems across the world.

The advent of new technologies has changed some of our reading habits. But our need for shared, community-centred spaces to find information and connect with others is unlikely to change any time soon. To survive in the digital age and stay relevant, public libraries need to be brave and innovative. They must embrace both the physical and virtual.

- 1) Libraries provide access to...

a/ technical information b/ various resources c/ skills

2) In comparison with the developed states transitioning countries have ...
 a/ more libraries b/ fewer libraries c/ the same quantity of libraries

3) Libraries help ...
 a/ to train skilled workers b/ maintain education in population c/ to support national identity

4) Internet has provided ... to libraries.
 a/ new opportunities b/ more difficulties than advantages c/ oblivion

5) To survive in the digital age libraries are ...
 a/ to become virtual b/ restrict physical admission c/ to comply with the new technologies

6) Libraries have always served ...
 a/ universities b/ communities c/ schools

7) There no ... in the libraries.
 a/ boundaries b/ borders c/ restrictions

8) The challenges to the libraries are connected with the new way of ...
 a/ finding information b/ consuming professional knowledge c/ communicating with new technologies

9) According to the text our reading habits depend on ...
 a/ the readers' preferences b/ the libraries choice c/ technological level

10) According to the text in the nearest future ...
 a/ we are not going to attend libraries b/ libraries are likely to change c/ communities are not going to keep libraries

6. ЧТЕНИЕ ТЕКСТОВ НА ИНОСТРАННОМ ЯЗЫКЕ:

Read the text. Do the tasks. Retell the text. Answer the questions.

Read the text and mark the sentences T (true), F (False), or DS (doesn't say)

My Favourite Library

There are many libraries which I use regularly in London, some to borrow books from, some as quiet places to work in, but the Westminster Central Reference Library is unique, in a small street just off Leicester Square, it is run by the London borough of Westminster. You don't need a ticket to get in, and it is available to foreign visitors just the same as to local residents. You simply walk in, and there, on three floors, you can consult about 138,000 reference books and they include some very remarkable and useful items.

As you come in, the first alcove on the right contains telephone directories of almost every country in the world — Argentina, Australia, Austria, Belgium, and so on, besides directories of important addresses in each country. There is also a street directory of every British town of any size, with the streets in alphabetical order, and the residents' names, as a rule, against their number in the street, while in another section the residents themselves are listed in alphabetical order.

Next there are technical dictionaries in all the principal languages. I counted 60 specialised technical dictionaries for Russian alone. Then there is a section which, besides the best world atlases, contains individual atlases of a great many countries, some of them almost too heavy to lift. Seven hundred periodicals, mostly technical, are taken by the library, and the latest issues are put out on racks nearby. By asking at the enquiry desk you can see maps of the whole of Britain on the scale of 1/60,000 and 1/24,000, and smaller-scale maps of nearly every other country in Europe.

Around the walls, on this floor and the floor above, are reference books on every possible subject, including, for instance, standard works of English literature and criticism. Foreign literature, however, is represented mainly by anthologies.

Finally, on the top floor of all, is a wonderful art library, where you can take down from the shelves all those expensive, heavy, illustrated editions that you could never really afford yourself. The librarian at the desk can direct you to answers for almost any query you may have about the plastic arts. There is in fact a busy enquiry desk on each floor, and the last time I was there they had just received a letter from a distinguished medical man. He had written to ask for information about sword-swallowing. He was very interested in the anatomy of sword-swallowers, and had failed to find anything either in medical libraries or in the British Museum Library!

1. It is impossible to enter the Westminster Central Reference Library for non-residents.
2. The Westminster Central Reference Library contains telephone directories.
3. If you want maps of Britain you can get them at the Westminster Central Reference Library.
4. The amount of foreign literature is restricted.
5. The library collaborates with the British Museum.

Read the text and mark the sentences T(true), F (False), or DS (doesn't say)

The Story So Far

The idea of a machine able to broadcast both sound and vision goes back to 1875. But it wasn't until 1926 that a Scottish engineer turned the idea into a practical reality. Now, his invention dominates the modern media. This is its story.

John Logie Baird produced the first television pictures just eight years after the First World War. They were in black and white and were not very clear, but he had proved that the principle worked. Early sets made in the years Baird's breakthrough cost as much as a small car and not many were sold. Soon, though, his original system was improved and in 1936 Britain's first regular TV programme went on the air. "Here's Looking At You" was broadcast by the BBC from north London's Alexandra Palace studios twice a day for a weekly budget of one thousand pounds. But Great Britain wasn't the only country producing programmes. Other European nations, including Germany, were also involved in the early days of television. As, of course, was America — and it's there that the real TV revolution began after World War Two.

US television boomed in the late '40s. Commercial stations began to open in almost every city, and national networks made programmes which were seen from coast to coast. One of the American networks — CBS — even developed a colour service as early as 1951. Two years later, TV took another important step when it covered its first major international event — the coronation of Britain's Queen Elizabeth II. It was the first time that a worldwide audience of millions had seen history take place in their own homes.

By the end of the decade, TV culture was rapidly becoming a fact of life on both sides of the Atlantic. Even so, it was still a very young medium — lots of people didn't have sets — and many experts thought it wouldn't last. That all changed in the '60s and '70s, though, as television started to satisfy the public's desire, not just for entertainment, but also for rapid, accurate information. As more and more sets were sold, the importance of TV news quickly grew. After all — what other medium could show you live — as TV did in 1969 — Neil Armstrong's first steps on the moon?

1. TV was invented in 1875.
2. The invention belongs to Scotland.
3. The first TV set was very expensive.
4. In the USA TV began in the middle of XX century.
5. The idea of television did not seem to last long.

Задания для оценки владений

1. Диктант:

1. Listen to the words in Russian. Write them in English. Make up sentences or a short story with these words.
2. Listen to the text in English. Write down each sentence.

Диктант 1

портативный телевизор

кабельное ТВ

спутниковое ТВ

сеть

прайм-тайм

зритель

включать / выключать

переключать канал

настроить ТВ

диктор

репортер

комментатор

оператор

редактор

продюсер

съемочная группа

звукоператор

новостные программы

шоу

специальный репортаж

транслировать

вести прямой репортаж

звуковые эффекты

микрофон

монитор

зона покрытия (сигнала)

Диктант 2

to broadcast; to telecast (AE); a live broadcast/show programme; to do a live broadcast; to be on the air; to go on the air; a broadcast speech/interview/dis-cussion; to be on TV (What's on TV tonight?); to appear on the programme; to show on television; to cover smth; news coverage; television coverage; to record/tape/videotape; recorded/taped/videotaped programme; to do a television show; sound track; sound effects; test card; picture; general view; close-up; caption; still; library film/pictures (= archives material); location (= geographical position of an event); microphone, mike, neck mike; monitor; screen time

2. Контрольная работа по разделу/теме:

1. Choose the correct answer.
2. Match the words and their definitions.
3. Complete the sentence with a suitable word.
4. Translate the words from Russian into English.
5. Write a short essay.

Контрольная работа 1

1. Translate the words.

исторические романы
детективы
приключенческие романы
художественная литература
детская литература
биография
переплет
обложка
читальный зал
он-лайн каталог

2. Underline the correct word.

- 1) He is ignorant / resentment of the fact.
- 2) She won't believe in it in spite of all opposition / reassurance.
- 3) Jobs were hard to come by / come along with so many people out of work.

3. Decide which word best fits each space.

- 1) Everybody had to sit at the _____ which was tiring.
a/ desks b/ bank c/ bench
- 2) We did not _____ our position to the enemy.
a/ oppose b/ yield c/ assure
- 3) Have you any _____ to his coming?
a/ objections b/ initiative c/ reassurance

4. Complete the sentence with a suitable word from the box.

1) author title on-line catalogue

He worked a lot with ... to find the necessary books.

2) science fiction novels travel books

Few people in Britain read such _____ as Jane Austen.

3) novels novelists covers

L.P. Hartley is one of the most famous _____.

5. Write an essay about your favourite book. Describe your reading habits. Make it 160-180 words.

Контрольная работа 2

1. Translate the following sentences into English:

- A. 1. Хотя это может показаться странным, я особенно люблю читать исторические романы.
2. Хотя они и были старомодными, они пользовались успехом у молодых людей.
B. 1. "В романах С. Моэма женщины представлены скорее как таинственные существа, чем реальные люди", — сказала хозяйка дома. 2. Ее гость не согласился с ней, утверждая, что автор представляет женские персонажи скорее как практических и властных людей, чем как каких-то мистических существ.
3. "В театре Олд Вик играют Чехова как русскую национальную комедию, а не как драматическое произведение общечеловеческого содержания", — продолжала дискуссию дама.
C. 1. Эти картины скорее всего пугают посетителей выставки, а не обогащают эстетично. 2. Весьма вероятно, что эти книги скорее уводят в сторону, чем дают образование. 3. Успех фильма можно объяснить его юмором. Более того, компьютерные трюки в фильме абсолютно превосходны.
2. Write an essay about the news stories you find most / least interesting. Make it 140-180 words.

3. Монологическое высказывание:

Speak on the topic. Express your opinion. Use conversational formulas and expressions.

1. Can you remember at all the first books you had? 2. Did anyone read bedtime stories to you? 3. You formed the reading habit early in life, didn't you? What sorts of books did you prefer? 4. What English and American children's books can you name? Have you got any favourites? 5. Is it good for children to read fanciful stories which are an escape from the harsh realities of life? Should they be encouraged to read more serious stuffs as "sound preparation for life"? 6. How do you select books to read for pleasure? Do you listen to advice?

Do the physical characteristics matter? Such as bulky size, dense print, loose pages, notations on the margins, beautiful/gaudy illustrations etc.? 7. Do you agree with the view that television is gradually replacing reading? 8. Is it possible for television watching not only to discourage but actually to inspire reading? 9. Some teachers say it is possible to discern among the young an in-sensitivity to nuances of language and an inability to perceive more than just a story? Do you think it's a great loss?

1. What musical genres do you know and what role does folk music play in all of them? 2. What is meant by the terms classical or serious music, pop, rock, jazz and contemporary music? 3. Do you think the different musical genres named above are strictly separated or do they overlap in some ways? In what ways? What genre do you prefer? 4. What role does music play in your life? Do you want music just to make you happy or does the music that you prefer vary with your mood? How does it vary? 5. Do you think that at school music should be given the same emphasis as subjects such as maths, literature, etc.? 6. Of which instruments does a symphony/chamber orchestra consist? What are the most popular instruments of pop groups, jazz or rock? 7. Why has the guitar become a very popular instrument in recent years? 8. What is your favourite instrument? Can you play it? Does it help you to understand music? 9. Do you like opera? Do you agree with the opinion that operas are hard to follow while musicals are more up-to-date and easier to understand? What other forms have appeared of late?

1. How influential a part does the TV play in children's lives? Do recollections of TV programmes provide the most part of the majority of young people's childhood memories? 2. Why do you think people often refer to "the media" when talking about television? 3. Why do the modern media tend to cause more problems than the printed media? 4. Are the additional implications of the word "mass" accurate? 5. How do you think watching television can become addictive? 6. Comment on the meaning of "global village" and how it's connected with the TV. 7. What does television impart to an uncritical audience? 8. How is it known that some attitudes are absorbed indirectly from the television and then retained? 9. Does the television always achieve its intended predetermined response from its audience? Is it more successful than the other forms of media? 10. How independent are those people working for the television companies?

4. Схема/граф-схема:

Make up the mind map. Capture the ideas associated with the topic (text). Visually arrange them in radiant format using keywords.

Television

1. How many hours a week do you spend watching television?
2. What sort of programmes do you like watching?

3. Are there any sorts of programmes you don't like?

the news

discussion programmes

documentaries

plays

films

serials

quiz shows

classical music programmes

pop music programmes

children's programmes

variety shows

sports programmes

others

4. What is your favourite programme?

5. Are there any sort of programmes you would like

a) more of? b) less of?

5. Тест:

1. Fill in the gaps.
2. Complete the sentences.
3. Read the text. Mark the sentences T (true), F (false), DS (does not say).
4. Write an essay.

1. Write the words in English

Художественная литература

Детская литература

Исторические романы

Приключенческие романы

Детективы

Биография

Переплет

Обложка

Читальный зал

Онлайн каталог

Классическая музыка

Джаз

Камерная музыка

Опера

Симфоническая музыка

Рапсодия

Соло

Дуэт

Флейта

Арфа

2. Fill in words

1) (tune, piano)

It was a popular ... of the day.

2) (trumpets, genres)

What musical ... do you know?

3) (composer, conductor)

The orchestra cannot perform without a

3. Read the text and choose the correct variant.

Technology has changed the way we consume media

Libraries have always been at the heart of the communities they serve. They are accessible and safe spaces, providing access to huge resources of information and knowledge. There are an estimated 315,000 public libraries in the world, 73 per cent of them in developing and transitioning countries. The public library transcends national and cultural boundaries – no matter where you are in the world, they are an essential part of creating and maintaining an educated and literate population.

But today, public libraries are at a turning point. The way we access and consume information has changed dramatically in the 21st century, and this presents major challenges and opportunities for public library systems across the world.

The advent of new technologies has changed some of our reading habits. But our need for shared, community-centred spaces to find information and connect with others is unlikely to change any time soon. To survive in the digital age and stay relevant, public libraries need to be brave and innovative. They must embrace both the physical and virtual.

1) Libraries provide access to...

a/ technical information b/ various resources c/ skills

2) In comparison with the developed states transitioning countries have ...

a/ more libraries b/ fewer libraries c/ the same quantity of libraries

3) Libraries help ...

a/ to train skilled workers b/ maintain education in population c/ to support national identity

4) Internet has provided ... to libraries.

a/ new opportunities b/ more difficulties than advantages c/ oblivion

5) To survive in the digital age libraries are ...

a/ to become virtual b/ restrict physical admission c/ to comply with the new technologies

6) Libraries have always served ...

a/ universities b/ communities c/ schools

7) There no ... in the libraries.

a/ boundaries b/ borders c/ restrictions

8) The challenges to the libraries are connected with the new way of ...

a/ finding information b/ consuming professional knowledge c/ communicating with new technologies

9) According to the text our reading habits depend on ...

a/ the readers' preferences b/ the libraries choice c/ technological level

10) According to the text in the nearest future ...

a/ we are not going to attend libraries b/ libraries are likely to change
keep libraries

c/ communities are not going to

6. ЧТЕНИЕ ТЕКСТОВ НА ИНОСТРАННОМ ЯЗЫКЕ:

Read the text. Do the tasks. Retell the text. Answer the questions.

Read the text and mark the sentences T (true), F (False), or DS (doesn't say)

My Favourite Library

There are many libraries which I use regularly in London, some to borrow books from, some as quiet places to work in, but the Westminster Central Reference Library is unique, in a small street just off Leicester Square, it is run by the London borough of Westminster. You don't need a ticket to get in, and it is available to foreign visitors just the same as to local residents. You simply walk in, and there, on three floors, you can consult about 138,000 reference books and they include some very remarkable and useful items.

As you come in, the first alcove on the right contains telephone directories of almost every country in the world — Argentina, Australia, Austria, Belgium, and so on, besides directories of important addresses in each country. There is also a street directory of every British town of any size, with the streets in alphabetical order, and the residents' names, as a rule, against their number in the street, while in another section the residents themselves are listed in alphabetical order.

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The idea of a machine able to broadcast both sound and vision goes back to 1875. But it wasn't until 1926 that a Scottish engineer turned the idea into a practical reality. Now, his invention dominates the modern media. This is its story.

John Logie Baird produced the first television pictures just eight years after the First World War. They were in black and white and were not very clear, but he had proved that the principle worked. Early sets made in the years Baird's breakthrough cost as much as a small car and not many were sold. Soon, though, his original system was improved and in 1936 Britain's first regular TV programme went on the air. "Here's Looking At You" was broadcast by the BBC from north London's Alexandra Palace studios twice a day for a weekly budget of one thousand pounds. But Great Britain wasn't the only country producing programmes. Other European nations, including Germany, were also involved in the early days of television. As, of course, was America — and it's there that the real TV revolution began after World War Two.

US television boomed in the late '40s. Commercial stations began to open in almost every city, and national networks made programmes which were seen from coast to coast. One of the American networks — CBS — even developed a colour service as early as 1951. Two years later, TV took another important step when it covered its first major international event — the coronation of Britain's Queen Elizabeth II. It was the first time that a worldwide audience of millions had seen history take place in their own homes.

By the end of the decade, TV culture was rapidly becoming a fact of life on both sides of the Atlantic. Even so, it was still a very young medium — lots of people didn't have sets — and many experts thought it wouldn't last. That all changed in the '60s and '70s, though, as television started to satisfy the public's desire, not just for entertainment, but also for rapid, accurate information. As more and more sets were sold, the importance of TV news quickly grew. After all — what other medium could show you live — as TV did in 1969 — Neil Armstrong's first steps on the moon?

1. TV was invented in 1875.
2. The invention belongs to Scotland.
3. The first TV set was very expensive.
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Раздел: Театр. Традиции и обычаи

Задания для оценки знаний

1. Диктант:

1. Listen to the words in Russian. Write them in English. Make up sentences or a short story with these words.
2. Listen to the text in English. Write down each sentence.

Диктант 1

Television: TV; telly (colloq.), the box (BE); the tube (AE), por table television (set); colour television (set); video; video taperecorder (VT/ TR); cable television; satellite television; network; viewer; viewing; peak viewing hours; prime time (8—11 p.m.); theme tunes; TV addict; compulsive viewing.

Operating TV set: to switch on/off; to turn on/off; to turn the sound up/down; to switch (over)/to change to another programme/channel; to watch television; to see smth on television; a test card; to correct the picture; to have the TV set fixed.

Диктант 2

to mask; to observe; to celebrate; to commemorate; to honour; to recognize an occasion, a date; to keep, to preserve a tradition; to organize, to hold, to sponsor a parade, a demonstration; to give a party (to throw a party) (colloq.), to demonstrate labour solidarity; to have family get together; merry-making; to give presents (BE), gifts (AE); to send greeting cards, Valentine cards; to go treat or tricking; to ask a penny for the guy; to have bonfires; to lay wreaths

Диктант 3

British Pop Culture

The UK has a rich pop culture that is influential not only in Britain but also in the international scene. British pop culture imports talents that transcend varied forms of media. Below are some of the most prominent contributions of Britain to the pop world:

The Beatles. They were a rock band hailing from Liverpool, England. The band is comprised of John Lennon, Paul McCartney, George Harrison and Ringo Starr. The Beatles are responsible for the pop hits such as Blackbird and I Want to Hold Your Hand.

Harry Potter. This famous book (and film) character is the brainchild of English writer J.K. Rowling. Harry Potter is the lead character of a seven-part series that won awards and acclamations from awarding bodies and the reading public. The first book written of him is entitled Harry Potter and the Sorcerer's Stone.

Knowing and appreciating the British culture will give you a deeper and meaningful sense of Britishness on how we do things around the British Isles. It is undeniable that British traditions and celebrations make this little nation worth visiting to experience the true British vibes.

2. Контрольная работа по разделу/теме:

1. Choose the correct answer.
2. Match the words and their definitions.
3. Complete the sentence with a suitable word.
4. Translate the words from Russian into English.
5. Write a short essay.

Контрольная работа 1

1. Translate the words.

украшения

вечнозеленые

парад

демонстрация

подарки

олени

баллады

фольклорные песни

возлагать венки

2. Fill in yet, still, more, another, other, else.

1. Don't hurry. The performance is not over . . . 2. I'd like to read something ... by this author. 3. What ... impression did you get there? 4. What ... did Jean say about the performance? 5. I've read two ... books by Dickens. 6. You'd better ask somebody . . . 7. It is ... spring, but it is getting rather hot.

3. Write an essay about one of the national holidays of an English-speaking country. Make it 160-180 words.

Контрольная работа 2

1. Supply articles where necessary:

Chekhov's play "... Sea-gull" was first staged in ... Alexan-drinsky Theatre in... Petersburg. It was ... complete failure.... play was ruined by ... dull and ... clumsy production. It was staged in ... "good old traditions" whereas ... Chekhov's plays were quite unlike any other plays written before and demand-ed ... new forms and devices.... Petersburg audience did not understand "... Sea-gull." There was ... laughter in most poeti-cal scenes and many of... audience left long before ... end of ... play. It was ... cruel blow to Chekhov. However, in... Mos-cow Art Theatre, which was not ... year old then (it was in 1898), ... same play directed by K. S. Stanislavsky was ... tremendous success.... Stanislavsky's production of "... Sea-gull" opened ... new epoch in ... history of ... theatre and symbolized... triumph of... new and ... progressive forms over ... old ones. In ... memory of that event... white sea-gull spreads its wings on ... curtain of ... Moscow Art Theatre.

2. Translate the following sentences into English:

1. Актриса, игравшая главную роль, была очень хороша.
2. Мне нравится, как поставлен балет «Лебединое озеро» в Большом театре.
3. Летом они часто ходили на театральные фестивали и премьеры.
4. По дороге домой мне нужно зайти в театральную кассу и купить билеты в амфитеатр.
5. Что вы делали во время антракта? – Мы ходили в буфет.
6. Когда вы приходите в театр, вы оставляете пальто в гардеробе. Там же вы можете взять бинокль и программу.
6. Лучшие места в театре – в партере и в бельэтаже, это самые дорогие места. Места на балконе и галерке хуже и дешевле.
7. Спектакль имел огромный успех у публики, актеров много раз вызывали на сцену.

3. Монологическое высказывание:

Speak on the topic. Express your opinion. Use conversational formulas and expressions.

1. The continuity of folk traditions in modern world.
2. The advantages and problems of multinational states for the development of national traditions.
3. Family traditions in the urban communities and in the country.

1. Why is it that people go to the theatre? What do they look for there?

2. What is your favourite theatre and why?

3. The fragment above (Ex. XII B) describes the case when "the imagination of the spectator begins to be haunted so that long after he has left the play-house the actors are still with him..." Is the experience familiar to you? After what play did you have it last time?

4. What is the romantic side of the theatre?

5. What is the educational role of the theatre? Do you agree with Priestley (see the fragment in Ex. XII B) that the theatrical art appeals rather to the spectator's imagination and feelings than to his intellect? Give your reasons.

4. Схема/граф-схема:

Make up the mind map. Capture the ideas associated with the topic (text). Visually arrange them in radiant format using keywords.

1. Going to the theatre. (How did you get the tickets? Where were your seats? Was the house full?)
2. The play. (Was it interesting? What was interesting? What didn't you like about it?)
3. The acting. (Was the cast good? Whose acting im-pressed the audience? In what scenes?)
4. The production. (Did the production help the audience to catch the main idea of the play? In what points of the pro-duction did you feel the work of the producer? Did the gener-al spirit of the production satisfy the demand of the play?)
5. Designing. (Did you like the scenery? How were the light and sound effects used?)
6. The audience. (What kind of people did it consist of? How did they receive the performance?)

5. Тест:

1. Fill in the gaps.
2. Complete the sentences.
3. Read the text. Mark the sentences T (true), F (false), DS (does not say).
4. Write an essay.

The ... of books may seem high, but their ... to a student who is educating himself may be great.
 3) (fear, panic)

There is always a danger of... when a theatre catches fire.

He lived in constant... of his neighbours.

4. Complete the sentence with a suitable word.

1) celebrations trimming rituals

A school teacher is sure to organize ... of different kinds.

2) purport hydrogen rebellion

The repressive policies are sowing the seeds of ...

Tect 2

1. Choose the correct answer: a, b or c:

1. A kind of platform in a theatre on which actors perform

a) stalls

b) stage

c) orchestra pit

2. A place in a theatre where visitors leave their coats, hats, act for short time.

a) foyer

b) buffet

c) cloak room

3. Heavy material often hanging over the stage

a) circle

b) curtains

c) gallery

4. In theatres and cinemas the place where people buy tickets

a) box office

b) cloak room

c) box

5. The entrance hall or a large open space where people can meet or wait for the performance is a _____

a) cloak room

b) foyer

c) box office

6. A separate section or enclosed area for a group of people to watch a performance

a) rows of seat

b) box

c) gallery

7. A place where you can buy food and drinks in the theatre

a) cloak room

b) box office

c) buffet

8. A person who check tickets and show people their seats

a) actor

b) usher

c) assistant

9. The seats in the part of the theatre nearest to the stage

a) rows of seats

b) gallery

c) circle

10. A group of seats in curved rows raised above the floor level

a) box

b) gallery

c) circle

2. Fill in articles wherever necessary.

... theatres are very much ... same in London as anywhere else; ... main theatres, music-halls and cinemas are in ... West End. If you are staying in London for ... few days, you will have no difficulty whatever in finding somewhere to spend ... evening. You will find ... opera, ... comedy, ... drama, ... variety, ... cinema performances start at about eight or ... half past, and finish about eleven,

... best seats are those in ... stalls, in ... dress-circle and ... upper circle. Then comes ... pit and ... last of all ... gallery. ... boxes, of course, are more expensive. ... most theatres and music-halls have ... good orchestras with ... popular conductors.

6. Чтение текстов на иностранном языке:

Read the text. Do the tasks. Retell the text. Answer the questions.

The Field of Folklore

Folklore comprises the unrecorded traditions of a people. The study of folklore records and analyses these traditions because they reveal the common life of the mind below the level of "high" or formal culture, which is recorded by civilizations as the learned heritage of their times.

Whenever, out of habit or inclination, the folk indulge in songs and dances, in ancient games, the merry-making, to mark the passing of the year or the usual festivities whenever in many callings the knowledge, experience, wisdom, skill, the habits and practices of the past are handed down by example or spoken word, by the older to the new generations, without reference to book, print, or school teacher, then we have folklore in its own perennial domain, at work as ever, alive and shifting, always apt to grasp and assimilate new elements on its way.

Folklore comprises traditional creations of peoples, primitive and civilized. These are achieved by using sounds, words, poetry and prose and include also folk beliefs or superstitions, customs and performances, dances and plays.

A simple and workable arrangement of the types of folklore may be based on three modes of existence: folklore is either verbal (proverbs, rhymes, myths, legends, folksong and ballads), partly verbal (superstitions, customs and festivals, folk dances and games) or non-verbal (folk gestures, folk music, folk architecture, handicrafts, folk costumes and foods).

Folklore under various names has been with us ever since man began to take an objective look at his culture.

The study of folk life is that of man's mental, spiritual and material struggle towards civilization, of that "complex whole", which includes knowledge, belief, art, morals, law, custom and any other capabilities and habits acquired by man as a member of society. Men of learning have in the last century or so gathered, classified and studied a vast body of materials appertaining to folk tradition.

Some of our surviving customs can trace their ancestry a very long way back, and have hitherto resisted all attempts to uproot them, many others have vanished forever. Especially they disappeared during the last hundred and fifty years or so, for this was a period of great change everywhere, affecting traditional customs as much as anything else.

Customs involve both verbal and non-verbal elements that are traditionally applied in specific circumstances. But unlike superstitions, true customs do not involve faith in the magical results of such application. Thus, the "customs" that incorporate traditional belief in the supernatural should properly be classified as superstition.

A custom is a traditional practice, a mode of individual behaviour or a habit of social life — that is transmitted by word of mouth or imitation, then ingrained by social pressure, common usage and parental authority. When customs are associated with holidays they become calendar customs, and when such events are celebrated annually by a whole community, they become festivals.

In a sense transmitting folklore is itself a custom. Storytelling, ballad-singing, riddle-posing, game and prank playing and the like are all customary acts, for their survival depends on tradition rather than on official control.

Most true folk customs in the US are associated with special events, especially those that require rites of passage — birth, marriage, and death. They begin at once when a child is born. Boy babies are customarily dressed in blue, and girls in pink.

Celebrations of birthday anniversaries may begin as early as the first year in some families and they may continue through one's entire life. More commonly, however, birthday parties are dropped at about high school age sometimes to be revived once at the symbolic age of maturity (21 years) and again as an annual celebration in later middle age. Children's birthdays almost invariably are the occasion for spanking — one spank for each year, with extras "to grow in", or "for good measure". Children in some regions maintain a fairly rigid schedule of extra-punishment days before and after the birthday anniversary — "pinch day", "hit day", "kiss day" and so forth.

Birthday gift at a party may be held over the head of the celebrating child for him to guess the donor or to announce the use to which he intends to put that gift. For each correct guess he is granted a wish.

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Courtship and engagement begin a new round of customs that lead to a grand final at marriage, the most tradition-regulated personal ceremony in American life.

Wedding customs begin with the "shower" often several of them, to emphasize different kinds of needed gifts.

Customs of the wedding itself are numerous and largely regulated by tradition. They include the dress of participants, the seating of guests, the choice of attendants, kissing the bride, throwing rice, passing the bride's shoe around for money, playing pranks on the married couple, and decorating the car.

Wedding customs, however rough, are essentially celebration of a happy time. But customs associated with death are generally fraught with suggestions of fear or superstition.

From youth to old age, at work and at play, in school and in widening arches of our orbits, from the country with which we identify, we encounter folk traditions, customs, recipes, memories, sayings and allusions that in sum constitute a yearly folklore brew.

Only by turning to the folklore of peoples, probing into its meanings and functions, and searching for links between different bodies of tradition may we hope to understand the intellectual and spiritual life of man in its broadest dimensions.

1. What distinctions can be pointed out between folklore and the formal culture of a people?
2. How and in what situations does folklore manifest itself?
3. Can you specify different types of folklore as presented in the text above?
4. What definition can be given to a custom as an example of partly verbal folklore?
5. When and how can a custom become a festival according to the author of the text?
6. What true folk customs are associated with the events that are described in the text as those that require "rites of passage"?
7. What are the anniversary wedding customs that you learned about from the text?

Задания для оценки умений

1. Диктант:

1. Listen to the words in Russian. Write them in English. Make up sentences or a short story with these words.
2. Listen to the text in English. Write down each sentence.

Диктант 1

Television: TV; telly (colloq.), the box (BE); the tube (AE), por table television (set); colour television (set); video; video taperecorder (VT/ TR); cable television; satellite television; network; viewer; viewing; peak viewing hours; prime time (8—11 p.m.); theme tunes; TV addict; compulsive viewing.

Operating TV set: to switch on/off; to turn on/off; to turn the sound up/down; to switch (over)/to change to another programme/channel; to watch television; to see smth on television; a test card; to correct the picture; to have the TV set fixed.

Диктант 2

to mask; to observe; to celebrate; to commemorate; to honour; to recognize an occasion, a date; to keep, to preserve a tradition; to organize, to hold, to sponsor a parade, a demonstration; to give a party (to throw a party) (colloq.), to demonstrate labour solidarity; to have family get together; merry-making; to give presents (BE), gifts (AE); to send greeting cards, Valentine cards; to go treat or tricking; to ask a penny for the guy; to have bonfires; to lay wreaths

Диктант 3

British Pop Culture

The UK has a rich pop culture that is influential not only in Britain but also in the international scene. British pop culture imports talents that transcend varied forms of media. Below are some of the most prominent contributions of Britain to the pop world:

The Beatles. They were a rock band hailing from Liverpool, England. The band is comprised of John Lennon, Paul McCartney, George Harrison and Ringo Starr. The Beatles are responsible for the pop hits such as Blackbird and I Want to Hold Your Hand.

Harry Potter. This famous book (and film) character is the brainchild of English writer J.K. Rowling. Harry Potter is the lead character of a seven-part series that won awards and acclamations from awarding bodies and the reading public. The first book written of him is entitled Harry Potter and the Sorcerer's Stone.

Knowing and appreciating the British culture will give you a deeper and meaningful sense of Britishness on how we do things around the British Isles. It is undeniable that British traditions and celebrations make this little nation worth visiting to experience the true British vibes.

2. Контрольная работа по разделу/теме:

1. Choose the correct answer.
2. Match the words and their definitions.
3. Complete the sentence with a suitable word.
4. Translate the words from Russian into English.
5. Write a short essay.

Контрольная работа 1

1. Translate the words.

украшения

вечнозеленые

парад

демонстрация

подарки

олени

баллады

фольклорные песни

возлагать венки

2. Fill in yet, still, more, another, other, else.

1. Don't hurry. The performance is not over . . .
2. I'd like to read something ... by this author.
3. What ... impression did you get there?
4. What ... did Jean say about the performance?
5. I've read two ... books by Dickens.
6. You'd better ask somebody . . .
7. It is ... spring, but it is getting rather hot.
3. Write an essay about one of the national holidays of an English-speaking country. Make it 160-180 words.

Контрольная работа 2

1. Supply articles where necessary:

Chekhov's play "... Sea-gull" was first staged in ... Alexan-drinsky Theatre in... Petersburg. It was ... complete failure.... play was ruined by ... dull and ... clumsy production. It was staged in ... "good old traditions" whereas ... Chekhov's plays were quite unlike any other plays written before and demand-ed ... new forms and devices.... Petersburg audience did not understand "... Sea-gull." There was ... laughter in most poet-i-cal scenes and many of... audience left long before ... end of ... play. It was ... cruel blow to Chekhov. However, in... Mos-cow Art Theatre, which was not ... year old then (it was in 1898), ... same play directed by K. S. Stanislavsky was ... tremendous success.... Stanislavsky's production of "... Sea-gull" opened ... new epoch in ... history of ... theatre and symbolized... triumph of... new and ... progressive forms over ... old ones. In ... memory of that event... white sea-gull spreads its wings on ... curtain of ... Moscow Art Theatre.

2. Translate the following sentences into English:

1. Актриса, игравшая главную роль, была очень хороша.
2. Мне нравится, как поставлен балет «Лебединое озеро» в Большом театре.
3. Летом они часто ходили на театральные фестивали и премьеры.
4. По дороге домой мне нужно зайти в театральную кассу и купить билеты в амфитеатр.
5. Что вы делали во время антракта? – Мы ходили в буфет.
6. Когда вы приходите в театр, вы оставляете пальто в гардеробе. Там же вы можете взять бинокль и программу.
6. Лучшие места в театре – в партере и в бельэтаже, это самые дорогие места. Места на балконе и галерке хуже и дешевле.
7. Спектакль имел огромный успех у публики, актеров много раз вызывали на сцену.

3. Монологическое высказывание:

Speak on the topic. Express your opinion. Use conversational formulas and expressions.

1. The continuity of folk traditions in modern world.
2. The advantages and problems of multinational states for the development for national traditions.
3. Family traditions in the urban communities and in the country.

1. Why is it that people go to the theatre? What do they look for there?
2. What is your favourite theatre and why?
3. The fragment above (Ex. XII B) describes the case when "the imagination of the spectator begins to be haunted so that long after he has left the play-house the actors are still with him..." Is the experience familiar to you? After what play did you have it last time?
4. What is the romantic side of the theatre?
5. What is the educational role of the theatre? Do you agree with Priestley (see the fragment in Ex. XII B) that the theatrical art appeals rather to the spectator's imagination and feelings than to his intellect? Give your reasons.

4. Схема/граф-схема:

Make up the mind map. Capture the ideas associated with the topic (text). Visually arrange them in radiant format using keywords.

1. Going to the theatre. (How did you get the tickets? Where were your seats? Was the house full?)
2. The play. (Was it interesting? What was interesting? What didn't you like about it?)
3. The acting. (Was the cast good? Whose acting im-pressed the audience? In what scenes?)
4. The production. (Did the production help the audience to catch the main idea of the play? In what points of the pro-duction did you feel the work of the producer? Did the gener-al spirit of the production satisfy the demand of the play?)
5. Designing. (Did you like the scenery? How were the light and sound effects used?)
6. The audience. (What kind of people did it consist of? How did they receive the performance?)

5. Тест:

1. Fill in the gaps.
2. Complete the sentences.
3. Read the text. Mark the sentences T (true), F (false), DS (does not say).
4. Write an essay.

The ... of books may seem high, but their ... to a student who is educating himself may be great.

3) (fear, panic)

There is always a danger of... when a theatre catches fire.

He lived in constant... of his neighbours.

4. Complete the sentence with a suitable word.

1) celebrations trimming rituals

A school teacher is sure to organize ... of different kinds.

2) purport hydrogen rebellion

The repressive policies are sowing the seeds of ...

Tect 2

1. Choose the correct answer: a, b or c:

1. A kind of platform in a theatre on which actors perform

a) stalls

b) stage

c) orchestra pit

2. A place in a theatre where visitors leave their coats, hats, act for short time.

a) foyer

b) buffet

c) cloak room

3. Heavy material often hanging over the stage

a) circle

b) curtains

c) gallery

4. In theatres and cinemas the place where people buy tickets

a) box office

b) cloak room

c) box

5. The entrance hall or a large open space where people can meet or wait for the performance is a _____

a) cloak room

b) foyer

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6. A separate section or enclosed area for a group of people to watch a performance

a) rows of seat

b) box

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7. A place where you can buy food and drinks in the theatre

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8. A person who check tickets and show people their seats

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9. The seats in the part of the theatre nearest to the stage

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10. A group of seats in curved rows raised above the floor level

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2. Fill in articles wherever necessary.

... theatres are very much ... same in London as anywhere else; ... main theatres, music-halls and cinemas are in ... West End. If you are staying in London for ... few days, you will have no difficulty whatever in finding somewhere to spend ... evening. You will find ... opera, ... comedy, ... drama, ... variety, ... cinema performances start at about eight or ... half past, and finish about eleven,

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6. Чтение текстов на иностранном языке:

Read the text. Do the tasks. Retell the text. Answer the questions.

The Field of Folklore

Folklore comprises the unrecorded traditions of a people. The study of folklore records and analyses these traditions because they reveal the common life of the mind below the level of "high" or formal culture, which is recorded by civilizations as the learned heritage of their times.

Whenever, out of habit or inclination, the folk indulge in songs and dances, in ancient games, the merry-making, to mark the passing of the year or the usual festivities whenever in many callings the knowledge, experience, wisdom, skill, the habits and practices of the past are handed down by example or spoken word, by the older to the new generations, without reference to book, print, or school teacher, then we have folklore in its own perennial domain, at work as ever, alive and shifting, always apt to grasp and assimilate new elements on its way.

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Folklore under various names has been with us ever since man began to take an objective look at his culture.

The study of folk life is that of man's mental, spiritual and material struggle towards civilization, of that "complex whole", which includes knowledge, belief, art, morals, law, custom and any other capabilities and habits acquired by man as a member of society. Men of learning have in the last century or so gathered, classified and studied a vast body of materials appertaining to folk tradition.

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Customs involve both verbal and non-verbal elements that are traditionally applied in specific circumstances. But unlike superstitions, true customs do not involve faith in the magical results of such application. Thus, the "customs" that incorporate traditional belief in the supernatural should properly be classified as superstition.

A custom is a traditional practice, a mode of individual behaviour or a habit of social life — that is transmitted by word of mouth or imitation, then ingrained by social pressure, common usage and parental authority. When customs are associated with holidays they become calendar customs, and when such events are celebrated annually by a whole community, they become festivals.

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Wedding customs begin with the "shower" often several of them, to emphasize different kinds of needed gifts.

Customs of the wedding itself are numerous and largely regulated by tradition. They include the dress of participants, the seating of guests, the choice of attendants, kissing the bride, throwing rice, passing the bride's shoe around for money, playing pranks on the married couple, and decorating the car.

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Задания для оценки владений

1. Диктант:

1. Listen to the words in Russian. Write them in English. Make up sentences or a short story with these words.
2. Listen to the text in English. Write down each sentence.

Диктант 1

Television: TV; telly (colloq.), the box (BE); the tube (AE), portable television (set); colour television (set); video; video tape recorder (VT/ TR); cable television; satellite television; network; viewer; viewing; peak viewing hours; prime time (8–11 p.m.); theme tunes; TV addict; compulsive viewing.

Operating TV set: to switch on/off; to turn on/off; to turn the sound up/down; to switch (over)/to change to another programme/channel; to watch television; to see smth on television; a test card; to correct the picture; to have the TV set fixed.

Диктант 2

to mask; to observe; to celebrate; to commemorate; to honour; to recognize an occasion, a date; to keep, to preserve a tradition; to organize, to hold, to sponsor a parade, a demonstration; to give a party (to throw a party) (colloq.), to demonstrate labour solidarity; to have family get together; merry-making; to give presents (BE), gifts (AE); to send greeting cards, Valentine cards; to go treat or tricking; to ask a penny for the guy; to have bonfires; to lay wreaths

Диктант 3

British Pop Culture

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2. Контрольная работа по разделу/теме:

1. Choose the correct answer.
2. Match the words and their definitions.
3. Complete the sentence with a suitable word.
4. Translate the words from Russian into English.
5. Write a short essay.

Контрольная работа 1

1. Translate the words.

украшения

вечнозеленые

парад

демонстрация

подарки

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фольклорные песни

взлагать венки

2. Fill in yet, still, more, another, other, else.

1. Don't hurry. The performance is not over 2. I'd like to read something ... by this author. 3. What ... impression did you get there? 4. What ... did Jean say about the performance? 5. I've read two ... books by Dickens. 6. You'd better ask somebody 7. It is ... spring, but it is getting rather hot.

3. Write an essay about one of the national holidays of an English-speaking country. Make it 160-180 words.

Контрольная работа 2

1. Supply articles where necessary:

Chekhov's play "... Sea-gull" was first staged in ... Alexan-drinsky Theatre in... Petersburg. It was ... complete failure.... play was ruined by ... dull and ... clumsy production. It was staged in ... "good old traditions" whereas ... Chekhov's plays were quite unlike any other plays written before and demand=ed ... new forms and devices.... Petersburg audience did not understand "... Sea-gull." There was ... laughter in most poeti=cal scenes and many of... audience left long before ... end of ... play. It was ... cruel blow to Chekhov. However, in... Mos=cow Art Theatre, which was not ... year old then (it was in 1898), ... same play directed by K. S. Stanislavsky was ... tremendous success.... Stanislavsky's production of "... Sea-gull" opened ... new epoch in ... history of ... theatre and symbolized... triumph of... new and ... progressive forms over ... old ones. In ... memory of that event... white sea-gull spreads its wings on ... curtain of ... Moscow Art Theatre.

2. Translate the following sentences into English:

1. Актриса, игравшая главную роль, была очень хороша.
2. Мне нравится, как поставлен балет «Лебединое озеро» в Большом театре.
3. Летом они часто ходили на театральные фестивали и премьеры.
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7. Спектакль имел огромный успех у публики, актеров много раз вызывали на сцену.

3. Монологическое высказывание:

Speak on the topic. Express your opinion. Use conversational formulas and expressions.

1. The continuity of folk traditions in modern world.
2. The advantages and problems of multinational states for the development for national traditions.
3. Family traditions in the urban communities and in the country.

1. Why is it that people go to the theatre? What do they look for there?
2. What is your favourite theatre and why?
3. The fragment above (Ex. XII B) describes the case when "the imagination of the spectator begins to be haunted so that long after he has left the play-house the actors are still with him..." Is the experience familiar to you? After what play did you have it last time?
4. What is the romantic side of the theatre?
5. What is the educational role of the theatre? Do you agree with Priestley (see the fragment in Ex. XII B) that the theatrical art appeals rather to the spectator's imagination and feelings than to his intellect? Give your reasons.

4. Схема/граф-схема:

Make up the mind map. Capture the ideas associated with the topic (text). Visually arrange them in radiant format using keywords.

1. Going to the theatre. (How did you get the tickets? Where were your seats? Was the house full?)
2. The play. (Was it interesting? What was interesting? What didn't you like about it?)
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5. Teatr:

1. Fill in the gaps.
2. Complete the sentences.
3. Read the text. Mark the sentences T (true), F (false), DS (does not say).
4. Write an essay.

The ... of books may seem high, but their ... to a student who is educating himself may be great.

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There is always a danger of... when a theatre catches fire.

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4. Complete the sentence with a suitable word.

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A school teacher is sure to organize ... of different kinds.

2) purport hydrogen rebellion

The repressive policies are sowing the seeds of ...

Teatr 2

1. Choose the correct answer: a, b or c:

1. A kind of platform in a theatre on which actors perform

a) stalls

b) stage

c) orchestra pit

2. A place in a theatre where visitors leave their coats, hats, act for short time.

a) foyer

b) buffet

c) cloak room

3. Heavy material often hanging over the stage

a) circle

b) curtains

c) gallery

4. In theatres and cinemas the place where people buy tickets

a) box office

b) cloak room

c) box

5. The entrance hall or a large open space where people can meet or wait for the performance is a _____

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b) foyer

c) box office

6. A separate section or enclosed area for a group of people to watch a performance

a) rows of seat

b) box

c) gallery

7. A place where you can buy food and drinks in the theatre

a) cloak room

b) box office

c) buffet

8. A person who check tickets and show people their seats

a) actor

b) usher

c) assistant

9. The seats in the part of the theatre nearest to the stage

a) rows of seats

b) gallery

c) circle

10. A group of seats in curved rows raised above the floor level

a) box

b) gallery

c) circle

2. Fill in articles wherever necessary.

... theatres are very much ... same in London as anywhere else; ... main theatres, music-halls and cinemas are in ... West End. If you are staying in London for ... few days, you will have no difficulty whatever in finding somewhere to spend ... evening. You will find ... opera, ... comedy, ... drama, ... variety, ... cinema performances start at about eight or ... half past, and finish about eleven, ... best seats are those in ... stalls, in ... dress-circle and ... upper circle. Then comes ... pit and ... last of all ... gallery. ... boxes, of course, are more expensive. ... most theatres and music-halls have ... good orchestras with ... popular conductors.

6. Чтение текстов на иностранном языке:

Read the text. Do the tasks. Retell the text. Answer the questions.

The Field of Folklore

Folklore comprises the unrecorded traditions of a people. The study of folklore records and analyses these traditions because they reveal the common life of the mind below the level of "high" or formal culture, which is recorded by civilizations as the learned heritage of their times.

Whenever, out of habit or inclination, the folk indulge in songs and dances, in ancient games, the merry-making, to mark the passing of the year or the usual festivities whenever in many callings the knowledge, experience, wisdom, skill, the habits and practices of the past are handed down by example or spoken word, by the older to the new generations, without reference to book, print, or school teacher, then we have folklore in its own perennial domain, at work as ever, alive and shifting, always apt to grasp and assimilate new elements on its way.

Folklore comprises traditional creations of peoples, primitive and civilized. These are achieved by using sounds, words, poetry and prose and include also folk beliefs or superstitions, customs and performances, dances and plays.

A simple and workable arrangement of the types of folklore may be based on three modes of existence: folklore is either verbal (proverbs, rhymes, myths, legends, folksong and ballads), partly verbal (superstitions, customs and festivals, folk dances and games) or non-verbal (folk gestures, folk music, folk architecture, handicrafts, folk costumes and foods).

Folklore under various names has been with us ever since man began to take an objective look at his culture.

The study of folk life is that of man's mental, spiritual and material struggle towards civilization, of that "complex whole", which includes knowledge, belief, art, morals, law, custom and any other capabilities and habits acquired by man as a member of society. Men of learning have in the last century or so gathered, classified and studied a vast body of materials appertaining to folk tradition.

Some of our surviving customs can trace their ancestry a very long way back, and have hitherto resisted all attempts to uproot them, many others have vanished forever. Especially they disappeared during the last hundred and fifty years or so, for this was a period of great change everywhere, affecting traditional customs as much as anything else.

Customs involve both verbal and non-verbal elements that are traditionally applied in specific circumstances. But unlike superstitions, true customs do not involve faith in the magical results of such application. Thus, the "customs" that incorporate traditional belief in the supernatural should properly be classified as superstition.

A custom is a traditional practice, a mode of individual behaviour or a habit of social life — that is transmitted by word of mouth or imitation, then ingrained by social pressure, common usage and parental authority. When customs are associated with holidays they become calendar customs, and when such events are celebrated annually by a whole community, they become festivals.

In a sense transmitting folklore is itself a custom. Storytelling, ballad-singing, riddle-posing, game and prank playing and the like are all customary acts, for their survival depends on tradition rather than on official control.

Most true folk customs in the US are associated with special events, especially those that require rites of passage — birth, marriage, and death. They begin at once when a child is born. Boy babies are customarily dressed in blue, and girls in pink.

Celebrations of birthday anniversaries may begin as early as the first year in some families and they may continue through one's entire life. More commonly, however, birthday parties are dropped at about high school age sometimes to be revived once at the symbolic age of maturity (21 years) and again as an annual celebration in later middle age. Children's birthdays almost invariably are the occasion for spanking — one spank for each year, with extras "to grow in", or "for good measure". Children in some regions maintain a fairly rigid schedule of extra-punishment days before and after the birthday anniversary — "pinch day", "hit day", "kiss day" and so forth.

Birthday gift at a party may be held over the head of the celebrating child for him to guess the donor or to announce the use to which he intends to put that gift. For each correct guess he is granted a wish.

The loss of "baby teeth" is one of the few other non-holiday occasions in a child's life when customs are followed.

Courtship and engagement begin a new round of customs that lead to a grand final at marriage, the most tradition-regulated personal ceremony in American life.

Wedding customs begin with the "shower" often several of them, to emphasize different kinds of needed gifts.

Customs of the wedding itself are numerous and largely regulated by tradition. They include the dress of participants, the seating of guests, the choice of attendants, kissing the bride, throwing rice, passing the bride's shoe around for money, playing pranks on the married couple, and decorating the car.

Wedding customs, however rough, are essentially celebration of a happy time. But customs associated with death are generally fraught with suggestions of fear or superstition.

From youth to old age, at work and at play, in school and in widening arches of our orbits, from the country with which we identify, we encounter folk traditions, customs, recipes, memories, sayings and allusions that in sum constitute a yearly folklore brew.

Only by turning to the folklore of peoples, probing into its meanings and functions, and searching for links between different bodies of tradition may we hope to understand the intellectual and spiritual life of man in its broadest dimensions.

1. What distinctions can be pointed out between folklore and the formal culture of a people?
2. How and in what situations does folklore manifest itself?
3. Can you specify different types of folklore as presented in the text above?
4. What definition can be given to a custom as an example of partly verbal folklore?
5. When and how can a custom become a festival according to the author of the text?
6. What true folk customs are associated with the events that are described in the text as those that require "rites of passage"?
7. What are the anniversary wedding customs that you learned about from the text?

Раздел: Средства массовой информации. Современные проблемы

Задания для оценки знаний

1. Диктант:

1. Listen to the words in Russian. Write them in English. Make up sentences or a short story with these words.
2. Listen to the text in English. Write down each sentence.

Диктант 1

Facebook - the social networking Web site

In 2004 three Harvard University students, Mark Zuckerberg, Dustin Moskovitz and Chris Hughes, launched a web site designed to put students in touch with one another, share their photos and meet new people. They called it thefacebook.com, and soon the site became extremely popular on the Harvard campus. A month after the site was launched, the creators expanded it to include students from Columbia and Yale. In August 2005 the site's name changed to Facebook.

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The terms of use state that must be at least 13 years old, and any member between the ages of 13 and 18 must be controlled in school. It requires new members to provide a valid e-mail address before completing registration. Once you've created an account and answered a few questions about where you work, go to school and where you live, Facebook will generate a profile for you.

Диктант 2

Electronic mail, abbreviation E-MAIL, are messages transmitted and received by digital computers through a network. An electronic-mail, or E-mail, system allows computer users on a network to send text, graphics, and sometimes sounds and animated images to other users. On most networks, data can be simultaneously sent to a universe of users or to a select group or individual. Network users typically have an electronic mailbox that receives, stores, and manages their correspondence. Recipients can elect to view, print, save, edit, answer, or otherwise react to communications. Many E-mail systems have advanced features that alert users to incoming messages or permit them to employ special privacy features. Large corporations and institutions use E-mail systems as an important communication link among employees and other people allowed on their networks. E-mail is also available on major public on-line and bulletin board systems, many of which maintain free or low-cost global communication networks...

Диктант 3

adolescence

adolescent (adolescent rebellion)

avoid involvement

bring up (upbringing)

child-care manuals (child-care books)

complexes (to give -)

conformity (to reject -)

delinquent children

emphasis on the present

evade responsibility

home background (family background)
inhibitions (to shed restricting -)
juvenile delinquency
lack of understanding
negligence
parent(-s') authority (lax authority)
parent-child relationship
permissive
permissiveness (excessive -)
psychological wounds
psychologist
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2. Контрольная работа по разделу/теме:

1. Choose the correct answer.
2. Match the words and their definitions.
3. Complete the sentence with a suitable word.
4. Translate the words from Russian into English.
5. Write a short essay.

Give the English equivalents for the following phrases:

избегать старых друзей, дурной компании, ошибок, какой-л. пищи, скандала, ссоры, неприятностей, трудностей; избегать обращаться к кому-л., упоминать о чём-л., ездить куда-л.; отводить глаза; отвести взгляд от чего-л.

Answer the questions:

1. The generation gap: myth or reality?
2. The teacher's choice: permissiveness or authority?
3. Is it really so hard to be young?
4. The problems of the young: low incomes, housing problems, lack of entertainments, etc.
5. Juvenile delinquency. Who is to blame: family? school? street? social conditions?
6. The terrible maladies of the young: early alcoholism, drug-taking, sexual promiscuity. What's to be done?

3. Монологическое высказывание:

Speak on the topic. Express your opinion. Use conversational formulas and expressions.

The young do not seek responsibility: they evade it.

They are not interested in important questions; avoid involvement: e.g. major political issues, etc.; they lack noble ideals.

They want expensive clothes, cars, etc. without working for them.

The young should be grateful to the older generation.

The older generation bequeathed peace and freedom which the young enjoy.

The older generation provides the young with good education, money to spend.

The older generation fought World War II, faced difficult, sometimes tragic problems. The young have had everything easy.

The young cling to passing fashions: clothes, pop music, rock music. The modern phenomenon is mass hysteria.

Too much permissiveness leads to immorality when normal moral standards are labelled as "inhibitions".

Appearance of many young people is unpleasant: too long unkempt hair, dirty clothes, unwashed bodies.

4. Схема/граф-схема:

Make up the mind map. Capture the ideas associated with the topic (text). Visually arrange them in radiant format using keywords.

5. Тест:

1. Fill in the gaps.
2. Complete the sentences.
3. Read the text. Mark the sentences T (true), F (false), DS (does not say).
4. Write an essay.

Make the right choice out of the similar words with different meaning.

1. true - truthful
 - a) This play is based on a ... story.
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2. childish - childlike
 - a) You cannot have everything you want: don't be so
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9. sensible - sensitive
 - a) John will be all right on his own; he is a very ... boy.
 - b) Don't criticize her too harshly: she is very

6. ЧТЕНИЕ ТЕКСТОВ НА ИНОСТРАННОМ ЯЗЫКЕ:

Read the text. Do the tasks. Retell the text. Answer the questions.

Read the text. Answer the questions

Depending on what computer system the airline uses, check-in staff can talk to each other via simultaneous email. So when they seem to be taking a very long time to type your rather short name into the computer, they are probably sending one of the colleagues a message – usually about you or someone in the queue behind you. These messages range from “Have you seen this incredibly good-looking woman / man?” or “I’ve really difficult passenger here – does anyone have a place near a screaming child?”

There is a sensible drinking policy on all airlines, which means that we are not supposed to serve passengers if they start getting noisy, but some aircrew think that if you give them enough to eat and drink, they will eventually fall asleep and give you no trouble at all. That’s the reason why we turn the heating up halfway through a flight.

Some airports are notorious for losing passengers’ luggage. Heathrow has a poor reputation – most airports are losing two in every thousand bags – but Heathrow loses eighty. When the airport is busy, and it always is, there is so much baggage being transported between the terminals and so little time to do it, that a lot of transferred luggage gets left behind.

Wheelchairs are a big problem for us. Some people who request them don’t need them at all! I’ve lost count of the number of times I’ve pushed someone through the airport, taken them through customs and passport control, and got a porter to pick up their luggage, and then seen the person jump up in Arrivals and sprint towards their waiting relatives. Birds are one of the major problems for any airport when planes are taking off and landing. A swan or any large bird can cause an accident. Smaller birds are less of a problem. In some cases they can do some damage, but more often they are just roasted. When it happens, there is such a strong smell of roast bird that passengers think that chicken is being cooked, and they are often surprised when they are served a choice of fish or beef at dinner.

1. What are the check-in staff really doing when they are typing on the computer?
2. Why is the heating suddenly turned up in the flight?
3. Why do airport staff sometimes have problem with wheelchairs?
4. Out of 1000 passengers how many will, probably lose their luggage?
5. Why can you smell chicken when they serve you fish?

1. Read the text

The Younger Generation Knows Best

Old people are always saying that the young are not what they were. The same comment is made from generation to generation and it is always true. It has never been truer than it is today. The young are better educated. They have more money to spend and enjoy their freedom. They grow up more quickly and are not so dependent on their parents. They think more for themselves and do not blindly accept the ideals of their elders. Every new generation is different from the one that preceded it. Today the difference is very marked indeed.

The old always assume that they know best for the simple reason that they have been around a bit longer. They don't like to feel that their values are being questioned or threatened. And this is precisely what the young are doing. They take leave to doubt that the older generation has created the best of all possible worlds. What they reject more than anything is conformity. Office hours, for instance, are nothing more than enforced slavery. Wouldn't people work better if they were given complete freedom and responsibility? And what about clothing? Who said that all the men in the world should wear dull grey suits and short haircuts? If we turn our minds to more serious matters, why have the older generation so often used violence to solve their problems? Why are they so unhappy and guilt-ridden in their personal lives, so obsessed with mean ambitions and the desire to amass more and more material possessions? Can anything be right with the rat-race? Haven't the old lost touch with all that is important in life?

These are not questions the older generation can shrug off lightly. Their record over the past forty years or so hasn't been exactly spotless. Traditionally, the young have turned to their elders for guidance. Today, the situation might be reversed. The old — if they are prepared to admit it — could learn a thing or two from their children. One of the biggest lessons they could learn is that enjoyment is not "sinful". Enjoyment is a principle one could apply to all aspects of life. It is surely not wrong to enjoy your work and enjoy your leisure; to shed restricting inhibitions. It is surely not wrong to live in the present rather than in the past or future. This emphasis on the present is only to be expected because the young have grown up under the shadow of the bomb: the constant threat of complete annihilation. This is their glorious heritage. Can we be surprised that they should so often question the sanity of the generation that bequeathed it?

(From: "For and Against" by L.G. Alexander)

2. Find in the text its leading ideas and present them in the form of clear-cut statements.

3. Find in the text statements with which you agree; with which you disagree. Explain your attitude.

Задания для оценки умений

1. Диктант:

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Задания для оценки владений

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lack of understanding

negligence

parent(-s') authority (lax authority)

parent-child relationship

permissive

permissiveness (excessive -)

psychological wounds

psychologist

rat-race

2. Контрольная работа по разделу/теме:

1. Choose the correct answer.
2. Match the words and their definitions.
3. Complete the sentence with a suitable word.
4. Translate the words from Russian into English.
5. Write a short essay.

Give the English equivalents for the following phrases:

избегать старых друзей, дурной компании, ошибок, какой-л. пищи, скандала, ссоры, неприятностей, трудностей; избегать обращаться к кому-л., упоминать о чём-л., ездить куда-л.; отводить глаза; отвести взгляд от чего-л.

Answer the questions:

1. The generation gap: myth or reality?
2. The teacher's choice: permissiveness or authority?
3. Is it really so hard to be young?
4. The problems of the young: low incomes, housing problems, lack of entertainments, etc.
5. Juvenile delinquency. Who is to blame: family? school? street? social conditions?
6. The terrible maladies of the young: early alcoholism, drug-taking, sexual promiscuity. What's to be done?

3. Монологическое высказывание:

Speak on the topic. Express your opinion. Use conversational formulas and expressions.

The young do not seek responsibility: they evade it.

They are not interested in important questions; avoid involvement: e.g. major political issues, etc.; they lack noble ideals.

They want expensive clothes, cars, etc. without working for them.

The young should be grateful to the older generation.

The older generation bequeathed peace and freedom which the young enjoy.

The older generation provides the young with good education, money to spend.

The older generation fought World War II, faced difficult, sometimes tragic problems. The young have had everything easy.

The young cling to passing fashions: clothes, pop music, rock music. The modern phenomenon is mass hysteria.

Too much permissiveness leads to immorality when normal moral standards are labelled as "inhibitions".

Appearance of many young people is unpleasant: too long unkempt hair, dirty clothes, unwashed bodies.

4. Схема/граф-схема:

Make up the mind map. Capture the ideas associated with the topic (text). Visually arrange them in radiant format using keywords.

5. Тест:

1. Fill in the gaps.

2. Complete the sentences.

3. Read the text. Mark the sentences T (true), F (false), DS (does not say).

4. Write an essay.

Make the right choice out of the similar words with different meaning.

1. true - truthful

a) This play is based on a ... story.

b) I believe her: I think she is a ... person.

2. childish - childlike

a) You cannot have everything you want: don't be so

b) She has a ... quality, a sort of innocence, which I like.

3. young - youthful

a) Our teacher is full of... enthusiasm for her subject.

b) Enjoy yourself while you are still....

4. uneatable - inedible

a) This meat is so tough that I find it.... .

b) Some of the ... varieties of fungus are poisonous.

5. unreadable - illegible

a) The inscription was ... , but I recognized it as Latin.

b) War and Peace may be a good novel, but I find it.... .

6. historic - historical

a) "Ladies and gentlemen, this is a ... moment: the first manned landing on another planet!"

b) The library contains a copy of Magna Carta and other ... documents.

7. economic - economical

a) The country is experiencing a time of great... difficulty.

b) This soap is very ... : you only need to use a little of it at a time.

8. electric - electrical

a) I see you have an ... cooker; I prefer gas.

b) The battery gave off a sudden ... discharge.

9. sensible - sensitive

a) John will be all right on his own; he is a very ... boy.

b) Don't criticize her too harshly: she is very

6. Чтение текстов на иностранном языке:

Read the text. Do the tasks. Retell the text. Answer the questions.

Read the text. Answer the questions

Depending on what computer system the airline uses, check-in staff can talk to each other via simultaneous email. So when they seem to be taking a very long time to type your rather short name into the computer, they are probably sending one of the colleagues a message – usually about you or someone in the queue behind you. These messages range from "Have you seen this incredibly good-looking woman / man?" or "I've really difficult passenger here – does anyone have a place near a screaming child?"

There is a sensible drinking policy on all airlines, which means that we are not supposed to serve passengers if they start getting noisy, but some aircrew think that if you give them enough to eat and drink, they will eventually fall asleep and give you no trouble at all. That's the reason why we turn the heating up halfway through a flight.

Some airports are notorious for losing passengers' luggage. Heathrow has a poor reputation – most airports are losing two in every thousand bags – but Heathrow loses eighty. When the airport is busy, and it always is, there is so much baggage being transported between the terminals and so little time to do it, that a lot of transferred luggage gets left behind.

Wheelchairs are a big problem for us. Some people who request them don't need them at all! I've lost count of the number of times I've pushed someone through the airport, taken them through customs and passport control, and got a porter to pick up their luggage, and then seen the person jump up in Arrivals and sprint towards their waiting relatives. Birds are one of the major problems for any airport when planes are taking off and landing. A swan or any large bird can cause an accident. Smaller birds are less of a problem. In some cases they can do some damage, but more often they are just roasted. When it happens, there is such a strong smell of roast bird that passengers think that chicken is being cooked, and they are often surprised when they are served a choice of fish or beef at dinner.

1. What are the check-in staff really doing when they are typing on the computer?
2. Why is the heating suddenly turned up in the flight?
3. Why do airport staff sometimes have problem with wheelchairs?
4. Out of 1000 passengers how many will, probably lose their luggage?
5. Why can you smell chicken when they serve you fish?

1. Read the text

The Younger Generation Knows Best

Old people are always saying that the young are not what they were. The same comment is made from generation to generation and it is always true. It has never been truer than it is today. The young are better educated. They have more money to spend and enjoy their freedom. They grow up more quickly and are not so dependent on their parents. They think more for themselves and do not blindly accept the ideals of their elders. Every new generation is different from the one that preceded it. Today the difference is very marked indeed.

The old always assume that they know best for the simple reason that they have been around a bit longer. They don't like to feel that their values are being questioned or threatened. And this is precisely what the young are doing. They take leave to doubt that the older generation has created the best of all possible worlds. What they reject more than anything is conformity. Office hours, for instance, are nothing more than enforced slavery. Wouldn't people work better if they were given complete freedom and responsibility? And what about clothing? Who said that all the men in the world should wear dull grey suits and short haircuts? If we turn our minds to more serious matters, why have the older generation so often used violence to solve their problems? Why are they so unhappy and guilt-ridden in their personal lives, so obsessed with mean ambitions and the desire to amass more and more material possessions? Can anything be right with the rat-race? Haven't the old lost touch with all that is important in life?

These are not questions the older generation can shrug off lightly. Their record over the past forty years or so hasn't been exactly spotless. Traditionally, the young have turned to their elders for guidance. Today, the situation might be reversed. The old — if they are prepared to admit it — could learn a thing or two from their children. One of the biggest lessons they could learn is that enjoyment is not "sinful". Enjoyment is a principle one could apply to all aspects of life. It is surely not wrong to enjoy your work and enjoy your leisure; to shed restricting inhibitions. It is surely not wrong to live in the present rather than in the past or future. This emphasis on the present is only to be expected because the young have grown up under the shadow of the bomb: the constant threat of complete annihilation. This is their glorious heritage. Can we be surprised that they should so often question the sanity of the generation that bequeathed it?

(From: "For and Against" by L.G. Alexander)

2. Find in the text its leading ideas and present them in the form of clear-cut statements.
3. Find in the text statements with which you agree; with which you disagree. Explain your attitude.

2. Оценочные средства для промежуточной аттестации

1. Зачет

Вопросы к зачету:

1. Я и моя семья
2. Мой лучший друг
3. Друг познаётся в беде
4. Мой домашний питомец
5. Домашние питомцы: за и против
6. Моё любимое время года
7. Мои увлечения

Практические задания:

1. Read the text. Do the tasks.

2. Экзамен

Вопросы к экзамену:

1. Современные средства коммуникации
2. Интернет
3. Мобильная связь
4. Социальные сети
5. Влияние социальных сетей на жизнь человека
6. Влияние интернета и социальных сетей на мою жизнь
7. Интернет в образовании
8. Дистанционное образование
9. Проблемы молодёжи
10. Вредные привычки молодежи
11. Молодежная преступность
12. Отцы и дети. Конфликт поколений
13. Проблемы семьи и брака в современном обществе
14. Проблема допинга в спорте
15. Исчезающие города
16. Права животных
17. Опыты на животных: за и против
18. Глобальное потепление
19. Вырубка и исчезновение лесов
20. Иссякающие природные ресурсы

Практические задания:

1. Read the text. Do the tasks.

3. Дифференцированный зачет

Вопросы к зачету:

1. Карта мира
2. Англоговорящие страны
3. Фауна англоговорящих стран
4. Фауна России
5. Климат Англии
6. Климат России
7. Мой любимый герой английской (американской) литературы: его характер и внешность
8. Мой дом – моя крепость
9. Дом моей мечты
10. Англичане и их дома

Практические задания:

1. Read the text. Do the tasks.

4. Зачет

Вопросы к зачету:

1. Мой родной город
2. Москва - столица нашей Родины
3. Плюсы и минусы жизни в городе
4. Плюсы и минусы жизни в деревне
5. Проблемы больших городов
6. Достоинства и недостатки интернет-магазинов
7. Типы магазинов в современном обществе (основные тенденции и изменения)
8. Театр в современной жизни
9. Кино в современной жизни
10. Мой любимый актер театра

Практические задания:

1. Read the text. Do the tasks.

5. Зачет

Вопросы к зачету:

1. Внешность и характер человека

2. Внешность и личностные качества учителя
3. Выбор профессии
4. Устройство на работу
5. Профессия учителя
6. Идеальный учитель
7. Здоровый образ жизни
8. Правильное питание
9. Вредные привычки
10. Еда в английской семье
11. Питание в моей семье
12. Образ жизни моей семьи
13. Визит к врачу
14. Болезни и их симптомы
15. Профессия врача

Практические задания:

1. Read the text. Do the tasks.

6. Экзамен

Вопросы к экзамену:

1. Система образования России
2. Система образования Великобритании
3. Система образования США
4. Современные тенденции в образовании англоговорящих стран
5. Сравнение английской и русской школ
6. Обучение и воспитание
7. Виды досуга
8. Индустрия туризма
9. Виды путешествий
10. Мое свободное время
11. Виды досуга в англоговорящих странах
12. Спорт: за и против
13. Спорт в англоговорящих странах
14. Киноиндустрия
15. Великие киноактёры прошлого
16. История кино
17. Жанры фильмов
18. Профессии в киноиндустрии
19. Мой любимый фильм
20. Мой любимый киноактер

Практические задания:

1. Read the text. Do the tasks.

7. Зачет

Вопросы к зачету:

1. Английская школа и ее особенности
2. Типы школ в Великобритании
3. Типы школ в России
4. Политика в области образования
5. Управление системой образования
6. Экзамены в средней школе
7. Экзамены в высшей школе
8. Школа будущего
9. Воспитание детей: современные тенденции
10. Наказание и поощрение: за и против
11. Профессиональные качества учителя
12. Роль учителя в воспитании
13. Жанры и виды художественного искусства
14. Высокие искусства и популярные искусства

15. Английская живопись
16. Великие английские художники и их творчество
17. Русская живопись
18. Великие русские художники и их творчество
19. Моя любимая картина
20. Посещение картинной галереи или музея

Практические задания:

1. Read the text. Do the tasks.

8. Зачет

Вопросы к зачету:

1. Чувства и эмоции
2. Человек и его личностные качества
3. Положительные и отрицательные черты характера
4. Выражение эмоций
5. Выражение эмоций школьниками
6. Темперамент человека
7. Профессиональное поведение учителя
8. Человек и природа
9. Окружающая среда
10. Природные ресурсы Великобритании
11. Природные ресурсы России
12. Природные достопримечательности Великобритании
13. Природные достопримечательности России
14. Природные достопримечательности Челябинской области
15. Загрязнение и разрушение окружающей среды
16. Сохранение природы и защита окружающей среды
17. Экологические проблемы Челябинской области
18. Экологические организации России
19. Экологические организации мира
20. Волонтерство в сфере защиты окружающей среды

Практические задания:

1. Read the text. Do the tasks.

9. Дифференцированный зачет

Вопросы к зачету:

1. Судебная система
2. Профессии, связанные с судопроизводством
3. Судебная система США
4. Судебная система Великобритании
5. Судебная система России
6. Правонарушения и общество
7. Книги в жизни человека
8. Литературные жанры
9. Библиотеки
10. Электронные книги
11. Электронные учебники
12. Мой любимый литературный жанр
13. Мой любимый писатель
14. Мой любимый литературный герой
15. Музыка в жизни человека
16. Музыкальные жанры и стили
17. Мой любимый музыкальный жанр
18. Биография великого музыканта
19. Мой любимый композитор прошлого
20. Мой любимый современный композитор

Практические задания:

1. Read the text. Do the tasks.

10. Зачет

Вопросы к зачету:

1. Телевидение в жизни человека
2. Виды телевизионных программ
3. Профессии, связанные с телевидением
4. Моя любимая телепередача
5. Мой любимый телеведущий
6. Телевидение и театр
7. Театр в жизни человека
8. Виды и жанры театрального искусства
9. Мой любимый жанр театрального искусства
10. Театральные профессии
11. Мой любимый спектакль
12. Мой любимый английский (американский) актер
13. Мой любимый российский актер
14. Мой любимый театр
15. Театры Челябинска и области
16. Традиции и обычаи англоговорящих стран
17. Праздники англоговорящих стран
18. Типы фольклора
19. Церемонии государственного и политического значения
20. Мои любимые традиции, обычаи, праздники

Практические задания:

1. Read the text. Do the tasks.

Раздел 4. Методические материалы, определяющие процедуры оценивания знаний, умений, навыков и (или) опыта деятельности, характеризующих этапы формирования компетенций

1. Для текущего контроля используются следующие оценочные средства:

1. Диктант

Диктант используется как форма опроса для контроля за усвоением материала, его обобщения и систематизации и выявления готовности обучающихся к восприятию нового.

Текст вопросов простой, легко воспринимаемый на слух, требующий краткого ответа. Пауза между следующими друг за другом вопросами должна быть достаточной для записи ответов обучающимися.

Диктант по русскому языку является основным средством проверки грамотности обучающихся и усвоения ими изученного материала, может проводиться в форме словарного диктанта, полного диктанта (диктуется связный текст), диктанта с грамматическим заданием и т.д.

2. Контрольная работа по разделу/теме

Контрольная работа выполняется с целью проверки знаний и умений, полученных студентом в ходе лекционных и практических занятий и самостоятельного изучения дисциплины. Написание контрольной работы призвано установить степень усвоения студентами учебного материала раздела/темы и формирования соответствующих компетенций.

Подготовку к контрольной работе следует начинать с повторения соответствующего раздела учебника, учебных пособий по данному разделу/теме и конспектов лекций.

Контрольная работа выполняется студентом в срок, установленный преподавателем в письменном (печатном или рукописном) виде.

При оформлении контрольной работы следует придерживаться рекомендаций, представленных в документе «Регламент оформления письменных работ».

3. Монологическое высказывание

Монологическое высказывание - это информация, часто краткая на сравнительно узкую тему, главная цель которой □ обнародовать факты, предварительные результаты изысканий без претензий на широкие и глубокие научные обобщения.

В композиции сообщения выделяются три части: вступление - выступающий называет тему сообщения; основная часть - сообщаются факты, данные и т.п.; заключение - обобщается все сказанное, делаются выводы.

Заранее продумайте свое сообщение, составьте примерный план своего высказывания. Отработайте отдельные слова и устойчивые фразы в материале по теме.

Материалом для подготовки устного высказывания могут служить готовые темы, которые можно найти в учебных пособиях. Любое монологическое высказывание характеризуется целым рядом качеств. Вот те из них, которые наиболее специфичны именно для монологического высказывания.

1. Целенаправленность. Она проявляется в том, что у говорящего всегда есть определенная цель.
2. Логичность. Под нею понимается такое свойство высказывания, которое обеспечивается последовательностью изложения материала.
3. Структурность или связность.
4. Относительная завершенность в содержательном, тематическом плане.
5. Продуктивность, т. е. продукция, а не репродукция заученного.
6. Непрерывность, т. е. отсутствие ненужных пауз, осмыщенная синтагматичность высказывания.
7. Самостоятельность. Это одно из важнейших качеств высказывания, которое проявляется в отказе от всяческих опор — вербальных, схематических, иллюстративных.
8. Выразительность — наличие логических ударений, интонации, мимики, жестов и т. п.

4. Схема/граф-схема

Схема — графическое представление определения, анализа или метода решения задачи, в котором используются символы для отображения данных.

Граф-схема — графическое изображение логических связей между основными субъектами текста (отношений между условно выделенными константами).

Для выполнения задания на составление схемы/граф-схемы необходимо:

1. Выделить основные понятия, изученные в данном разделе (по данной теме).
2. Определить, как понятия связаны между собой.
3. Показать, как связаны между собой отдельные блоки понятий.
4. Привести примеры взаимосвязей понятий в соответствии с созданной граф-схемой.

5. Тест

Тест это система стандартизованных вопросов (заданий), позволяющих автоматизировать процедуру измерения уровня знаний и умений обучающихся. Тесты могут быть аудиторными и внеаудиторными. Преподаватель доводит до сведения студентов информацию о проведении теста, его форме, а также о разделе (теме) дисциплины, выносимой на тестирование.

При самостоятельной подготовке к тестированию студенту необходимо:

- проработать информационный материал по дисциплине. Проконсультироваться с преподавателем по вопросу выбора учебной литературы;
- выяснить все условия тестирования заранее. Необходимо знать, сколько тестов вам будет предложено, сколько времени отводится на тестирование, какова система оценки результатов и т.д.
- работая с тестами, внимательно и до конца прочесть вопрос и предлагаемые варианты ответов; выбрать правильные (их может быть несколько); на отдельном листке ответов выписать цифру вопроса и буквы, соответствующие правильным ответам. В случае компьютерного тестирования указать ответ в соответствующем поле (полях);
- в процессе решения желательно применять несколько подходов в решении задания. Это позволяет максимально гибко оперировать методами решения, находя каждый раз оптимальный вариант.
- решить в первую очередь задания, не вызывающие трудностей, к трудному вопросу вернуться в конце.
- оставить время для проверки ответов, чтобы избежать механических ошибок.

6. Чтение текстов на иностранном языке

В зависимости от цели используют следующие виды чтения:

1. неподготовленное чтение (учебный вид чтения, проверяющий технику);
2. подготовленное чтение фрагментов текста для отработки правильного произношения, ударения, паузации, интонационных структур;
3. ознакомительное, изучающее, просмотрное и поисковое чтение в зависимости от установки на степень понимания текста.

Рекомендации по овладению навыками чтения:

1. определить основное содержание текста по знакомым опорным словам, интернациональной лексике и с помощью лингвистического анализа (морфологической структуры слова, соотношения членов предложения и т.д.);
2. понять значение слов по контексту или интернациональной лексике;
3. выделить смысловую структуру текста, главную и второстепенную информацию;
4. обобщить факты, приведенные в тексте;
5. уметь сделать перевод всего текста или его фрагмента с помощью словаря;
6. изложить результаты своей работы в устной или письменной форме (в зависимости от задания).

2. Описание процедуры промежуточной аттестации

Оценка за зачет/экзамен может быть выставлена по результатам текущего рейтинга. Текущий рейтинг – это результаты выполнения практических работ в ходе обучения, контрольных работ, выполнения заданий к лекциям (при наличии) и др. видов заданий.

Результаты текущего рейтинга доводятся до студентов до начала экзаменационной сессии.

Цель дифференцированного зачета – проверка и оценка уровня полученных студентом специальных знаний по учебной дисциплине и соответствующих им умений и навыков, а также умения логически мыслить, аргументировать избранную научную позицию, реагировать на дополнительные вопросы, ориентироваться в массиве информации.

Подготовка к зачету начинается с первого занятия по дисциплине, на котором обучающиеся получают предварительный перечень вопросов к зачету и список рекомендуемой литературы, их ставят в известность относительно критерии выставления зачета и специфике текущей и итоговой аттестации. С самого начала желательно планомерно осваивать материал, руководствуясь перечнем вопросов к зачету и списком рекомендуемой литературы, а также путем самостоятельного конспектирования материалов занятий и результатов самостоятельного изучения учебных вопросов.

Результат дифференцированного зачета выражается оценкой «отлично», «хорошо», «удовлетворительно».

Цель зачета – проверка и оценка уровня полученных студентом специальных знаний по учебной дисциплине и соответствующих им умений и навыков, а также умения логически мыслить, аргументировать избранную научную позицию, реагировать на дополнительные вопросы, ориентироваться в массиве информации.

Зачет может проводиться как в формате, аналогичном проведению экзамена, так и в других формах, основанных на выполнении индивидуального или группового задания, позволяющего осуществить контроль знаний и полученных навыков.

Подготовка к зачету начинается с первого занятия по дисциплине, на котором обучающиеся получают предварительный перечень вопросов к зачету и список рекомендуемой литературы, их ставят в известность относительно критериев выставления зачета и специфике текущей и итоговой аттестации. С самого начала желательно планомерно осваивать материал, руководствуясь перечнем вопросов к зачету и списком рекомендуемой литературы, а также путем самостоятельного конспектирования материалов занятий и результатов самостоятельного изучения учебных вопросов.

По результатам сдачи зачета выставляется оценка «зачтено» или «не зачтено».

Экзамен преследует цель оценить работу обучающегося за определенный курс: полученные теоретические знания, их прочность, развитие логического и творческого мышления, приобретение навыков самостоятельной работы, умения анализировать и синтезировать полученные знания и применять их для решения практических задач.

Экзамен проводится в устной или письменной форме по билетам, утвержденным заведующим кафедрой (или в форме компьютерного тестирования). Экзаменационный билет включает в себя два вопроса и задачи. Формулировка вопросов совпадает с формулировкой перечня вопросов, доведенного до сведения обучающихся не позднее чем за один месяц до экзаменационной сессии.

В процессе подготовки к экзамену организована предэкзаменационная консультация для всех учебных групп.

При любой форме проведения экзаменов по билетам экзаменатору предоставляется право задавать студентам дополнительные вопросы, задачи и примеры по программе данной дисциплины. Дополнительные вопросы также, как и основные вопросы билета, требуют развернутого ответа.