

Министерство культуры Российской Федерации
Федеральное государственное бюджетное образовательное учреждение
высшего образования
«Северо-Кавказский государственный институт искусств»

Колледж культуры и искусств



Комплект контрольно-оценочных средств

учебной дисциплины

УПО.03.01.

УД.01.03.

ОГСЭ.04.

Иностранный язык

Английский язык

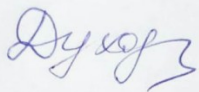
Нальчик, 2023

Комплект контрольно-оценочных средств разработан на основе Федерального государственного образовательного стандарта среднего профессионального образования по специальностям :

53.02.03 Инструментальное исполнительство (по видам инструментов)
(уровень подготовки – углубленный) программы учебной дисциплины
“Иностранный язык. Английский язык”.

Разработчик:

преподаватель СКГИИ ККИ _____



_____ Н.С. Духовская

Рассмотрено на заседании ПЦК ООД

Протокол № 1 от « 28 » 08 2023 г.

Председатель ПЦК ООД



Прокудина Н.П.

СОДЕРЖАНИЕ

1. Паспорт комплекта контрольно-оценочных средств.

2. Результаты освоения учебной дисциплины, подлежащие проверке.
3. Оценка освоения учебной дисциплины.
 - 3.1. Формы и методы оценивания.
 - 3.2. Типовые задания для итоговой аттестации по учебной дисциплине.
4. Контрольно-оценочные материалы для итоговой аттестации.

1. Паспорт комплекта контрольно-оценочных средств

УПО.03.01

В результате освоения учебной дисциплины УПО.03.01 “Иностранный язык. Английский язык” обучающийся должен обладать предусмотренными ФГОС по специальностям: 53.02.03Инструментальное исполнительство (по видам инструментов)

(уровень подготовки – углубленный)

программы учебной дисциплины “Английский язык”

следующими умениями, знаниями, общими компетенциями.

Предметные результаты по учебному предмету УПО.03.01. "Иностранный язык" предметной области "Иностранные языки" ориентированы на применение знаний, умений и навыков в учебных ситуациях и реальных жизненных условиях, должны отражать сформированность иноязычной коммуникативной компетенции на допороговом уровне в совокупности ее составляющих - речевой, языковой, социокультурной, компенсаторной, метапредметной (учебно-познавательной) и должны обеспечивать:

1) овладение основными видами речевой деятельности в рамках следующего тематического содержания речи: Моя семья. Мои друзья. Свободное время современного подростка. Здоровый образ жизни. Школа. Мир современных профессий. Окружающий мир. Средства массовой информации и Интернет. Родная страна и страна/страны изучаемого языка. Выдающиеся люди родной страны и страны/стран изучаемого языка:

говoreние: уметь вести разные виды диалога в стандартных ситуациях общения (диалог этикетного характера, диалог-побуждение к действию, диалог-расспрос, диалог-обмен мнениями, комбинированный диалог) объемом до 8 реплик со стороны каждого собеседника в рамках тематического содержания речи с вербальными и (или) невербальными опорами или без них с соблюдением норм речевого этикета, принятых в стране/странах изучаемого языка; создавать устные связные монологические высказывания (описание/характеристика, повествование/сообщение) объемом 10-12 фраз с вербальными и (или) невербальными опорами или без них в рамках тематического содержания речи; передавать основное содержание прочитанного/прослушанного текста; представлять результаты выполненной проектной работы объемом 10-12 фраз;

аудирование: воспринимать на слух и понимать звучащие до 2 минут несложные аутентичные тексты, содержащие отдельные незнакомые слова и неизученные языковые явления, не препятствующие решению коммуникативной задачи, с разной глубиной проникновения в их содержание: с пониманием основного содержания текстов, пониманием нужной/интересующей/запрашиваемой информации;

смысловое чтение: читать про себя и понимать несложные аутентичные тексты разного вида, жанра и стиля объемом 450-500 слов, содержащие незнакомые слова и отдельные неизученные языковые явления, не препятствующие решению коммуникативной задачи, с различной глубиной проникновения в их содержание: с пониманием основного содержания (определять тему, главную идею текста, цель его создания), пониманием нужной/интересующей/запрашиваемой информации (в том числе выявлять детали, важные для раскрытия основной идеи, содержания текста), полным пониманием содержания; читать несплошные тексты (таблицы, диаграммы, схемы) и понимать представленную в них информацию;

письменная речь: заполнять анкеты и формуляры, сообщая о себе основные сведения, в соответствии с нормами, принятыми в стране/странах изучаемого языка; писать электронное сообщение личного характера объемом 100-120 слов, соблюдая речевой этикет, принятый в стране/странах изучаемого языка; создавать небольшие письменные высказывания объемом 100-120 слов с опорой на план, картинку, таблицу и (или) прочитанный/прослушанный текст; преобразовывать предложенные схематичные модели (таблица, схема) в текстовый вариант представления информации; представлять результаты выполненной проектной работы объемом 100-120 слов;

2) овладение фонетическими навыками (различать на слух и адекватно, без ошибок, ведущих к сбою коммуникации, произносить слова с правильным ударением и фразы с соблюдением их ритмико-интонационных особенностей, в том числе применять правила

отсутствия фразового ударения на служебных словах; владеть правилами чтения и осмысленно читать вслух небольшие аутентичные тексты объемом до 120 слов, построенные в основном на изученном языковом материале, с соблюдением правил чтения и соответствующей интонацией); орфографическими (применять правила орфографии в отношении изученного лексико-грамматического материала) и пунктуационными навыками (использовать точку, вопросительный и восклицательный знаки в конце предложения, апостроф, запятую при перечислении; пунктуационно правильно оформлять прямую речь; пунктуационно правильно оформлять электронное сообщение личного характера);

3) знание и понимание основных значений изученных лексических единиц (слова, словосочетания, речевые клише), основных способов словообразования (аффиксация, словосложение, конверсия) и особенностей структуры простых и сложных предложений и различных коммуникативных типов предложений изучаемого иностранного языка; выявление признаков изученных грамматических и лексических явлений по заданным существенным основаниям; овладение логическими операциями по установлению существенного признака классификации, основания для сравнения, а также родовидовых отношений, по группировке понятий по содержанию; овладение техникой дедуктивных и индуктивных умозаключений, в том числе умозаключений по аналогии в отношении грамматики изучаемого языка;

4) овладение навыками употребления в устной и письменной речи не менее 1350 изученных лексических единиц (слов, словосочетаний, речевых клише), включая 500 лексических единиц, освоенных на уровне начального общего образования, образования родственных слов с использованием аффиксации, словосложения, конверсии;

5) овладение навыками распознавания и употребления в устной и письменной речи изученных морфологических форм и синтаксических конструкций изучаемого иностранного языка в рамках тематического содержания речи в соответствии с решаемой коммуникативной задачей;

б) овладение социокультурными знаниями и умениями: знать/понимать речевые различия в ситуациях официального и неофициального общения в рамках тематического содержания речи и использовать лексико-грамматические средства с учетом этих различий; знать/понимать и использовать в устной и письменной речи наиболее употребительную тематическую фоновую лексику и реалии страны/стран изучаемого языка (основные национальные праздники, проведение досуга, система образования, этикетные особенности посещения гостей, традиции в питании); иметь элементарные представления о различных вариантах изучаемого иностранного языка; иметь базовые знания о социокультурном портрете и культурном наследии родной страны и страны/стран изучаемого языка; представлять родную страну и культуру на иностранном языке; проявлять уважение к иной культуре и разнообразию культур, соблюдать нормы вежливости в межкультурном общении;

7) овладение компенсаторными умениями: использовать при говорении переспрос; при говорении и письме - перифраз/толкование, синонимические средства, описание предмета вместо его названия; при чтении и аудировании - языковую, в том числе контекстуальную, догадку;

8) развитие умения классифицировать по разным признакам (в том числе устанавливать существенный признак классификации) названия предметов и явлений в рамках изученной тематики;

9) развитие умения сравнивать (в том числе устанавливать основания для сравнения) объекты, явления, процессы, их элементы и основные функции в рамках изученной тематики;

10) формирование умения рассматривать несколько вариантов решения коммуникативной задачи в продуктивных видах речевой деятельности;

11) формирование умения прогнозировать трудности, которые могут возникнуть при

решении коммуникативной задачи во всех видах речевой деятельности;

12) приобретение опыта практической деятельности в повседневной жизни: участвовать в учебно-исследовательской, проектной деятельности предметного и межпредметного характера с использованием иноязычных материалов и применением ИКТ; соблюдать правила информационной безопасности в ситуациях повседневной жизни и при работе в сети Интернет; использовать иноязычные словари и справочники, в том числе информационно-справочные системы в электронной форме; знакомить представителей других стран с культурой родной страны и традициями народов России;

достигать взаимопонимания в процессе устного и письменного общения с носителями иностранного языка, людьми другой культуры, национальной и религиозной принадлежности на основе национальных ценностей современного российского общества: гуманистических и демократических ценностей, идей мира и взаимопонимания между народами, людьми разных культур.

Личностные, метапредметные и предметные результаты освоения учебного предмета.

ФГОС ООО устанавливает требования к результатам освоения обучающимися программ основного общего образования, в том числе адаптированных:

- 1) личностным, включающим:
 - осознание российской гражданской идентичности;
 - готовность обучающихся к саморазвитию, самостоятельности и личностному самоопределению;
 - ценность самостоятельности и инициативы;
 - наличие мотивации к целенаправленной социально значимой деятельности;
 - сформированность внутренней позиции личности как особого ценностного отношения к себе, окружающим людям и жизни в целом;
- 2) метапредметным, включающим:
 - освоение обучающимися межпредметных понятий (используются в нескольких предметных областях и позволяют связывать знания из различных учебных предметов, учебных курсов (в том числе внеурочной деятельности), учебных модулей в целостную научную картину мира) и универсальные учебные действия (познавательные, коммуникативные, регулятивные);
 - способность их использовать в учебной, познавательной и социальной практике;
 - готовность к самостоятельному планированию и осуществлению учебной деятельности и организации учебного сотрудничества с педагогическими работниками и сверстниками, к участию в построении индивидуальной образовательной траектории;
 - овладение навыками работы с информацией: восприятие и создание информационных текстов в различных форматах, в том числе цифровых, с учетом назначения информации и ее целевой аудитории;
- 3) предметным, включающим:

освоение обучающимися в ходе изучения учебного предмета научных знаний, умений и способов действий, специфических для соответствующей предметной области;

предпосылки научного типа мышления;

виды деятельности по получению нового знания, его интерпретации, преобразованию и применению в различных учебных ситуациях, в том числе при создании учебных и социальных проектов.

Личностные результаты освоения программы основного общего образования должны отражать готовность обучающихся руководствоваться системой позитивных ценностных ориентаций и расширение опыта деятельности на ее основе и в процессе реализации основных направлений воспитательной деятельности, в том числе в части:

Гражданского воспитания:

готовность к выполнению обязанностей гражданина и реализации его прав, уважение прав, свобод и законных интересов других людей;

активное участие в жизни семьи, Организации, местного сообщества, родного края, страны;

неприятие любых форм экстремизма, дискриминации;

понимание роли различных социальных институтов в жизни человека;

представление об основных правах, свободах и обязанностях гражданина, социальных нормах и правилах межличностных отношений в поликультурном и многоконфессиональном обществе;

представление о способах противодействия коррупции;

готовность к разнообразной совместной деятельности, стремление к взаимопониманию и взаимопомощи, активное участие в школьном самоуправлении;

готовность к участию в гуманитарной деятельности (волонтерство, помощь людям, нуждающимся в ней).

Патриотического воспитания:

осознание российской гражданской идентичности в поликультурном и многоконфессиональном обществе, проявление интереса к познанию родного языка, истории, культуры Российской Федерации, своего края, народов России;

ценностное отношение к достижениям своей Родины - России, к науке, искусству, спорту, технологиям, боевым подвигам и трудовым достижениям народа;

уважение к символам России, государственным праздникам, историческому и природному наследию и памятникам, традициям разных народов, проживающих в родной стране.

Духовно-нравственного воспитания:

ориентация на моральные ценности и нормы в ситуациях нравственного выбора;

готовность оценивать свое поведение и поступки, поведение и поступки других людей с позиции нравственных и правовых норм с учетом осознания последствий поступков;

активное неприятие асоциальных поступков, свобода и ответственность личности в условиях индивидуального и общественного пространства.

Эстетического воспитания:

восприимчивость к разным видам искусства, традициям и творчеству своего и других народов, понимание эмоционального воздействия искусства; осознание важности художественной культуры как средства коммуникации и самовыражения;

понимание ценности отечественного и мирового искусства, роли этнических культурных традиций и народного творчества;

стремление к самовыражению в разных видах искусства.

Физического воспитания, формирования культуры здоровья и эмоционального благополучия:

осознание ценности жизни;

ответственное отношение к своему здоровью и установка на здоровый образ жизни (здоровое питание, соблюдение гигиенических правил, сбалансированный режим занятий и отдыха, регулярная физическая активность);

осознание последствий и неприятие вредных привычек (употребление алкоголя, наркотиков, курение) и иных форм вреда для физического и психического здоровья;

соблюдение правил безопасности, в том числе навыков безопасного поведения в интернет-среде;

способность адаптироваться к стрессовым ситуациям и меняющимся социальным, информационным и природным условиям, в том числе осмысляя собственный опыт и выстраивая дальнейшие цели;

умение принимать себя и других, не осуждая;

умение осознавать эмоциональное состояние себя и других, умение управлять собственным эмоциональным состоянием;

сформированность навыка рефлексии, признание своего права на ошибку и такого же права другого человека.

Трудового воспитания:

установка на активное участие в решении практических задач (в рамках семьи, Организации, города, края) технологической и социальной направленности, способность инициировать, планировать и самостоятельно выполнять такого рода деятельность;

интерес к практическому изучению профессий и труда различного рода, в том числе на основе применения изучаемого предметного знания;

осознание важности обучения на протяжении всей жизни для успешной профессиональной деятельности и развитие необходимых умений для этого;

готовность адаптироваться в профессиональной среде;

уважение к труду и результатам трудовой деятельности;

осознанный выбор и построение индивидуальной траектории образования и жизненных планов с учетом личных и общественных

интересов и потребностей.

Экологического воспитания:

ориентация на применение знаний из социальных и естественных наук для решения задач в области окружающей среды, планирования поступков и оценки их возможных последствий для окружающей среды;

повышение уровня экологической культуры, осознание глобального характера экологических проблем и путей их решения;

активное неприятие действий, приносящих вред окружающей среде;

осознание своей роли как гражданина и потребителя в условиях взаимосвязи природной, технологической и социальной сред;

готовность к участию в практической деятельности экологической направленности.

Ценности научного познания:

ориентация в деятельности на современную систему научных представлений об основных закономерностях развития человека, природы и общества, взаимосвязях человека с природной и социальной средой;

овладение языковой и читательской культурой как средством познания мира;

овладение основными навыками исследовательской деятельности, установка на осмысление опыта, наблюдений, поступков и стремление совершенствовать пути достижения индивидуального и коллективного благополучия.

Личностные результаты, обеспечивающие адаптацию обучающегося к изменяющимся условиям социальной и природной среды, включают:

освоение обучающимися социального опыта, основных социальных ролей, соответствующих ведущей деятельности возраста, норм и правил общественного поведения, форм социальной жизни в группах и сообществах, включая семью, группы, сформированные по профессиональной деятельности, а также в рамках социального взаимодействия с людьми из другой культурной среды;

способность обучающихся во взаимодействии в условиях неопределенности, открытость опыту и знаниям других;

способность действовать в условиях неопределенности, повышать уровень своей компетентности через практическую деятельность, в том числе умение учиться у других людей, осознавать в совместной деятельности новые знания, навыки и компетенции из опыта других;

навык выявления и связывания образов, способность формирования новых знаний, в том числе способность формулировать идеи, понятия, гипотезы об объектах и явлениях, в том числе ранее не известных, осознавать дефициты собственных знаний и компетентностей, планировать свое развитие;

умение распознавать конкретные примеры понятия по характерным признакам, выполнять операции в соответствии с определением и простейшими свойствами понятия, конкретизировать понятие примерами, использовать понятие и его свойства при решении задач (далее - оперировать

понятиями), а также оперировать терминами и представлениями в области концепции устойчивого развития;

умение анализировать и выявлять взаимосвязи природы, общества и экономики;

умение оценивать свои действия с учетом влияния на окружающую среду, достижений целей и преодоления вызовов, возможных глобальных последствий;

способность обучающихся осознавать стрессовую ситуацию, оценивать происходящие изменения и их последствия;

воспринимать стрессовую ситуацию как вызов, требующий контрмер;

оценивать ситуацию стресса, корректировать принимаемые решения и действия;

формулировать и оценивать риски и последствия, формировать опыт, уметь находить позитивное в произошедшей ситуации;

быть готовым действовать в отсутствие гарантий успеха.

Метапредметные результаты освоения программы основного общего образования, в том числе адаптированной, должны отражать:

Овладение универсальными учебными познавательными действиями:

1) базовые логические действия:

выявлять и характеризовать существенные признаки объектов (явлений);

устанавливать существенный признак классификации, основания для обобщения и сравнения, критерии проводимого анализа;

с учетом предложенной задачи выявлять закономерности и противоречия в рассматриваемых фактах, данных и наблюдениях;

предлагать критерии для выявления закономерностей и противоречий;

выявлять дефициты информации, данных, необходимых для решения поставленной задачи;

выявлять причинно-следственные связи при изучении явлений и процессов;

делать выводы с использованием дедуктивных и индуктивных умозаключений, умозаключений по аналогии, формулировать гипотезы о взаимосвязях;

самостоятельно выбирать способ решения учебной задачи (сравнивать несколько вариантов решения, выбирать наиболее подходящий с учетом самостоятельно выделенных критериев);

2) базовые исследовательские действия:

использовать вопросы как исследовательский инструмент познания;

формулировать вопросы, фиксирующие разрыв между реальным и желательным состоянием ситуации, объекта, самостоятельно устанавливать искомое и данное;

формировать гипотезу об истинности собственных суждений и суждений других, аргументировать свою позицию, мнение;

проводить по самостоятельно составленному плану опыт, несложный эксперимент, небольшое исследование по установлению особенностей

объекта изучения, причинно-следственных связей и зависимостей объектов между собой;

оценивать на применимость и достоверность информации, полученной в ходе исследования (эксперимента);

самостоятельно формулировать обобщения и выводы по результатам проведенного наблюдения, опыта, исследования, владеть инструментами оценки достоверности полученных выводов и обобщений;

прогнозировать возможное дальнейшее развитие процессов, событий и их последствия в аналогичных или сходных ситуациях, выдвигать предположения об их развитии в новых условиях и контекстах;

3) работа с информацией:

применять различные методы, инструменты и запросы при поиске и отборе информации или данных из источников с учетом предложенной учебной задачи и заданных критериев;

выбирать, анализировать, систематизировать и интерпретировать информацию различных видов и форм представления;

находить сходные аргументы (подтверждающие или опровергающие одну и ту же идею, версию) в различных информационных источниках;

самостоятельно выбирать оптимальную форму представления информации и иллюстрировать решаемые задачи несложными схемами, диаграммами, иной графикой и их комбинациями;

оценивать надежность информации по критериям, предложенным педагогическим работником или сформулированным самостоятельно;

эффективно запоминать и систематизировать информацию.

Овладение системой универсальных учебных познавательных действий обеспечивает сформированность когнитивных навыков у обучающихся.

Овладение универсальными учебными коммуникативными действиями:

1) общение:

воспринимать и формулировать суждения, выражать эмоции в соответствии с целями и условиями общения;

выражать себя (свою точку зрения) в устных и письменных текстах;

распознавать невербальные средства общения, понимать значение социальных знаков, знать и распознавать предпосылки конфликтных ситуаций и смягчать конфликты, вести переговоры;

понимать намерения других, проявлять уважительное отношение к собеседнику и в корректной форме формулировать свои возражения;

в ходе диалога и (или) дискуссии задавать вопросы по существу обсуждаемой темы и высказывать идеи, нацеленные на решение задачи и поддержание благожелательности общения;

сопоставлять свои суждения с суждениями других участников диалога, обнаруживать различие и сходство позиций;

публично представлять результаты выполненного опыта (эксперимента, исследования, проекта);

самостоятельно выбирать формат выступления с учетом задач

презентации и особенностей аудитории и в соответствии с ним составлять устные и письменные тексты с использованием иллюстративных материалов;

2) совместная деятельность:

понимать и использовать преимущества командной и индивидуальной работы при решении конкретной проблемы, обосновывать необходимость применения групповых форм взаимодействия при решении поставленной задачи;

принимать цель совместной деятельности, коллективно строить действия по ее достижению: распределять роли, договариваться, обсуждать процесс и результат совместной работы;

уметь обобщать мнения нескольких людей, проявлять готовность руководить, выполнять поручения, подчиняться;

планировать организацию совместной работы, определять свою роль (с учетом предпочтений и возможностей всех участников взаимодействия), распределять задачи между членами команды, участвовать в групповых формах работы (обсуждения, обмен мнениями, "мозговые штурмы" и иные);

выполнять свою часть работы, достигать качественного результата по своему направлению и координировать свои действия с другими членами команды;

оценивать качество своего вклада в общий продукт по критериям, самостоятельно сформулированным участниками взаимодействия;

сравнивать результаты с исходной задачей и вклад каждого члена команды в достижение результатов, разделять сферу ответственности и проявлять готовность к предоставлению отчета перед группой.

Овладение системой универсальных учебных коммуникативных действий обеспечивает сформированность социальных навыков и эмоционального интеллекта обучающихся.

Овладение универсальными учебными регулятивными действиями:

1) самоорганизация:

выявлять проблемы для решения в жизненных и учебных ситуациях;

ориентироваться в различных подходах принятия решений (индивидуальное, принятие решения в группе, принятие решений группой);

самостоятельно составлять алгоритм решения задачи (или его часть), выбирать способ решения учебной задачи с учетом имеющихся ресурсов и собственных возможностей, аргументировать предлагаемые варианты решений;

составлять план действий (план реализации намеченного алгоритма решения), корректировать предложенный алгоритм с учетом получения новых знаний об изучаемом объекте;

делать выбор и брать ответственность за решение;

2) самоконтроль:

владеть способами самоконтроля, самомотивации и рефлексии;

давать адекватную оценку ситуации и предлагать план ее изменения;

учитывать контекст и предвидеть трудности, которые могут возникнуть при решении учебной задачи, адаптировать решение к

меняющимся обстоятельствам;

объяснять причины достижения (недостижения) результатов деятельности, давать оценку приобретенному опыту, уметь находить позитивное в произошедшей ситуации;

вносить коррективы в деятельность на основе новых обстоятельств, изменившихся ситуаций, установленных ошибок, возникших трудностей;

оценивать соответствие результата цели и условиям;

3) эмоциональный интеллект:

различать, называть и управлять собственными эмоциями и эмоциями других;

выявлять и анализировать причины эмоций;

ставить себя на место другого человека, понимать мотивы и намерения другого;

регулировать способ выражения эмоций;

4) принятие себя и других:

осознанно относиться к другому человеку, его мнению;

признавать свое право на ошибку и такое же право другого;

принимать себя и других, не осуждая;

открытость себе и другим;

осознавать невозможность контролировать все вокруг.

Овладение системой универсальных учебных регулятивных действий обеспечивает формирование смысловых установок личности (внутренняя позиция личности) и жизненных навыков личности (управления собой, самодисциплины, устойчивого поведения).

Процесс изучения дисциплины направлен на формирование элементов следующих компетенций по данной специальности:

ОК 2. Организовывать собственную деятельность, определять методы и способы выполнения профессиональных задач, оценивать их эффективность и качество.

ОК 4. Осуществлять поиск, анализ и оценку информации, необходимой для постановки и решения профессиональных задач, профессионального и личностного развития.

ОК 6. Работать в коллективе, эффективно общаться с коллегами, руководством.

ОК 8. Самостоятельно определять задачи профессионального и личностного развития, заниматься самообразованием, осознанно планировать повышение квалификации.

ОК 10. Использовать в профессиональной деятельности личностные, межпредметные, предметные результаты освоения основной образовательной программы основного общего образования.

ОК 12. Проявлять гражданско-патриотическую позицию, демонстрировать осознанное поведение на основе традиционных общечеловеческих ценностей, применять стандарты антикоррупционного поведения.

ПК 1.3. Осваивать сольный, ансамблевый, оркестровый исполнительский репертуар в соответствии с программными требованиями.

ПК 1.4. Выполнять теоретический и исполнительский анализ музыкального произведения, применять базовые теоретические знания в процессе поиска интерпретаторских решений.

ПК 2.8. Владеть культурой устной и письменной речи, профессиональной терминологией.

Результаты обучения: умения, знания и общие компетенции	Показатели оценки результата	Форма контроля и оценивания
<p>Предметные результаты по учебному предмету "Иностранный язык" должны обеспечивать:</p> <p>1) овладение основными видами речевой деятельности в рамках следующего тематического содержания речи: Моя семья. Мои друзья. Свободное время современного подростка. Здоровый образ жизни. Школа. Мир современных профессий. Окружающий мир. Средства массовой информации и Интернет. Родная страна и страна/страны изучаемого</p>	<p>Составление диалогов, правильно оформленных в языковом отношении, реплик для каждого собеседника.</p> <p>Чтение текста без словаря.</p> <p>Передавать содержание текста;</p>	<p><i>Текущий</i> <i>Промежуточный</i> <i>Итоговый</i> <i>контроль</i></p> <p>Формы контроля <i>Устный ответ,</i> <i>Практическая работа.</i> <i>Тесты.</i></p>

<p>языка. Выдающиеся люди родной страны и страны/стран изучаемого языка:</p> <p>говорение: уметь вести разные виды диалога в стандартных ситуациях общения (диалог этикетного характера, диалог-побуждение к действию, диалог-расспрос, диалог-обмен мнениями, комбинированный диалог) объемом до 8 реплик со стороны каждого собеседника в рамках тематического содержания речи с вербальными и (или) невербальными опорами или без них с соблюдением норм речевого этикета, принятых в стране/странах изучаемого языка; создавать устные связные монологические высказывания (описание/характеристика, повествование/сообщение) объемом 10-12 фраз с вербальными и (или) невербальными опорами или без них в рамках тематического содержания речи; передавать основное содержание прочитанного/прослушанного текста; представлять результаты выполненной проектной работы объемом 10-12 фраз;</p> <p>аудирование: воспринимать на слух и понимать звучащие до 2 минут</p>	<p>длительность звучания текста 2-3 минуты;</p> <p>содержание незнакомой лексики до 3%.</p> <p>Употребление лексических единиц в устной речи, в работе с иноязычным письменным и аудиотекстом.</p> <p>Использование выражений РЭ в диалогической речи.</p> <p>Грамотно построенная речь в языковом отношении.</p> <p>Соблюдение порядка слов в предложении.</p> <p>Устное сообщение и чтение с детальным пониманием.</p>	
---	--	--

несложные аутентичные тексты, содержащие отдельные незнакомые слова и неизученные языковые явления, не препятствующие решению коммуникативной задачи, с разной глубиной проникновения в их содержание: с пониманием основного содержания текстов, пониманием нужной/интересующей/запрашиваемой информации;

смысловое чтение: читать про себя и понимать несложные аутентичные тексты разного вида, жанра и стиля объемом 450-500 слов, содержащие незнакомые слова и отдельные неизученные языковые явления, не препятствующие решению коммуникативной задачи, с различной глубиной проникновения в их содержание: с пониманием основного содержания (определять тему, главную идею текста, цель его создания), пониманием нужной/интересующей/запрашиваемой информации (в том числе выявлять детали, важные для раскрытия основной идеи, содержания текста), полным пониманием содержания; читать несплошные тексты (таблицы, диаграммы, схемы) и понимать

представленную в них информацию;
письменная речь: заполнять анкеты и
формуляры, сообщая о себе основные
сведения, в соответствии с нормами,
принятыми в стране/странах
изучаемого языка; писать электронное
сообщение личного характера
объемом 100-120 слов, соблюдая
речевой этикет, принятый в
стране/странах изучаемого языка;
создавать небольшие письменные
высказывания объемом 100-120 слов с
опорой на план, картинку, таблицу и
(или) прочитанный/прослушанный
текст; преобразовывать предложенные
схематичные модели (таблица, схема)
в текстовой вариант представления
информации; представлять результаты
выполненной проектной работы
объемом 100-120 слов;

2) овладение фонетическими
навыками (различать на слух и
адекватно, без ошибок, ведущих к
сбою коммуникации, произносить
слова с правильным ударением и
фразы с соблюдением их ритмико-
интонационных особенностей, в том
числе применять правила отсутствия
фразового ударения на служебных
словах; владеть правилами чтения и

осмысленно читать вслух небольшие аутентичные тексты объемом до 120 слов, построенные в основном на изученном языковом материале, с соблюдением правил чтения и соответствующей интонацией); орфографическими (применять правила орфографии в отношении изученного лексико-грамматического материала) и пунктуационными навыками (использовать точку, вопросительный и восклицательный знаки в конце предложения, апостроф, запятую при перечислении; пунктуационно правильно оформлять прямую речь; пунктуационно правильно оформлять электронное сообщение личного характера);

3) знание и понимание основных значений изученных лексических единиц (слова, словосочетания, речевые клише), основных способов словообразования (аффиксация, словосложение, конверсия) и особенностей структуры простых и сложных предложений и различных коммуникативных типов предложений изучаемого иностранного языка; выявление признаков изученных грамматических и лексических

явлений по заданным существенным основаниям; овладение логическими операциями по установлению существенного признака классификации, основания для сравнения, а также родовидовых отношений, по группировке понятий по содержанию; овладение техникой дедуктивных и индуктивных умозаключений, в том числе умозаключений по аналогии в отношении грамматики изучаемого языка;

4) овладение навыками употребления в устной и письменной речи не менее 1350 изученных лексических единиц (слов, словосочетаний, речевых клише), включая 500 лексических единиц, освоенных на уровне начального общего образования, образования родственных слов с использованием аффиксации, словосложения, конверсии;

5) овладение навыками распознавания и употребления в устной и письменной речи изученных морфологических форм и синтаксических конструкций изучаемого иностранного языка в рамках тематического содержания речи в соответствии с решаемой

коммуникативной задачей;

б) овладение социокультурными знаниями и умениями: знать/понимать речевые различия в ситуациях официального и неофициального общения в рамках тематического содержания речи и использовать лексико-грамматические средства с учетом этих различий; знать/понимать и использовать в устной и письменной речи наиболее употребительную тематическую фоновую лексику и реалии страны/стран изучаемого языка (основные национальные праздники, проведение досуга, система образования, этикетные особенности посещения гостей, традиции в питании); иметь элементарные представления о различных вариантах изучаемого иностранного языка; иметь базовые знания о социокультурном портрете и культурном наследии родной страны и страны/стран изучаемого языка; представлять родную страну и культуру на иностранном языке; проявлять уважение к иной культуре и разнообразию культур, соблюдать нормы вежливости в межкультурном общении;

7) овладение компенсаторными умениями: использовать при говорении переспрос; при говорении и письме - перифраз/толкование, синонимические средства, описание предмета вместо его названия; при чтении и аудировании - языковую, в том числе контекстуальную, догадку;

8) развитие умения классифицировать по разным признакам (в том числе устанавливать существенный признак классификации) названия предметов и явлений в рамках изученной тематики;

9) развитие умения сравнивать (в том числе устанавливать основания для сравнения) объекты, явления, процессы, их элементы и основные функции в рамках изученной тематики;

10) формирование умения рассматривать несколько вариантов решения коммуникативной задачи в продуктивных видах речевой деятельности;

11) формирование умения прогнозировать трудности, которые могут возникнуть при решении коммуникативной задачи во всех видах речевой деятельности;

12) приобретение опыта практической

деятельности в повседневной жизни:
участвовать в учебно-исследовательской, проектной деятельности предметного и межпредметного характера с использованием иноязычных материалов и применением ИКТ;
соблюдать правила информационной безопасности в ситуациях повседневной жизни и при работе в сети Интернет; использовать иноязычные словари и справочники, в том числе информационно-справочные системы в электронной форме;
знакомить представителей других стран с культурой родной страны и традициями народов России;
достигать взаимопонимания в процессе устного и письменного общения с носителями иностранного языка, людьми другой культуры, национальной и религиозной принадлежности на основе национальных ценностей современного российского общества: гуманистических и демократических ценностей, идей мира и взаимопонимания между народами, людьми разных культур.

Типовые задания для оценки освоения учебной дисциплины.

Тесты с заданиями по английскому языку 5 класс

Two friends

Once upon a time there lived two mice. One of them lives in a big city. Her name is Minny. Minny's friend lives in a village. Her name is Maggy. One day Maggy decides to visit Minny. She goes to the city by train. She sees many beautiful houses, shops, parks and squares, there are a lot of buses, cars, trams and trolley-buses in the streets. She goes to Minny's house by bus. Maggy is glad to see her friend. "Do you like to live in the city?" Maggy asks Minny. Minny says, "Oh, of course, I like the city. There is a lot of corn and cheese to eat but there's a big black cat in the kitchen every day in the house where I live". Then Maggy has an idea, "Let's buy a TV-set for the cat. He likes to watch TV". Minny likes the idea. They go to the shop and buy a TV-set. Every day the cat sits down to watch TV and the mice go to the kitchen to eat corn and cheese.

Listening

5th form

Task 1

Выберите правильное окончание предложения

1. Once upon a time there lived...

- a) two cats;
- b) three mice;
- c) two dogs;
- d) two mice;

2. One of them lives...

- a) in a big village;
- b) in a small city;
- c) in a big city;
- d) in a small village.

3. One day Maggy decides to visit...

- a) her mother;
- b) her friend;
- c) her teacher;
- d) her sister.

4. She goes to the city...

- a) by train;
- b) by plain;
- c) by car;
- d) by ship.

5. Maggy goes to Minny's house...

- a) by car;
- b) by trolley-bus;
- c) by tram;
- d) by bus.

6. Minny says it is nice to live...

- a) in the village;
- b) in the house;

- c) in the flat;
 - d) in the city.
7. There is...
- a) a little black cat in the house;
 - b) a big black dog in the house;
 - c) a big black cat in the house;
 - d) a big white cat in the house.
8. They decides to buy...
- a) a radio-set;
 - b) an arm-chair;
 - c) a TV-set;
 - d) a sofa.
9. They go...
- a) to the shop;
 - b) to the hospital;
 - c) to school;
 - d) to the library.
10. Now they can eat
- a) corn and cheese
 - b) corn and bread
 - c) burgers and sandwiches
 - d) milk and cheese

Task 2

Отвeтьте на вопросы

1. Where do the mice live?
2. Who decides to visit Minny?
3. Who else lives in the house?
4. What do they buy in the shop?
5. What can the mice do every day?

1. Listen to the text.

Penguins

A penguin is a bird. The penguins can't fly. They swim very well. They live in the Antarctic. Penguins are fat and not tall. They can be 1,3 meters tall. The penguins are black and white. Feathers help them stay warm in cold water when they dive and swim. Penguins don't sleep during the day. They sleep at night. The penguins swim and catch food in the sea. They eat small fish and can stay under water for five minutes. They live for twenty years.

1. Choose the right answer:
 1. A penguin is ... a) a cat, b) a fish, c) a bird.
 2. They live... a) in Asia, b) in Antarctic, c) in Europe.
 3. They can be ... a) short, b) 1,3 meters, c) very tall.
 4. They are ... a) black and white, b) red, c) blue
 5. Penguins can ... a) swim, b) climb, c) fly.
 6. They sleep ... a) at night, b) in water, c) all day.
 7. Penguins have ... a) fur, b) tail, c) feathers.
 8. Penguins eat ... a) apples, b) small fish, c) vegetables.
 9. They stay under water for ... a) one minute, b) ten minutes, c) five minutes.
 10. They live for ... a) twenty years, b) eleven years, c) fifty years.

Чтение

Reading Tests

Test 1

My neighbor Jason is a baker. He is very busy. When he is not at bakery, he is out having fun. Every day Jason wakes at 5 o'clock in the morning. He has breakfast and then he rides his bike to the bakery. When he gets there, he starts to make bread. His work is very hard. He works until 3 o'clock in the afternoon. Then he goes back home where he has lunch and rest for a while. In the evening he sometimes goes to the cinema or meets his friends. On Wednesdays he always does the shopping. On Sundays he always wakes up late and then reads a book or works in the garden. He usually goes to bed at 11 o'clock at night.

Words to the text.

Baker-пекарь, булочник

Bakery- пекарня, булочная

Task A

What is this story about? Chose the right answer. (О чём этот рассказ? Выберите правильный ответ.)

- a. the baker's friend
- b. the baker
- c. the bakery
- d. bakers

Task B

Read the text. Mark the statements as T(true) or F(false).

(Прочитайте текст. Отметьте утверждения как верные (Т) или неверные(F).

- 1. My neighbor Jack is a baker.
- 2. Every day Jason wakes up at 6 o'clock.
- 3. When he gets to the bakery, he starts to make biscuit.
- 4. On Wednesday Jason always does the shopping.
- 5. On Sundays he always wakes up early.

Task C

Read the text. Answer the questions. (Прочитайте текст. Ответьте на вопросы)

- 1. Where does Jason work?
- 2. How does he get to work?
- 3. What time does he finish work?
- 4. When does he do the shopping?
- 5. What does he do on Sundays?

Test 2

Dear Joy,

How are you? It's my birthday next Saturday and I'm having a party at my house. Why don't you come? We always have a great time!

I usually decorate my house with a lot of colorful balloons and we all play some great party games. Then there is the food. My mother is a great cook and she makes a lot of delicious food. We usually have pizza with ham, bacon, mushrooms and peppers, ham and cheese or tuna sandwiches and different kinds of salads. There is always a lot of coke, orange and apple juice to drink, and my birthday cake of course. I love chocolate so it's always a chocolate cake.

So, I really hope you can make it! The party starts at six. Don't be late!

Love,

Helen

Words to the text

To decorate-украшать

Mushrooms-грибы

Task A

What is this email about? Choose the right answer. (О чём это электронное письмо? Выберите правильный ответ.)

- a. New Year Party
- b. school party

- c. birthday party
- d. Halloween party

Task B

Read the text. Mark the statements as T(true) or F(false)

(Прочитайте текст. Отметьте утверждения как верные (Т) или неверные (F)

1. Joy's birthday is next Saturday.
2. Helen decorates the house with balloons.
3. Helen's father cooks the food.
4. There is only one salad.
5. Helen doesn't like chocolate.

Task C

Read the text. Answer the questions. (Прочитайте текст. Ответьте на вопросы)

1. When Helen is having a party at her house?
2. How does Helen usually decorate her house?
3. Do Helen and her friends play party games?
4. What cake is there at the party?
5. What time does party start?

Ключи к текстам по чтению.

№ текста A B C

- | | | | |
|----|-----|----|--|
| 1 | b | 1. | F |
| 2. | F | | |
| 3. | F | | |
| 4. | T5. | F | 1. At the bakery. |
| 2. | | | He rides his bike. |
| 3. | | | At 3 o'clock in the afternoon. |
| 4. | | | On Wednesday. |
| 5. | | | He reads a book and works in the garden. |
| 2 | c | 1. | F |
| 2. | | | T |
| 3. | | | F |
| 4. | F5. | F | 1. Next Saturday. |
| 2. | | | Helen usually decorates her house with a lot of colorful balloons. |
| 3. | | | Yes, they do. |
| 4. | | | A chocolate cake. |
| 5. | | | At six |

Лексика грамматика

Written Tests (Контрольные работы)

Written test 1. The Present Continuous and the present Simple Tense)

Variant 1

1. Purl the verb into the correct form.(Поставьте глагол в правильной форме)
1. Mike _____ (to watch)TV at the moment.
2. Nick is in his car. He is on his way to work. He _____ (to drive) to work.
3. Jennifer usually _____ (to play) tennis on Saturdays.
4. Liza _____ (to dream) about space flights.
5. The Earth _____ (to go) round the Sun.

B .Make the sentences using the following words. (Составьте предложения, используя следующие слова)

1. Are/ a /of/making/lot/you/noise
2. Coming/is/to/it/rain
3. Your/getting/English/is/better?

4. Get up/7 o'clock/every/I/at/morning
C.Translate from Russian into English.(переведите с русского на английский)
1. Я ищу Анну.
 2. Иногда я играю в футбол с моими друзьями.
 3. Джек сейчас спит?
 4. Джейн очень хорошо говорит по-немецки.
 5. Мы живём в очень маленьком доме.

Variant 2

1. Put the verb into the correct form.(Поставьте глагол в правильной форме)
- 1.Rice _____ (to grow) in Australia.
 - 2.Laily _____ (to paint) a picture at the moment.
 3. The sun _____ (to rise) in the east.
 4. bees _____ (to make) honey.
 - 5 Please don't make so such noise. I _____ (to work).

B .Make sentences using the following words. (Составить предложения , используя следующие слова.)

- 1) am/to/now/bed/going/I
2. working/today/you/hard/are
3. are/looking/that/like/at/me/you/why?
4. Usually/a week/plays/John/chess/one

C.Translate from Russian into English.(Переведите с русского на английский)

1. Я всегда пью кофе.
2. Твоя сестра играет в теннис?
3. Мэри очень хорошо говорит по-французски.
4. Я сейчас работаю.
5. Мой брат хочет быть врачом.

Ключи к контрольным работам.

№	Вариант	A	B	C
---	---------	---	---	---

1	1	1.	Is watching	
---	---	----	-------------	--

2.	Is driving			
----	------------	--	--	--

3.	Plays			
----	-------	--	--	--

4.	Dreams			
----	--------	--	--	--

5.	goes	1	you are making a lot of noise.	
----	------	---	--------------------------------	--

2	It is coming to train.			
---	------------------------	--	--	--

3.	is your English getting better?			
----	---------------------------------	--	--	--

4	I get up at 7 o'clock every morning.	1.	I'm looking for Anna.	
---	--------------------------------------	----	-----------------------	--

2.	Sometimes I play football with my friends.			
----	--	--	--	--

3.	Is Jack sleeping now?			
----	-----------------------	--	--	--

4.	Jane speaks German very well.			
----	-------------------------------	--	--	--

5 .	We live in a very small house.			
-----	--------------------------------	--	--	--

1.	grows			
----	-------	--	--	--

2.	is painting			
----	-------------	--	--	--

3.	rises			
----	-------	--	--	--

4.	make			
----	------	--	--	--

5.	am working	II.	am going to bed now.	
----	------------	-----	----------------------	--

2.	You are working hard today.			
----	-----------------------------	--	--	--

3.	Why are you looking at me like that?			
----	--------------------------------------	--	--	--

4.	John usually plays chess once a week.	1.	I always drink coffee.	
----	---------------------------------------	----	------------------------	--

2	Does your sister play tennis?			
---	-------------------------------	--	--	--

3.	Mary speaks French very well.			
----	-------------------------------	--	--	--

4 I am working now.

5. My brother wants to be a doctor.

Written test 2. The past Continuous and the past simple tense.

Variant 1.

1. Put the verb into the correct form. (Поставьте глагол в правильной форме)

1. When my friend _____ (to come) outside, it _____ (to rain) heavily.
2. Nick _____ (to do) his homework yesterday at five o'clock.
3. He _____ (to visit) Paris last summer.
4. My mother _____ (to cook) dinner, when he _____ (to come) into the kitchen.
5. She _____ - (to get up) at 6 o'clock yesterday.

B. Make the sentences using words. (Составьте предложения, используя следующие слова.)

1. Reading/I/at/ was/a book/five/o'clock.
2. Did/go/last/where/you/night?
3. Learn/to/did/how/you/drive?
4. I/home/walking/met/Ann/I/was/when.

C. Translate from Russian into English. (Переведите с русского на английский)

1. Что ты делал вчера в пять часов вечера,
2. Я читал книгу, когда мой брат вернулся из школы.
3. Я не ездил в Америку прошлым летом.
4. Погода была хорошей?

Variant 2

1. Put the verb into the correct form. (Поставьте глагол в правильной форме.)

1. He _____ (to play) tennis the day before yesterday.
2. Nick _____ - (to write) a letter yesterday from 5 till 6 o'clock.
3. I _____ (to read) a book when he _____ (to arrive) home.
4. My friend _____ - (to buy) a present for me last week.
5. She _____ (to sleep) well last night.

2. Make the sentences using the following words. (Составьте предложения, используя следующие слова)

1. Wrote/my/ sister/a letter/ our/to/ yesterday/granny.
2. What/you/last/do/night/did?
3. Met/at/ weeks/the airport/I/a few/ them/ago
4. Was/the phone/Billy/television /when/watching/rang
3. Translate from Russian into English. (Переведите с русского на английский)

1. Куда ты ходил вчера вечером?
- 2 Я готовил обед вчера в полдень.
- 3 Моя сестра играла на пианино . когда я пришёл из школы.
- 4 Что ты делала вчера с пяти до шести вечера?

Ключи к контрольной работе №2

№ Вариант А В С

2 1 1 came, was raining

2. did

3. visited

4. was cooking/came

5 got up 1. I was reading a book at five o'clock.

2. Where did you go last night?

3 How did you learn to drive?

4. I was walking home when I met Ann.
 5. When I met Ann, I was walking home. 1. What were you doing yesterday at five o'clock in the evening?
 2. I was reading a book, when my brother returned from school.
 3. I didn't go to America last summer.
 4. Was the weather fine?
 2 1. played
 2. was writing
 3. was reading/arrive
 4. bought
 5. slept 1. My sister wrote a letter to our granny yesterday.
 2. What did you do last night?
 3. I met them at the airport a few weeks ago.
 4. Billy was watching television when the phone rang./ when the phone rang, Billy was watching television. 1. Where did you go last evening?
 2. I was cooking dinner at noon yesterday.
 3. My sister was playing the piano, when I came from school.
 4. What were you doing yesterday from five to six o'clock in the evening?

Письмо

Тема «Summer Holiday»

Личное письмо другу по теме «Как я провел каникулы» (5 класс)

Задание. Прочитай отрывок из письма Бена, твоего друга из Англии. Напиши ему ответное письмо.

... Summer holidays are over and I am back to school. I spent a wonderful time in the country. I have a lot of friends there. We swam, rode our bikes, played games. But now I am happy to see my teachers and friends. And what about you? How did you spend your summer holidays? Did you miss your classmates? Do you like to come back to school?

...

Yours,

Ben

Sightseeing Holidays / Путешествия в каникулы

1. travel round Europe (Russia, Great Britain) — путешествовать по Европе (России, Великобритании)
2. travel by car (plane, train, bus) — путешествовать на машине (самолётом, поездом, автобусом)
3. go abroad — ездить за границу
4. go on a trip — совершить короткую поездку
5. take pictures of ... — фотографировать ...
6. walk the streets of ... — гулять по улицам ...
7. visit some places on the way to... — посетить ... по дороге в ...
8. see interesting places — осматривать достопримечательности
9. meet different people — встречать разных людей
10. visit museums and art galleries — посещать музеи и художественные галереи
11. stay at a hotel — останавливаться в отеле
12. enjoy the beauty of the scenery (countryside) — наслаждаться красотой пейзажа (окрестностей)

Тесты с заданиями по английскому языку 6 класс

Аудирование

LISTENING

I

The giraffe.

The giraffe is the tallest animal. His head is about five meters above the ground. It has its good and bad sides. The giraffe can eat leaves from high trees because he has a long neck and a strong tongue. But it's difficult for the giraffe to eat the grass. When the giraffe drinks water, lions and leopards often hide in the tall grass ready to catch him. It is very bad for the giraffe, because he can't raise his head quickly and run away. The giraffe can live for months without water.

He gets most of the water from what he eats. Also, because his heads is so far from the ground, a giraffe can see danger and can quickly walk away or run away.

- 1) The giraffe is the strongest animal.
a) true b) false c) not stated
- 2) He has a long neck.
a) true b) false c) not stated
- 3) The giraffe eats only grass.
a) true b) false c) not stated
- 4) The giraffe can run fast.
a) true b) false c) not stated
- 5) He can't raise his head fast.
a) true b) false c) not stated
- 6) The giraffe can't live without water for a long time.
a) true b) false c) not stated
- 7) He can see danger because he has a long neck.
a) true b) false c) not stated

II

A story about a parrot

Once there lived a man who had a parrot. The man tried to teach the parrot to speak. But the parrot could learn only the phrase, "There is no doubt about it" (в этом нет сомнения). The parrot always said these words and always gave the same answer. "There is no doubt about it".

At last the man decided to sell (продавать; sold = V 2) the parrot. He went to the street and began to cry, "Twenty dollars for a very clever parrot!"

One woman heard this. She came up to the parrot and asked, "Are you worth twenty dollars?" The parrot answered, "There is no doubt about it".

"What a clever parrot", she said and bought the bird.

After some days the woman couldn't listen to the parrot any more. She said, "What a fool I was to buy this parrot and throw away so much money. Twenty dollars!"

Then the parrot cried, "There is no doubt about it".

This time the parrot was right.

True, false or not stated:

1. The parrot learned a lot of words.
a) true b) false c) not stated
2. The man liked his clever bird so much that he decided not to sell it.
a) true b) false c) not stated
3. The woman thought that the parrot was very clever.
a) true b) false c) not stated
4. The parrot said the same words.
a) true b) false c) not stated
5. The woman sold the parrot.
a) true b) false c) not stated

III

The King and the Painter

There was a king who thought he could paint very well. His pictures were very bad but the people to whom he showed them were afraid to tell him the truth. They all said that his pictures were wonderful and they liked them very much.

One day the king showed his pictures to a great painter who lived in his country and said, "I'd like to know what you think of my pictures. Do you like them?"

The painter looked at the king's pictures and said, "My king, I believe that your pictures are bad and you will never be a good artist."

The king got very angry and sent the painter to prison. Two years passed and the king wanted to see the painter again.

"I was angry with you," he said, "because you didn't like my pictures. Now you are a free man again and I am your friend." The king talked with the painter and invited him for dinner. The dinner was wonderful. And they enjoyed it very much.

After dinner the king showed his pictures to the painter again and asked, "Well, how do you like them now?" The painter turned to a soldier who was standing behind him and said, "Take me back to prison."

I. Was the King a good painter?

1. Yes, people liked his pictures very much.
2. No, his pictures were bad.
3. He didn't paint pictures at all.

II. Why were people afraid to tell the King the truth about his pictures?

1. Because they were afraid of him.
2. Because they enjoyed the dinner.
3. Because the King could paint very well.

III. Did the painter like the King's pictures?

1. Yes, he liked them very much.
2. No, he said that the King was a bad artist.
3. The King didn't show the pictures to the painter.

IV. What happened to the great painter who told the King the truth?

1. The king invited him for dinner.
2. The king sent him to prison.
3. The king talked with the painter.

V. Why did the painter ask the soldier to take him back to prison?

1. Because he didn't like the king's pictures.
2. Because he enjoyed the dinner.
3. Because he liked to be in prison.

Чтение

Gary Cole

Gary Cole is one of the best basketball players in Britain. Gary was born in 1980 in Birmingham. Gary's got two brothers, Roy and Leroy, and a sister, Lucy, and they all do sport. But they are all younger than Gary and still at school. His parents, Roger and Julie, are teachers.

Gary started playing basketball when he was six! He used to watch the American stars on TV when he was a boy, and that's where he got his inspiration to get a star. He used to play in the park near his house. He also used to play football and was in the school team. But Gary prefers basketball because he says it's faster and more exciting than football. He plays for the Birmingham Braves now and he is their star player. Gary is very happy with the Braves, but he has an ambition. He wants to go and play in the USA for one of the big teams! Why? Because the standard of play is higher and because players get more money.

1. Прочитайте текст и установите соответствие высказываний содержанию текста. Т - если соответствует, F – если не соответствует.

1. Roger and Julie are Gary's parents.
2. Gary started playing basketball at the age of five.
3. Gary is younger than his brothers.
4. Gary likes football because it is exciting.
5. He wants to play basketball in the USA.

2. Выберите правильный вариант ответа на вопрос.

1) Where was Gary born?

- a) in London b) in Birmingham c) in New York.

2) When did Gary start playing basketball?

- a) at the age of four b) at the age of six c) at the age of nine

3) What is the name of Gary's sister?

- a) Roy b) Lucy c) Julie

4) What is his ambition?

- a) play football b) be a star player c) play in the big team

5) What did Gary use to play?

- a) play tennis b) play volleyball c) play football

3. Соотнесите 2 части предложения.

1) He started playing basketball

a) but he has an ambition

2) He's happy with the Braves,

b) for one of the big teams

3) He wants to play in the USA

c) when he was six

4) Gary was born

d) are teaches

5) His parents, Roger and Julie

e) in 1980 in Birmingham

4. Расположите предложения в логической последовательности.

1) Gary started playing basketball when he was six.

2) Gary Cole is one of the best basketball players in Britain.

3) He wants to go and play in the USA for one of the big teams.

4) His parents, Roger and Julie, are teachers.

5) Gary was born in 1980 in Birmingham.

5. Найдите и выпишите 3 глагола в Present Simple .

Form 6

Term I

Test in Reading

My name is Kevin and I'm fifteen years old. I live in the village near the Kansas city, USA. My family lives in a big house with two floors. There are five rooms in it and a garden outside. My favourite room is my bedroom. It is on the second floor.

My best friend is Samantha and she's thirteen years old. She lives next to my house. Samantha is very smart and beautiful and can do a lot of things. She can play the drums and the electric guitar. She is very good at sports. She can play football very well and she can swim. She goes to the pool every weekend. I can't play football very well and I can't swim, but I can play basketball and jump high.

We spend much time together and always have fun! We often walk in the park, read books or watch films. Samantha cooks lunch for herself and her little brother Tim every day. I can't cook because my mum says I'm too young. There is one thing that Samantha and I can't do. We can't drive a car!

1) Answer the questions:

1. Who is fifteen years old, Samantha or Kevin?

2. How old is Kevin's best friend?
3. What can Samantha play?
4. Who cooks lunch every day?
5. What can't Samantha and Kevin do?
6. What sport can't Kevin do?

2) Choose the right answer:

1. Kevin is _____ years old.
 - 15
 - 13
- 2.
3. Kevin lives in ...
 - the village
 - the Kansas city
- 4.
5. His house has ...
 - 5 floors and 2 rooms
 - 2 floors and 5 rooms
- 6.
7. Kevin's best friend is
 - Samantha
 - Tim
- 8.
9. Samantha can play the...
 - electric guitar
 - violin
- 10.
11. Kevin can play...
 - football
 - basketball
- 12.
13. Is Samantha good at sport?
 - Yes, she is.
 - No, she isn't.
- 14.
15. Kevin and Samantha go to _____ together.
 - the pool
 - the park
- 16.
17. Tim is _____ little brother.
 - Samantha's
 - Kevin's
- 18.
19. Kevin and Samantha can't _____.
 - cook
 - drive a car

Reading Test (Form 6)

Christopher Columbus

Christopher Columbus was born in the seaport town of Genoa in Italy, about the year 1446.

When he was only ten years old, he went to a famous school near Genoa and studied arithmetic and geography.

He was fourteen years old when he first sailed to the East. After that time he made many voyages before he could buy three small ships and sail across the Atlantic Ocean. He wanted to reach India and at the same time to prove that the earth is round. He wanted to discover a new shorter way to the East. He was on the Ocean for ten weeks and saw land. The land was America.

Christopher Columbus continued his trip but he always thought that the land he had discovered was the East India and he died never knowing that he had discovered a new continent.

Tasks

I. Translate from Russian into English.

1. морской порт
2. знаменитая школа
3. поплыл на восток
4. достичь
5. земля
6. открыть
7. всегда думал
8. новый материк

II. Complete the sentences

1. The text is about...

- a) C. Columbus's voyage to Spain b) C. Columbus and his discovery c) the discovery of India

2. C. Columbus was born in...

- a) Spain b) India c) Italy

3. C. Columbus studied ... at a famous school.

- a) arithmetic and geography b) arithmetic and geometry c) history and geography

4. He was ... years old when he first sailed to the East

- a) thirteen b) ten c) fourteen

5. He wanted to reach ...

- a) Spain b) India c) Italy

6. He wanted to discover ...

- a) America b) a new longer way to the East c) a new shorter way to the East

7. He was on the Ocean ... and saw land.

- a) thirteen weeks b) ten weeks c) fourteen weeks

III. Translate from English into Russian. Mark True | False

1. Christopher Columbus was born in the seaport town of Genoa.

2. When he was only nine years old, he went to a famous school near Genoa.

3. He wanted to prove that the earth is round.

4. He always thought that the land he had discovered was America.

5. He died knowing that he had discovered a new continent.

Test 6th form v. 1

Choose the correct variant.

1. This is.....classroom.

- A. we B. our C. ours

2. That big grey house is.....

- A. us B. my C. mine

3. The children.....in the garden.

- A. are B. is C. am

4. My sister.....5 years old.

- A. does B. has C. is.

5. Myname is Mike.

- A. friend's B. friends' C. friend

6. Give me.....sugar, please.

- A. a B. an C. some

7. There are.....apples on the plate.

- A. many B. much C. any
8. We are going to the museum.....the weekend.
A. on B. in C. for D. at
9. I'd like to introduce youmy friend.
A. for B. to C. with D. on
10. My mother goes to work.....bus.
A. by B. in C. with D. on
11. After Tuesday comes.....
A. Thursday B. Wednesday C. Monday
12. My uncle has got two children, my.....
A. brother B. aunt C. cousins D. twins
13. If the person is 52, we say he is in hisfifties.
A. mid B. early C. no D. late
- 14.....talk to the driver!
A. Do B. Don't C. Doesn't
15. Sally.....not like cooking.
A. do B. don't C. does
16. Igo to Spain. I've got a house there.
A. never B. often C. rarely
17. My friends.....doing homework.
A. hate B. hates C. is hating
18. Helen isa book now.
A. read B. reads C. reading
19. Tony usually.....late.
A. works B. work C. is working.
20. My brother and Isinging very much.
A. like B. are liking C. likes
21. We met ten years.....
A. gone B. ago C. past
22. Did theyhome early last night?
A. arrived B. arrives C. arrive
23. Be quiet! Youmake noise.
A. mustn't B. must C. can
24. A lion is.....than an elephant
A. smaller B. smallest C. small
25. We.....on holiday last summer.
A. meet B. met C. meets

Test

Choose the correct variant.

1. Look at..... He is my friend.
A. him B. her C. he
2. This car is.....
A. her B. hers C. she
3. She.....a doctor at the hospital.
A. am B. is C. are
4. I.....two dogs.
A. has B. hasn't got C. have got
5.favourite colour is blue.
A. Tamara`s B. Tamara C. Tamaras`
6. There.....two books on the table.
A. is B. are C. some
7. There isn't.....cheese in this sandwich.

- A. some B. a C. any
8. Please come to my party.....Sunday.
A. in B. on C. at D. under
9. I don't like to listen.....classical music.
A. to B. on C. - D. with
10. We go on holiday.....August.
A. in B. near C. at D. on
11. Britain- British, Spain- Spanish, China-.....
A. Chinish B. Chinese C. Chanian D. China
12. After Monday comes.....
A. Tuesday B. Wednesday C. Thursday D. Friday
13. The brother of my mother is my.....
A. aunt B. grandfather C. uncle D. cousin
14. If the person is 59, we say he is in his.....fifties.
A. mid B. early C. no D. late
15. He.....like soup.
A. not B. isn't C. don't D. doesn't
16. I.....go to the gym because I don't have time
A. always B. never C. sometimes
17. Theyfootball after school.
A. play B. are playing C. plays
18. Paulacooking dinner at the moment.
A. am B. has C. is
19. Bill sometimestill late at weekends
A. sleeps B. sleep C. is sleeping
20. Look! The clowns.....on the grass.
A. dance B. are dancing C. will dance D dances
21. Mike walked to school.....
A. now B. yesterday C. every day
22. You're on holiday. You.....wake up early.
A. have to B. mustn't C. don't have to
23. This book isthan the one we read last year
A. difficulter B. more difficult C. the most difficult
24. Did youout last night?
A. went B. goes C. go
25. She.....a cold a week ago
A. had B. have C. has

ЛЕКСИКО-ГРАММАТИЧЕСКИЙ ТЕСТ 6 КЛАСС, 1 ВАРИАНТ

1. Your mother's sister is your ...
a. grandmother b) aunt c) cousin
2. Your mother is your father's ...
a. sister b) daughter c) wife
3. A mail parent is your
a. father b) mother c) daughter
4. Your sister's son is your ...
a. uncle b) cousin c) nephew
5. Let's have breakfast. I've already ... the table.
a. put b) clear c) set
6. His little sister usually ... care of their pets.
a. is taking b) took c) takes
7. Yesterday we ... to the disco.

- a. went b) go c) has gone
8. Have you bought presents for all your ... ?
- a. nicknames b) situations c) relatives
9. Next year my parents Great Britain.
- a. are going to b) have gone to c) go to
10. Попугаи моей сестры
- a. my sisters' parrots b) my sister's parrot c) my sister's parrots
11. Игрушки моих сыновей
- a. my sons' toys b) my son's toys c) my sons' toy
12. I have never ... to England.
- a. was b) been c) be
13. Listen! Somebody ... the guitar.
- a. play b) has played c) is playing
14. Parents must talk to their children more ...
- a. often b) sometimes c) never
15. My mother is angry. My elder brother rubbish.
- a. haven't taken b) takes c) hasn't taken
16. We ... in the center of town.
- a. lives b) live c) is living
17. He ... to play tennis.
- a. don't like b) doesn't like c) doesn't likes
18. Tom ... in Africa.
- a. didn't b) aren't c) wasn't
19. My aunt ... a small garden.
- a. has b) have c) is

ЛЕКСИКО-ГРАММАТИЧЕСКИЙ ТЕСТ 6 КЛАСС, 2 ВАРИАНТ

1. Your mother's mother is your ...
- a. niece b) grandmother c) aunt
2. A female parent is your ...
- a. sister b) father c) mother
3. Your father is your mother's ...
- a. brother b) husband c) son
4. Your father's brother is your ...
- a. nephew b) brother c) uncle
5. My aunt is going to cook a big ...
- a. pie b) picnic c) party
6. Her elder sister ... a great party a week ago.
- a. has arranged b) arranged c) is arranging
7. I always get ... for English lesson.
- a. up b) ready c) rid of
8. Привычки моего дяди.
- a. my uncles' habit b) my uncle's habit c) my uncle's habits
9. Дом моих родственников.
- a. my relatives' house b) my relatives's house c) my relatives' houses
10. Every day she ... the table.
- a. clear b) clears c) cleared
11. Mary ... visit her friends tomorrow.
- a. didn't b) doesn't c) won't
12. ... speak English or Russian?
- a. have they b) are they c) do they
13. My nephew is tired. He just ... out the rubbish.
- a. has gone b) has taken c) will take

14. His ... brother joined us later.
a. elder b) older c) bigger
15. Children must help their parents with the ...
a. sleeping b) washing up c) watching TV
16. They Discussed the problem yet.
a. didn't b) hasn't c) haven't
17. The students ... to join the scientific society next year.
a. are going b) go c) have gone
18. There ... a bird in the box.
a. was b) were c) are
19. Did they ... to Moscow last month?
a. went b) will go c) go

1. Read the text.

A Monkey Saves a Little Boy.

Once a man brought home from Africa a very large monkey. The monkey loved the man very much, but

he loved the man's little boy even more.

One day a fire broke out in the man's house. Everyone tried to put it out, and no one thought of the

child till it was too late.

The house was all in flames when they remembered that the boy was upstairs in his room. The poor

parents did not know what to do. No one could help them now.

Suddenly a black hand pushed up the window. Then out came the monkey with the child in his arms. All

the people down in the street shouted for joy. The monkey came down, and brought the little boy to his

mother.

2. Answer the questions.

- 1) What animal did a man bring home from Africa?
- 2) Did monkey love the man?
- 3) What did happen in the house one day?
- 4) Who stayed in the house?
- 5) Did the monkey save boy or not?

I. Choose the correct pre"#000000">

1. ...Monday I'm going to visit a dentist.
2. We arrived at the station...6 o'clock.
3. I'll be at school...time.
4. Let's arrange a picnic...the weekend.
5. I'm responsible...a social programme.
6. A group...students will stay...their partners' families.
7. Bye-bye. Can I kiss you...your cheek?
8. I like to listen...rap music.
9. Why did you miss...the lesson?
10. It's nice...you to invite me...the cinema.
11. We are going to go...a walk.
12. Let's go...shopping.
13. I am going to go out...my friends.

II. Add the tag endings.

1. My friend plays football,...?
2. Your mother is at home,...?

3. The students can't speak German,...?
4. Paul will go to London,...?
5. You don't like detective stories,...?
6. Mary did her homework yesterday,...?
7. I'm not responsible for sweets,...?
8. It was group of 17 students,...?

III. Correct the mistakes.

1. I is going to play computer games.
2. John are going to watch TV.
3. You are going to wear a uniform?
4. They not are going to walk in the park.
5. Where you are going to arrange a party?

IV. Translate the words from Russian into English.

Местная школа, останавливаться в отеле, расставить стулья в классном кабинете, быть ответственным за культурную программу, договариваться встретиться в 10 часов, предлагать, соревнование по теннису, договариваться о дате и времени, пожимать руки, «Неплохая идея!», приглашение, целовать.

Test

I. Choose the right answer.

1. She is responsible...a social programme.
a) on b) of c) for
2. Be at school ...time.
a) on b) in c) of
3. I propose...that he comes in April.
a) - b) of c) with
4. I'll stay...my friend's family.
a) with b) - c) on
5. How nice...you!
a) in b) to c) of
6. Our headteacher is going to invite a group...British students.
a) with b) for c) of
7. I like to go..shopping.
a) - b) for c) to
8. Let's go...a walk.
a) in b) to c) for
9. We often go...the cinema.
a) in b) to c) for
10. My parents listen...classic music.
a) to b) for c) –
11. I will arrange a picnic tomorrow,...?
a) won't I b) will I c) do I
12. My friends play sports,...?
a) are they b) do they c) don't they
13. Susan speaks German very well,...?
a) doesn't she b) does she c) did she
14. Thomas is fond of reading,...?
a) was he? b) isn't he? C) is he?
15. They don't like tennis,...?
a) don't they? b) do they? c) are they?

16. We wear a uniform,...?
a) don't we? b) do we? c) did we?
17. Julie cleaned the flat,...?
a) did she? b) didn't she? c) does she?
18. You can't translate the text,...?
a) can't you? b) can you? c) could you?
19. I...going to spend my holidays in Germany.
a) is b) am c) are
20. Andrew...going to miss a Maths lesson.
a) is b) am c) are
21. British students...going to arrange a Christmas party.
a) is b) am c) are

(21 points)

II. Your classmate is going to spend his/her Christmas holiday in London. Ask 5 questions about his/her plans.

(5 points)

III. Choose the right word.

1. Let's...a picnic at the weekend.
a) make b) arrange c) play d) stay
2. The students will...with British families.
a) propose b) visit c) miss d) stay
3. I'd like to invite a...of students to visit us.
a) invitation b) programme c) partner d) group
4. My sister...for the educational and social programme.
a) started b) went out c) was responsible d) arranged
5. Our...football team went abroad last week.
a) local b) foreign c) responsible d) social

(5 points)

IV. Fill in the missing words.

Loc.l, sta., ar.ange, kis.

(2 points)

V. Guess what each word is. Write it down.

r,o,s,p,e,o,p

a,c,i,s,o,l

o,p,s,t,r

i,s,m,s

(2 points)

Письмо

Тема «My School»

Личное письмо другу по теме «Школа» (6 класс)

Задание. Прочитай отрывок из письма Бена, твоего друга из Англии. Напиши ему ответное письмо.

... Holidays are over and I am back to school. I am happy to see my teachers and friends. You know, I have some new subjects this year. It is Science and Information Technology. I find Science very interesting. And what about you? Do you like going to school? What new subjects do you have this year? Do you wear a uniform?

...

Yours,

Ben

School. Английские слова по теме «Школа»

Запомните:

Я хожу в школу. — I go to school.

Я учусь в школе №9. — I study at school number 9.

Я школьник. — I am a schoolboy.

Я ученик 6 класса. — I am a student of the 6th form. I am in the 6th form (year).

1. do homework — делать домашнюю работу
2. mark in Maths — отметка по математике
3. get good (bad) marks — получать отметки
4. give marks — ставить отметки
5. make new friends — заводить новых друзей
6. have 5 or 6 lessons a day — иметь 5 или 6 уроков в день
7. learn — учить, узнавать
8. learn new things — узнавать новое
9. learn by heart — учить наизусть
10. ask questions — задавать вопросы
11. answer questions — отвечать на вопросы
12. do sums — решать примеры
13. solve problems — решать задачи
14. get smarter — становиться умнее
15. have fun during breaks — веселиться на переменах
16. recite poems — рассказывать стихи
17. enjoy school parties — развлекаться на школьных вечеринках
18. study — учиться
19. work hard — упорно работать
20. do my best — очень стараться
21. lesson — урок
22. English lesson — урок английского языка
23. English teacher — учитель английского языка
24. strict — строгий
25. kind — добрый
26. subject — предмет
27. at the lesson — на уроке
28. at school — на занятиях в школе
29. be in the ... form — быть в ... классе
30. (in) the timetable — в расписании
31. lunch break — большая перемена
32. (wear) a uniform — (носить) форму

Read the joke (шутка).

John: Why does the teacher always ask us questions? Doesn't she know anything herself?

School Subjects. Школьные предметы

1. Maths — математика
2. Literature — литература
3. Russian — русский язык
4. Nature Study — природоведение
5. Science — предметы научного цикла
6. Geography — география
7. History — история
8. PE (Physical Education) — физкультура
9. IT (Information Technology) — информатика
10. Art — рисование
11. a foreign language — иностранный язык

Тесты с заданиями по английскому языку 7 класс

Аудирование

LISTENING

1

1. In 1850 a young man, Levi Strauss, came to California from Germany. California was famous for its gold. Many people were working there. They were looking for gold and needed strong clothes. First Levi Strauss sold canvas to workers.

2. One of the most famous statues in the world stands on an island in New York. This statue is the Statue of Liberty - a woman holding a torch. Visitors can go inside the statue.

3. The flag is white with five circles. The circles represent the five continents of Africa, Asia, Australia, Europe and North and South America. The circles are black, blue, green, red and yellow. The flag of every country in the games has at least one of these colours.

4. People buy a Christmas tree and decorate it with toys, colored balls and little colored lights. On Christmas Eve people put their presents under the tree. When children go to bed, they put their stockings near their beds.

5. In recent years, shark meat has become a popular food in America. Too much fishing has begun to reduce the numbers of some kinds of shark. Some people say this is a good thing. Sharks kill about twenty-five people a year near the world's beaches.

2 true or false

Many people around the world can honestly say they have heard of David Beckham. Both on and off the field he attracts an enormous amount of publicity and has become an icon for the twenty-first century. But what do we know about this British sporting hero's life and career?

David Robert Joseph Beckham OBE (born May 2, 1975) is an English footballer born in Leytonstone, London. He is a midfielder for Real Madrid and captain of the English national team. He is noted for the quality of his crossing and ability to hit free-kicks and corners, and also for his marriage to a Spice Girl. He has played most of his career for Manchester United (1995—2003)

3

The United Kingdom of Great Britain and Northern Ireland, commonly known as the United Kingdom, the UK, or Britain, is a sovereign island country located off the north-western coast of continental Europe. The UK includes the island of Great Britain, the northeast part of the island of Ireland and many small islands. Northern Ireland is the only part of the UK with a land border, sharing it with the Republic of Ireland. Apart from this land border, the UK is surrounded by the Atlantic Ocean, the North Sea, the English Channel and the Irish Sea. The largest island, Great Britain, is linked to France by the Channel Tunnel.

ОТВЕТЫ:

1. 1A 2B 3D 4J 5C I

2. 1.F 2.T 3.F 4.T

3. 1c 2b 3a

4. Аудирование 7 класс

5. 1. Ты услышишь пять высказываний. Соедини подзаголовки с услышанным.

6. A) JEANS

7. B) THE USA

8. C) MONSTERS OF THE SEA

9. D) OLYMPIC SYMBOLS

10. I) MARKO POLO

11. J) CHRISTMAS TREE

12. 2. Ты услышишь текст о знаменитом футболисте. Отметь соответствуют ли (true) предложения тексту или нет (false). True or false

13. 1. Many people around the world cannot honestly say they have heard of David Beckham.

14. 2. He has become an icon for the twenty-first century.
15. 3. David was born in Leytonstone, New York.
16. 4. He has a wife from a Spice Girl.
17. 5. David has played most of his career for Manchester United.
18. 3. Ты услышишь текст о Великобритании. Отметь верно пропущенные части предложений.
19. 1. A sovereign island country located off the _____ coast of continental Europe.
20. a. south
21. b. east-western
22. c. north- western
23. 2. Northern Ireland is the only part of the UK with a land border, sharing it with the _____.
24. a. Czech Republic
25. b. Republic of Ireland
26. c. Dominican Republic
27. 3. The largest island, Great Britain, _____ by the Channel Tunnel.
28. a. is linked to France
29. b. is linked to Russia
30. c. is linked to Greece
31. Аудирование 7 класс
32. 1. Ты услышишь пять высказываний. Соедини подзаголовки с услышанным.
33. A) JEANS
34. B) THE USA
35. C) MONSTERS OF THE SEA
36. D) OLYMPIC SIMBOLS
37. I) MARKO POLO
38. J) CHRISTMAS TREE
39. 2. Ты услышишь текст о знаменитом футболисте. Отметь соответствуют ли (true) предложения тексту или нет (false). True or false
40. 1. Many people around the world cannot honestly say they have heard of David Beckham.
41. 2. He has become an icon for the twenty-first century.
42. 3. David was born in Leytonstone, New York.
43. 4. He has a wife from a Spice Girl.
44. 5. David has played most of his career for Manchester United.
45. 3. Ты услышишь текст о Великобритании. Отметь верно пропущенные части предложений.
46. 1. A sovereign island country located off the _____ coast of continental Europe.
47. a. south
48. b. east-western
49. c. north- western
50. 2. Northern Ireland is the only part of the UK with a land border, sharing it with the _____.
51. a. Czech Republic
52. b. Republic of Ireland
53. c. Dominican Republic
54. 3. The largest island, Great Britain, _____ by the Channel Tunnel.
55. a. is linked to France
56. b. is linked to Russia
57. c. is linked to Greece

Reading. The 7th grade. V 1

1. Read Pamela's speaking about her part-time job and then decide if the facts below are

True (T) or False (F).

I had this part-time job of baby-sitting. I worked on Wednesdays, from eight in the morning until two in the afternoon. I only had one little boy, and he was about four at the time. Andy was usually in bed when I got there in the mornings. He woke up around 9. Then after breakfast we went out round the park, then we went back and had a sleep. When he got up we just read baby books. It was a good job. I got good pay. I think it was 75 dollars an hour, which wasn't bad. I really enjoyed it. I liked Andy and he liked me.

1. Pamela's part time job is babysitting.
2. Pamela sat only with one child.
3. She worked on weekends.
4. The child was a two-year-old girl.
5. They usually read books after breakfast.

2. Read the text and complete the gaps.

- A. of mushroom soup on the table
- B. the Englishman took the menu card
- C. so he ate the fish soup
- D. to have dinner
- E. a little surprised
- F. to live in London

An English tourist, who was staying at a hotel in Paris came to the hotel restaurant 1. _____. He could not speak French, but he did not want to show it to people. He sat down at the table. When the waiter came up to his table, 2. _____ and pointed to the first line. The waiter nodded and walked away. Very soon he returned and put a plate 3. _____. The Englishman was very pleased with himself. He ate the soup and, when the waiter came up to the table again, pointed to the fifth line on the menu card. The waiter looked 4. _____, but did not say a word. He walked away and soon returned, bringing the Englishman a plate of fish soup. The Englishman did not want to show the waiter that he did not know French, 5. _____. Then he pointed to a line in the middle of the menu card, hoping that he would get some second course at last. This time the waiter brought him a plate of chicken soup. In despair, the Englishman pointed to the last line on the menu card. And the waiter brought him a package of tooth-picks!

3. Read the dialogue and match the people to places where they were yesterday.

Tony: Hi, Bill. How are you?

Bill: Ah Tony. I'm fine, thanks. I was looking for you yesterday afternoon. Where were you?

Tony: Well, it was lovely and sunny so I went for a picnic in the park with my sister. What was the problem?

Bill: No problem. I was just trying to find Ann and thought you might know where she was.

Tony: Well, I'm sure she had to go to the doctor's in the afternoon.

Bill: Oh, that's probably why I couldn't find her.

Tony: Yes, probably.

Bill: Do you know if Mary and John are around or they have gone away for the summer?

Tony: Well, I saw Mary in the post office yesterday morning and I know John was on his way to catch a train to see his friend in Leeds when I spoke to him.

Bill: Oh, dear. I'm not having much luck.

Tony: Why do you want to know where everyone is anyway?

Bill: It was my birthday yesterday and I was in a restaurant on my own!

Tony: Oh, dear, Bill. I am sorry!

Reading. The 7th grade. V 2

1. Read the text and write if the statements below are true (T) or false (F).

Gulliver's Travels

Gulliver was born in a large family of a farmer. At school the boy learned well, so his father sent him to the University for three years. When the young man left the University, he worked with a doctor and learned the doctor's profession.

Gulliver wanted to travel, so he decided to learn navigation too. After four years of hard learning Gulliver began to work on a ship as the ship doctor. One day, after many days of fine weather, there was a terrible storm. The ship broke to pieces and the people were drowned. But Gulliver could swim very well and he was not drowned. When he saw a shore which was very far, he swam to it. Gulliver was very tired. When Gulliver got out of the water he slept for many hours.

When Gulliver woke up, he found that he was in a country where very small people lived. The name of the country was Lilliput. The little people were afraid of the big man and wanted to kill him. But when they saw that Gulliver was kind and did not want to kill them they let him live with them. Gulliver lived there for two years.

After many adventures he got back to England.

1. Gulliver's father was a doctor.
2. Gulliver was a sailor on the ship.
3. The ship was at sea for a long time.
4. The ship broke to pieces because of a terrible storm.
5. Gulliver was not drowned because he could swim very well.

2. Read the text and complete the gaps.

G. to live in London

H. a little surprised

I. the Englishman took the menu card

J. to have lunch

K. of fish soup on the table

L. so he ate the meat soup

An English tourist, who was staying at a hotel in Rome came to the hotel restaurant 1. _____. He could not speak Italian, but he did not want to show it to people. He sat down at the table. When the waitress came up to his table, 2. _____ and pointed to the first line. The waitress nodded and walked away. Very soon she returned and put a plate 3. _____. The Englishman was very pleased with himself. He ate the soup and, when the waitress came up to the table again, pointed to the third line on the menu card. The waitress looked 4. _____, but did not say a word. She walked away and soon returned, bringing the Englishman a plate of meat soup. The Englishman did not want to show the waitress that he did not know Italian, 5. _____. Then he pointed to a line in the middle of the menu card, hoping that he would get some second course at last. This time the waitress brought him a plate of pea soup. In despair, the Englishman pointed to the last line on the menu card. And the waiter brought him a package of tooth-picks!

4. Read the dialogue and match the people to places where they were yesterday.

Tony: Hi, Bill. How are you?

Bill: Ah Tony. I'm fine, thanks. I was looking for you yesterday afternoon. Where were you?

Tony: Well, it was lovely and sunny so I went for a swim to the river with my brother. What was the problem?

Bill: No problem. I was just trying to find Ann and thought you might know where she was.

Tony: Well, I'm sure she had to go to the bank in the afternoon.

Bill: Oh, that's probably why I couldn't find her.

Tony: Yes, probably.

Bill: Do you know if Mary and John are around or they have gone away for the summer?

Tony: Well, I saw Mary in the baker's yesterday morning and I know John was on his way to catch a bus to see his friend in London when I spoke to him.

Bill: Oh, dear. I'm not having much luck.

Tony: Why do you want to know where everyone is anyway?

Bill: It was my birthday yesterday and I was in a cafe on my own!

Tony: Oh, dear, Bill. I am sorry!

Вариант 1. Чтение 7 класс.

Ключи:

1 задание 1- Т 2 задание 1. D

2- Т 2. B

3- F 3. A

4 - F 4. E

5 - F 5. C

3 задание 1D, 2B, 3C, 4F, 5A

Form 7 Grammar Test II

V- 1

I. Choose the right answer:

1. This is Mary Green. Her dog's name is ____ Tinkerbell

a) The; -- b) a; the c) --; the d) --; --

2. ____ Queen Victoria was ____ Queen of England for 63 years.

a) The; -- b) a; the c) --; the d) --; --

3. ____ Prince Yaroslav was connected to almost all European monarchs of his time

a) The b) a c) an d) --

4. ____ King of France married ____ Princess Anna.

a) The; -- b) a; the c) --; the d) --; --

5. Peter ____ Great was powerful Russian monarch

a) The; -- b) a; the c) --; the d) --; --

II. Match the right variant:

1. Nick _____ five fish A. have bought

2. They _____ \$60 for the ticket B. have met

3. We _____ him at the station. C. has worked

4. I _____ a new pair of shoes. D. have paid

5. My father _____ for ten hours. E. has caught

III. Choose the right answer:

1. Last holidays he _____ a new friend

a) make b) made c) have made

2. Mum, I lost my keys yesterday. ____you ____ it?

a) are seeing b) did see c) have seen

3. Mozart _____ a famous musician of his time

a) is b) was c) have been

4. Bill _____ the poem yet

a) hasn't learnt b) didn't learn c) didn't learned

5. Look! You ___ my keys!

a) have find b) found c) have found

IV. Write correct phrase in every sentence:

make your bed do shopping tidy your room take out the rubbish lay the table

1. Before you go to school, don't forget to _____.

2. Susan has cooked dinner. Will you _____, please?

3. There are a lot of different things in your bedroom. Can you _____?

4. If you want some money, you will _____. Buy some sugar and a bottle of milk, please

5. There is a lot of trash after party so _____, please.

V. Choose the right variant:

1. I will pass my exams, if _____

a) I will study hard b) I learn all the rules c) did my test

2. If I go to the cinema, _____

a) I will met my friends b) I watch a new film c) I will meet my friends

3. If I lend some money, _____

a) I will by new clothes b) I can give it back c) I will pay for a book

4. If I don't have breakfast tomorrow morning, _____

a) I have lunch b) I will eat in the cafe c) my parents will gave me some money

5. They will not play computer games, If _____

a) they passed the exam b) they don't pass the exam c) they won't pass the exam

VI. Match the right answer:

1. You are not ill. You ___ go to school A. have to/ has to

2. Emma will have a test tomorrow. She ___ learn rules

3. My brother is fat. He ___ go to the gym B. must

4. I ___ walk my pet every day because my dad is ill

5. This book is not for sale. She ___ go to the library. C. should

Лексика грамматика

Grammar Test V- 2

I. Choose the right answer:

1. ___ Queen Victoria was often called “ ___ grandmother of Europe”

a) The; -- b) a; the c) --; the d) --; --

2. ___ Prince Albert, who later became ___ King of England

a) The; -- b) a; the c) --; the d) --; --

3. Today we are going to speak about Yaroslav ___ Wise

a) The b) a c) an d) –

4. ___ Princess Elsa has got a sister ___ Princess Anna

a) The; -- b) a; the c) --; the d) --; --

5. This boy later became ___ Alfred, Grand Prince of Germany

a) The b) a c) an d) –

II. Match the right variant:

1. I _____ a new game A. have drunk

2. Greg _____ his finger B. has gone

3. We _____ our bag in a car C. have left

4. She _____ to the science club. D. have brought

5. You _____ a lot of water E. has cut

III. Choose the right answer:

1. I ___ in the school last week
a) was b) have been c) am
2. This film is amazing. We ___ it already
a) have watch b) watched c) have watched
3. She ___ how to swim when she was 5
a) hasn't known b) didn't know c) didn't known
4. They ___ in the park yesterday
a) did walked b) have walked c) walked
5. the lesson is over. ___ you ___ your test?
a) have finish b) have finished c) did finish

IV. Write correct phrase in every sentence:

do baby-sitting buy newspaper do washing-up cut the grass lay the table

1. My mother likes to read. I _____ for her every morning
2. My friends _____ for money. They like children
3. There are a lot of food in the kitchen. Can you _____?
4. If you want some money, you will _____ in the garden
5. There are a lot of dirty plates and cups so _____, please.

V. Choose the right variant:

1. I will do my homework, if _____
a) I will have a lot of time b) I don't forget the task c) I won't forget the task
2. If she gets a dog, _____
a) walk it every day b) she walks it every day c) she will walk it every day
3. We will give you this book, if _____
a) you will give it back b) you gives it back c) you give it back
4. If I don't lose my keys, _____
a) we will open the door b) we won't open the door c) we open the door
5. They will not read this text, If _____
a) they won't get a book b) you don't give them a book c) they buys a book

VI. Match the right answer:

1. I have a headache. I ___ visit a doctor A. have to/ has to
2. You have lost you phone. You ___ go to the police
3. His friend is a sportsman. He ___ do a lot of trainings B. must
4. Children ___ listen to their parents
5. My mum is ill. Anne ___ cook for us. C. Should

1. Составь из данных слов предложение и запиши его:

1. Listen! / playing/ he/ piano/ is/ the .
2. Have/ cleaning/ room/ you/ finished/ your?
3. I/ learning/ English/ enjoy.
4. New York/ city/ largest/ the/ in/ is/ world.
5. are/ a lot of/ books/ There/ library/ in/ our/ school.

2. Поставь глаголы в нужной временной форме:

1. We this newspaper yesterday. (read)
2. We ... not... the Christmas dinner yet. (take)
3. Look! They ... the street. (cross)
4. Vegetarians not... meat. (eat)
5. Next Summer we to Turkey. (go)

3. Образуй и напиши новое слово из данного так, чтобы оно по смыслу подходило в пропуск :

1. DANGER

Tom is very curious and that's why he gets in rather situations.

2. BEAUTY

My sister is very

2. CAREFUL

I take ... about my pet.

2. LOVELY

I ... my mother very much.

2. SCIENCE

Письмо

3. Тема «My Family»

Личное письмо другу по теме «Моя семья» (7класс)

Задание. Прочитай отрывок из письма Бена, твоего друга из Англии. Напиши ему ответное письмо.

... I have a very friendly family. There are 5 of us: father, mother, my grandparents and me. We live together. In the evenings we have our supper together. We talk and ask each other questions about the day. Sometimes we watch TV or go for a walk. And what about you? What is your family like? Who is your favourite relative? How do you spend time together?

...

Yours,

Ben

My Family». Список слов №1

I. Nouns (существительные):

1. father — отец
2. mother — мать
3. parents — родители
4. son — сын
5. daughter — дочь
6. sister — сестра
7. brother — брат
8. cousin ['kʌz(ə)n] — двоюродный брат (или сестра), кузен (кузина)
9. sibling — родной брат или сестра
10. second cousin — троюродный брат (сестра)
11. twins — близнецы
12. aunt — тетья
13. uncle — дядя
14. nephew ['nevju:] — племянник
15. niece ['ni:s] — племянница
16. grandfather — дедушка
17. grandmother — бабушка
18. grandparents — дедушка и бабушка
19. great grandmother — прабабушка
20. great grandfather — прадедушка
21. grandson — внук
22. granddaughter — внучка
23. husband — муж
24. wife — жена
25. child — ребенок
26. children — дети
27. grandchildren — внуки

28. baby — малыш
29. relative — родственник

Тесты с заданиями по английскому языку 8 класс

Аудирование

LISTENING

1

Listen to the text, name the interesting places in London.(8 form 1 semester)

LONDON

London, the capital of the United Kingdom of Great Britain, is situated on the banks of the river Thames.

The City of London is the commercial centre of all the country. It contains the Bank of England, business firms, companies, corporations, office buildings. Besides the Bank of England, London has 5 largest commercial banks of the United Kingdom and well-known London Stock Exchange.

The masterpiece of architecture in the City today is St. Paul's Cathedral, designed by Christopher Wren, the famous English architect of the 17th century.

The Tower of London is an old castle, situated in the City. It was used as a fortress, a palace and a prison. During its long period of existence it was time when the Tower was even the Zoo. It was the Royal Zoo, of course. Now the Tower is a museum and houses the Crown jewels and other treasures. There is a legend in England that the Tower will fall if it loses its ravens. That's why these birds are carefully guarded.

Westminster is the aristocratic, official part of London. It's very attractive for tourists because it has historical places full of customs and traditions. Parliament is situated in the Palace of Westminster. The famous Big Ben, the clock from which all people of this country take the time is in one of its beautiful towers.

Westminster Abbey is very beautiful church, which is more than 900 years old. Nearly all the kings and queens of Britain were crowned and buried there. Many famous people of this country were buried in the Abbey, among them Newton, Darwin, Dickens, Kipling and others. In the Poet's corner there are memorials to Shakespeare, Burns, Byron, Scott, Thackeray and Longfellow.

The official residence of the Queen of England is Buckingham Palace. The changing of the guard before Buckingham Palace several times a day is watched by hundreds of people.

1. Направленное аудирование

1. Прослушайте текст и выберите правильные ответы на вопросы.

- 1) Where does the Fox come to?
a) He comes to a well.
b) He comes to a wall.
c) He comes to a house.
- 2) Who comes to the well then?
a) the Wolf
b) the Rabbit
c) the Goat
- 3) Why does the Goat jump down into the well?
a) Because he wants to drink.
b) Because he wants to help the Fox.
c) Because he wants to eat grass.

Текст №2

Jonathan Swift and his Servant.

Jonathan Swift, the famous English writer, once went into the country with his servant. In the morning when he wanted to put on his boots, he saw that they were not clean.

“How is this, Tom?” said Swift when he saw them. “Why haven’t you cleaned my boots?”

“You see,” said Tom “It’s very dirty out today. If you go out, your boots again will be dirty, so I didn’t clean them.”

Swift thought a little and said, “All right, Tom. Go and get ready, we’ll go out in a minute or two.”

“But,” cried Tom, “I haven’t had my breakfast. I am hungry.”

“I know,” said Swift, “but if you have your breakfast you will again be hungry in a few hours, so today you will have no breakfast.”

I. Right and wrong statements.(Укажите верны или неверны данные утверждения)

1. Once J. S. went to London with his servant.
2. In the morning when he looked at his boots he saw they were not clean.
3. He asked the servant why he hadn’t cleaned his boots.
4. The servant said that the boots were clean.
5. They didn’t have breakfast in the morning.
6. J. S. was very hungry.
7. J. S. had breakfast with the servant.
8. J. S. gave a lesson to his servant.

3. Прослушайте слова и повторите лишь те из них, которые относятся к положительным качествам человека.

kind; ugly, polite, quiet, clever, beautiful, unfriendly, cruel, obedient, naughty, friendly, shy, rude, non-athletic, athletic, brave, noisy, stupid, independent, serious, understanding, curious.

Чтение

Form 8 Reading IV Variant 1

1. Прочитай текст и выбери подходящее название.

Britain is usually shown as a lion or bulldog. The USA has an eagle as a symbol. Australia uses a kangaroo. The different countries of Britain have their own emblems, too. They are all plants. You can see them on pound coins.

Countries have their own colours, too. The patriotic colours in Britain and the USA are red, white and blue. The colours for the different parts of Britain are: England – white, Scotland – blue, Wales – red. these colours come from the national flags.

- a. Symbols and colours.
- b. Countries and symbols.
- c. Colours and flags.

2. Прочитай текст и отметь какие предложения верные (+), а какие - неверные (-).

St. Valentine's Day is the day is celebrated on the 14th of February. There are many legends about this holiday. One of the legends tells us about Valentine, a Christian priest who lived 300 hundred years before Christ in Rome. Today it is the capital of Italy. He secretly married Christians and the Romans couldn’t ignore it. They sent Valentine to prison and killed him on the 14th of February. According to the legend, Valentine wrote letters from the prison to children and friends who loved him.

Now, St. Valentine's Day is the day of sweethearts. On this day, people show their friends relatives and loved ones that they care. People send candy or flowers to those whom they love. Most people send «valentines», greeting cards named after St. Valentine's letters written from jail. Valentines can be sentimental and romantic, or funny and friendly. Valentines can be

anonymous. Valentines can be heart-shaped or can carry hearts on them. People buy valentines or make them themselves.

- 1.
1. St. Valentine's Day is the day is celebrated on the 14th of February. _____
2. Valentine was a Roman politician. _____
3. The Romans sent Valentine to prison and killed him. _____
4. St. Valentine's Day is the day of children. _____
5. Valentines can be sentimental and romantic, or funny and friendly. _____

Form 8 Reading IV Variant 2

1. Прочитай текст и выбери подходящее название
Baseball became popular in Japan after American soldiers introduced it during the occupation following World War II. In the 1990s a Japanese player, Hideo Nomo, became a star pitcher for the Los Angeles Dodgers. Baseball is also widely played in Cuba and other Caribbean nations. In the 1996 Olympics, it was a measure of baseball's appeal outside the United States that the contest for the gold medal was down to Japan and Cuba (Cuba won).

- a. Baseball during the World War II
- b. Baseball in the world
- c. Olympic games

2. Прочитай текст и выполни тест.

The Ancient Olympic Games began in ancient Greece in 776 B.C. These games were part of a festival held every fourth year in honour of God Zeus at the place called Olympia. It was a great athletic festival, including competitions in wrestling, foot racing and chariot racing, rowing and others. The first modern Olympic Games were held in Athens in 1896. Then they were resumed in London after the Second World War. Since then the Olympics are held every fourth year in different countries. The ancient Greeks had no winter sports. Only in 1924 the first Winter Olympic Games were held in France. Now they are being held regularly. The Olympic emblem is five interlinked rings: blue, yellow, black, green and red. Any national flag contains at least one of these colours. The first, second and third place winners in each event receive gold, silver or bronze Olympic medals, respectively.

1. The Ancient Games were first held in
a) Italy b) Germany c) Greece
2. The first of the Modern Olympic Games were held in
a) London b) Athens c) Barcelona
3. The Olympic Games are held every
a) 2 years b) 4 years c) 6 years
4. The Olympic emblem is
a) 4 interlaced squares b) 3 red stars c) 5 interlinked rings
5. The first-place winner in an Olympic event receives
a) a silver medal b) a gold medal c) a bronze medal

Form 8 Reading IV Variant 3

1. Прочитай текст и выбери подходящее название

Animals are in danger all over the world. Some animals are in danger because people want to wear their fur. Others, like elephants, are killed for their tusks which become necklaces and decorations. But many animals are in danger because man is destroying their environment — cutting down forests, building roads and houses or polluting the places where these animals live.

1.

1.

a. Environmental problems

b. Animals are in danger of extinction

c. Animals and people

2. Прочитай текст и выбери правильные ответы на вопросы.

Most British people spend part of time of their holidays away from home and many go abroad. More people can afford foreign holidays nowadays. As a result, the number of travel agencies in Britain is growing. The tourist boom started in the 1960s when travel agents offered package holidays. Today there are many types of package holidays and lots of different destinations. More British people are taking holidays abroad now than in the 1990s. A traditional holiday is spent at a seaside resort. It is in fashion nowadays for people to take two holidays in the year: a relaxing holiday and an activity holiday. The main reasons for travelling abroad for British people are the unreliable British weather, various tourists attractions and wonderful resorts.

1.

1. When did the tourist boom start?

a. in the 1990s b) in the 1960s c) in the 1970s

1.

2. What is a traditional holiday abroad for British people?

a. at home b) at a seaside resort c) in the garden

1.

3. What types of holidays are in fashion nowadays?

a. a relaxing holiday

b. an activity holiday

c. two holidays: a relaxing holiday and an activity holiday

1.

4. What are the main reasons for travelling abroad for British people?

a. the unreliable weather and lots of different destinations

b. wonderful seaside resorts and package holidays

c. the unreliable weather, various attractions and wonderful resorts

Лексика грамматика

Вариант 1

№1. Выберите соответствующие формы глаголов (a-b) и впишите буквы в предложения.

1. After I ____ a shower, I felt much better.

a. took b)had taken

2. When we came in, we saw that somebody ____ the Chinese vase.

- a)has broken b)had broken
3. In the time of Renaissance the theatre ____ less religious.
a)became b)had become
4. Nowadays people ____ themselves by listening to music, watching television, going to the theatre etc.
a)are entertaining b)entertain
5. The president ____ a fund for the homeless people.
a)found b)founded
6. They ____ their jobs by 5 p.m. yesterday.
a)finished b)had finished
7. When the sun ____ in Paris, it's still night in Mexico City.
a) rises b)rose
8. We ____ a long text just now.
a)read b)have read

№2. Преобразуйте слова, чтобы они подходили по смыслу.

- 1.His (geography) knowledge is rather poor. 2.I think you should take George's (profession) advice. 3. The (nation) news usually comes after the international news in this programme. 4.I felt curiously happy and (optimist). 5.The child's bad behavior is the result of (emotion) problems. 6.It is (logic) that people who earn more money should pay higher taxes. 7. Don't have such (pessimist) views on your future. 8. His speech was full of (symbol) ideas.

№3. Задайте вопросы к подчеркнутым членам предложения.

1. In ancient times people had special places for singing, dancing and storytelling.
2. Romans introduced new forms of entertainment.
3. Nowadays people entertain themselves by listening to music, watching TV programmes, films and videos, going to concerts and circus shows.
4. Betty had two tickets for the theatre performance.
5. She became very slim because she had lost the weight.

Вариант 2.

№1. Выберите соответствующие формы глаголов (a-b) и впишите буквы в предложения.

1. Andrew ____ in the USA before he came to Australia.
a)worked b)had worked
2. I came at four, but Paul ____ by that time.
a) had left b)left
3. I ____ tickets for the musical. Here they are.
a)have bought b)had bought
4. By 7 o'clock yesterday we ____ the two systems.
a)connected b)had connected
5. The curtains opened and we ____ fantastic scenery on the stage.
a)saw b)had seen
6. By the time we returned, Alec ____ a lot.
a)has gone b)had done
- 7.Sam ____ before Alice did her work.
a)left b)had left
8. Alec ____ to Paris last Tuesday.
a)flew b)flowed

№2. Преобразуйте слова, чтобы они подходили по смыслу.

1. The best football (play)s get a lot of money. 2. Many (America)s decorate their homes on special days. 3. How big is your (collect) of mugs? 4. Jane has been keeping to a (health) diet since March. 5. His flat was large but (comfort). 6. In Hans Christian Andersen's fairy tale the ugly duckling turns into a (beauty) swan. 7. In my early years I saw a lot of (history) films. 8. Jason is a very good (photograph).

№3. Задайте вопросы к подчеркнутым членам предложения.

1. In the Middle Ages the church didn't let the theatre to develop freely.
2. The first performances took place in the streets.
3. Poets began to write stories of a large group of performers.
4. Nearly everyone enjoys performances.
5. The actors offered entertainment which included plays, songs and dances.

Лексика и грамматика

Прочитайте приведённый ниже текст. Преобразуйте слова, напечатанные заглавными буквами в конце строк, обозначенных номерами B3–B9 так, чтобы они грамматически соответствовали содержанию текста. Заполните пропуски полученными словами

It happened in the English lesson. All the students were finishing their compositions about pets. Ms Smith, our English teacher, B3 _____ up to the window and said "What a nice winter day! It B4 _____ now! And everything is so quiet."

There was a faint sound from outside the window. At first Ms Smith B5 _____ any attention to it. Then the sound was repeated and it became B6 _____. Ms Smith opened the window and exclaimed "Look, B7 _____, we have a new student, today!" She turned to the class with a little white kitten in her hands and said, "This poor kitten is cold and hungry."

Alice raised her hand and said "I B8 _____ the kitten home. I think I'll call him Snowy."

Everyone was very glad. "It's so nice that Snowy B9 _____ a new family", said Ms Smith.

Now Snowy is a big clever cat. COME (B3)

SNOW (B4)

NOT PAY (B5)

STRONG (B6)

CHILD (B7)

TAKE (B8)

JUST FIND (B9)

Прочитайте приведённый ниже текст. Преобразуйте слова, напечатанные заглавными буквами в конце строк, обозначенных номерами B10–B14 так, чтобы они грамматически и лексически соответствовали содержанию текста. Заполните пропуски полученными словами. Каждый пропуск соответствует отдельному заданию B10–B14

Sandra had never been to the theatre and felt very excited when Mum said she had bought tickets to the Opera House. Of course, she knew and admired the beautiful B10 _____.

It was B11 _____ all over the world. Yet, Sandra was not sure if she would like the B12 _____.

Classical music was not very popular with her friends and she didn't often listen to it. What if she felt B13 _____?

“Thank you, Mum!” said Sandra when they were going home. “It was B14 _____!
What’s on next time?” BUILD (B10)
FAME (B11)
PERFORM (B12)
BORE (B13)
WONDER (B14)

Письмо

Тема «My Pet»

Личное письмо другу по теме «Мое домашнее животное»

Задание. Прочитай отрывок из письма Бена, твоего друга из Англии. Напиши ему ответное письмо.

... I have got a lot of pets. In my house there are three cats, a dog, two hamsters and a parrot. I love them all and I am very happy when I play with them. My mum helps me to feed them.

...

Have you got any pets? What pet would you like to have? Do you love animals?

...

Yours,

Ben

Домашние животные на английском языке / List of Pets

1. a cat — кошка
2. a dog — собака
3. a rabbit — кролик
4. a hamster — хомяк
5. a guinea pig — морская свинка
6. a parrot — попугай

Запомните слова и выражения:

1. keep — держать (дома)
2. feed — кормить
3. brush — причесывать
4. clean (after) — убирать (за)
5. take care of — заботиться
6. take ... out twice a day — выводить гулять 2 раза в день
7. run around — бегать по

I have a hamster as a pet. — У меня есть домашнее животное, хомяк.

I keep a hamster as a pet. — Я держу дома хомяка.

Тесты с заданиями по английскому языку 9 класс

Аудирование

LISTENING

1. JIM THORPE

Jim Thorpe was perhaps the greatest athlete the United States has ever had.

James Francis Thorpe was born on May 28, 1888 in Oklahoma.

First he went to a public school for Indians near his home. In 1904 he entered the Carlisle Indian School. He did not have enough money to study full-time and had to interrupt his education several times as he had to earn his living.

The director of athletics at Carlisle was Glenn Warner, a famous athletic coach. Warner began to

train Thorpe for football and track. Jim became the best American football player. He also competed in baseball, basketball, tennis and swimming.

In 1912 the Olympic Games were held in Stockholm. Never before in the history of the Modern Olympics had one man competed in both pentathlon and decathlon at one meeting of the Olympic Games. Thorpe did this and he won two gold medals.

According to the rules only amateur athletes can take part in the Olympic Games. One of the reporters discovered that Thorpe had earned 25 dollars a month playing baseball during two summer vacations some years before. He was not therefore an amateur athlete and he had to return his gold medals. The men who came second in the pentathlon and decathlon refused to take them saying they really belonged to Thorpe.

Thorpe decided to give up amateur athletics. He became a professional baseball and football player. He continued to play professional football and baseball until 1929.

Since 1929 Thorpe had odd jobs: he worked as a laborer in California, sometimes he played the part of an Indian in movies about the old West.

On March 28, 1953 Thorpe died in the town of Lomita, California, a poor lonely man not quite 65 years old.

1. Agree or disagree «+», «-».

1 Jim Thorpe was the greatest athlete the United Kingdom has ever had.

2 He was born on June 28, 1888 in Oklahoma.

3 He didn't have enough money to study full-time.

4 He had to interrupt his education only once as he had to earn his living.

5 The director of athletics at Carlisle, who began to train Jim, was John Warner.

6 Jim Thorpe became the best American coach.

1. Choose the correct answer.

1. Jim went to a public school...

1. for black people

2. for Indians

3. for poor people

1. Warner began to train Thorpe for...

1. handball and track

2. football and track

3. football, track and volleyball

1. In 1912 the Olympic Games were held in...

1. Sydney

2. Strasbourg

3. Stockholm

1. Thorpe competed at one meeting of the Olympic games in both pentathlon and decathlon and won...

1. the gold medals

2. the silver medal

3. the silver medal and the gold one

1. Thorpe had earned 25 \$ a month playing ... during two summer vacations some years before he won his medals.

1. football

2. baseball

3. basketball

1. Thorpe decided to give up amateur athletics because...

1. he wanted to become a professional football player

2. one of the reporters discovered that he hadn't been an amateur athlete taking part in the Olympic Games
 3. he wanted to become a basketball instructor
1. Fill in the gaps
1. Jim Thorpe perhaps the greatest athlete the United States...
 2. James Francis Thorpe was born on May 28, 1888 in...
 3. The director of athletics at Carlisle was Glenn Warner...
 4. In 1912 the Olympic Games were held in...
 5. Thorpe decided to give up amateur athletics, he became a professional...

Чтение

TEST I

St. Paul's Cathedral

St. Paul's Cathedral is situated in the City of London. It was designed by Sir Christopher Wren (1632-1723) who was not only an architect but also one of the best geometers of his day, a mathematician and astronomer.

It took Wren 35 years to build the Cathedral which is the greatest of English Churches. It is considered to be a fine specimen of Renaissance architecture.

The Cathedral is 515 ft long and 180 ft wide. Its famous dome is the largest church dome in the world after St. Peter's in Rome.

The Cathedral is Gothic in plan but the details are classic Renaissance. In one of the twin baroque towers there is one of the largest bells in the world, Great Paul, weighting 17, 5 tons.

Inside there is a wonderful mixture of architectural work, paintings, mosaics and statues which are monuments to generals and admirals who are buried there and among them admiral Nelson and the Duke of Wellington (under his command the army of the allies defeated Napoleon at Waterloo in 1815).

When Christopher Wren was 90 he was carried here once a year so that he could see his beautiful work. He himself is buried in the Cathedral. There is no monument to Christopher Wren but on his tomb in the centre of the Cathedral there is an inscription which reads: "If you seek a monument, look around". The inscription is in Latin.

St. Paul's Cathedral was partly destroyed in 1941 by a direct hit from bombs. After the war it was restored.

dome – купол

I. The text is about ...

- 1) the interior of St. Paul's Cathedral.
- 2) Sir Christopher Wren.
- 3) Renaissance architecture.
- 4) Christopher Wren's masterpiece.

II. Complete the sentence according to the text.

In one of the towers of St. Paul's Cathedral one can see ...

1. one of the largest bells in the world.
2. the monument to Christopher Wren.
3. the tombs of Nelson and Wellington.
4. the largest church dome in the world.

III. Choose the right sentence.

1. St. Paul's Cathedral was designed by Sir Christopher Wren who was not only an

architect but also one of the best writers of his day.

2. The dome of St. Paul's Cathedral is the largest church dome in the world after St. Peter's.

3. The Cathedral is Gothic in plan but the details are baroque and classic Renaissance.

4. Christopher Wren is buried in St. Paul's Cathedral, where there is a beautiful monument to him with an inscription in Latin.

5.

IV. What explain the inscription: "IF you seek a monument, look around"?

1. Christopher Wren needed no monument but his beautiful work - St. Paul's Cathedral.

2. Christopher Wren is buried there (there is a grave of his in St. Paul's Cathedral).

3. There are many remarkable things in the Cathedral to look at.

4. In the Cathedral there are many monuments to famous people.

V. Arrange the sentences according to the text.

1) Christopher Wren was carried here once a year.

2) St. Paul's Cathedral was restored after World War II.

3) It took Wren 35 years to build the Cathedral.

4) Great Paul weight about 17, 5 tons.

1) 4, 3, 2, 1

2) 3, 1, 2, 4

3) 3, 4, 1, 2

4) 1, 4, 3, 2

VI. Which word is different?

1) church

2) cathedral

3) monastery

4) residence

TEST II.

The City

The City occupies a site which was Norman London. It is a very small part of London (only one square mile). About ten thousand people live in the City but about 500,000 of them work there.

The City can still show the remains of its defensive wall and some other signs of the Roman time. In other parts of the City almost every stone, every wall, every house is Saxon or Norman or connected with some famous man, book or historical event.

The City of London was described by a Roman historian as a "busy emporium for trade and traders" and this description could have been applied to it at any time since then. The City still remains one of the most important commercial centres in the world.

All the principal streets lead to the heart of the City, which is represented by three buildings: the Mansion House, the Royal Exchange, the Bank of England.

The Mansion House is where the Lord Mayor lives. This is a big house built in 1739s53 which reminds us of Greek temple. The Lord Mayor also receives the guests of London there.

The Bank of England or as the Londoners call it "The Old Lady" is 250 years old and is a huge building seven storeys high. It is one of the most important banks in the world.

The Royal Exchange has been burnt down three times by fire and three times rebuilt. It is a place of business and public meetings.

There are also a lot of insurance companies, offices and churches in the City.

emporium - центр

temple - храм

I. The text is about ...

1) historical and business importance of the City.

2) Lord Mayor's residence.

3) principal business buildings of the City.

4) the territory and the population of the City.

II. Complete the sentence according to the text.

The City is a commercial and business part of London as ...

1) about ten thousand people live there.

2) all the principal streets lead to the heart of the City.

3) it is an area with a long history.

4) many offices, insurance companies, banks are concentrated there.

III. Choose the right sentence.

1) The City is a recently built part of London where one can't see any signs of ancient time.

2) The Mansion House reminds us of a Greek temple.

3) Many people live in the City but only a few of them work there.

4) Londoners call the Royal Exchange "The Old Lady" because it is a huge building seven storeys high.

IV. Find the wrong statement.

1) The Mansion House is a residence of Lord Mayor.

2) The Lord Mayor receives the guests of London in the Mansion House.

3) The Mansion House was built in the eighteenth century.

4) There are a lot of insurance companies and offices in the Mansion House.

V. Arrange the sentences according to the text.

1) The City of London was described by a Roman historian.

2) In the City one can see many signs of the Roman time.

3) The Royal Exchange has been burnt down three times by fire.

4) All the principal streets lead to the heart of the City.

1) 4, 1, 2, 3 2) 2, 1, 4, 3 3) 4, 2, 3, 1 4) 1, 2, 4, 3

VI. What word is different?

1) famous

2) well-known

3) notorious

4) popular

TEST III.

William Shakespeare (1564s – 1616)

William Shakespeare, the greatest English writer of drama, was born in 1564 in Stratford-on-Avon. We do not know everything about Shakespeare's early life. But we know that he studied at the Grammar School in Stratford, and that he became interested in the theatre when he was still a boy.

In 1586 Shakespeare went to London, where he worked in the theatre for some years before he began to write his own plays.

Shakespeare soon became well-known in London literary circles. Every play that he wrote was good news to the people of the capital. Queen Elizabeth liked Shakespeare's plays, and the actors were often invited to play before the Queen and later before King James - a great honour in those days. By the end of the 16th century, Shakespeare and his friends had enough money to build their own theatre - the famous Globe Theatre.

But we must not think that Shakespeare had no difficulties in his life. Less talented writers, whose plays were worse than his, often quarreled with Shakespeare and attacked him, the actors in his own theatre sometimes turned against him.

People in our Country love and honour Shakespeare. Many say that they love him for his wonderful optimism: in his light comedies and even in his tragedies he seems to promise a better and brighter future for all mankind.

I. The text is about ...

1) Shakespeare's life.

2) the life of English people in Shakespeare's time.

3) the queen's and king's life.

4) the writers who lived in England in the 16th century.

II. Complete the sentence.

Shakespeare was especially good at...

1) novels.

2) detective stories.

3) mystery plays.

4) dramas.

III. Find the wrong statement.

- 1) In his childhood Shakespeare got interested in the theatre.
- 2) The King and the Queen of England liked his plays.
- 3) Shakespeare was widely known only for his Globe Theatre.
- 4) Shakespeare had difficulties in his life.

IV. Answer the question.

What kind of man was Shakespeare?

- 1) He was a man who liked to quarrel with people.
- 2) He was a man who was fond of saving money.
- 3) He was a man who tried to perform only in the king's palace.
- 4) He was a man who had wonderful optimism.

V. Why do you think Shakespeare is well-known throughout the world?

- 1) He was an English writer.
- 2) His actors disliked him.
- 3) He built his own theatre.
- 4) He wrote a lot of brilliant plays.

VI. Choose the synonym to the underlined word.

People in our country love and honour Shakespeare.

- 1) envy 2) respect 3) read 4) remember

TEST VI

Shaw Wrote a Play

Once a poor flower-girl, quite by chance, overheard a conversation between two gentlemen. One of the gentlemen was a professor of phonetics. He was saying to the other that he could teach an uneducated person to speak good English. The girl was very much interested in what they were talking about. She tried to hear every word.

The fact was that she had for a long time been thinking of learning to speak correctly, and now she saw an excellent chance for herself. If she improved her manner of speaking the owners of the big flower shop would give her a job. She asked the two gentlemen to buy a few flowers from her and tried to speak to them but they didn't listen to her and soon went away.

The next day the girl came to the professor's house and asked him to give her lessons. The professor was very much surprised. At first he refused to teach her, saying that it was no use even trying, but then he agreed.

The results of the first lesson were poor. She couldn't produce proper English sounds and was tired of endless exercises. But soon the professor discovered that she was a clever girl. She took a great interest in her lessons and never missed a chance of practicing the sounds. As a result, her English became so good that the people who met her thought that she was a real lady.

The story of the girl can be found in one of Bernard Shaw's most popular plays.

to refuse - отказывать

proper – правильные

I. The text is about ...

- 1) a poor girl who worked hard at her English.
- 2) the work of the professor of phonetics.
- 3) the life of the rich gentleman.
- 4) the work of the flower-girl.

II. Complete the sentence according to the text.

The flower-girl wanted to...

- 1) get money from the two gentlemen.
- 2) learn where the two gentlemen lived.
- 3) take phonetics lessons.
- 4) give phonetics lessons.

III. Find the wrong statement.

- 1) The professor of phonetics gave lessons.

- 2) The flower-girl wanted to get a good job.
- 3) The professor could teach anyone to speak good English.
- 4) The professor wanted to get money from the girl.

IV. Answer the question.

What kind of man was the professor?

- 1) He was a man of his word.
- 2) He was a famous man.
- 3) He was a lazy man.
- 4) He was a poor man.

V. How can you explain why the girl started visiting the professor's house?

- 1) She wanted to find a rich husband.
- 2) She wanted to get a job in his house.
- 3) She wanted to improve her phonetics.
- 4) She wanted to spend time with a nice mail.

VI. Choose the synonym to the underlined word.

She never missed a chance of practicing the sounds.

- 1) an occasion 2) an opportunity 3) an event 4) a case

TEST V

Although modern football began in nineteenth-century England, the English didn't invent football: they simply gave it rules. Human beings have always liked kicking round objects. Two and a half thousand years ago the Chinese played a game called Tsu-Chu, which means 'to kick a ball made of leather with the feet'.

A Roman stone carving from Yugoslavia, from around the year 200 AD, shows a man holding a type of football and the Greeks are known to have played a game called episkyros. Although the details are unknown, it's certain that these games were all played by two teams.

There are records of football being played in the twelfth century on the streets of London. King Edward II banned (stopped) it in 1314, saying, 'There is a great noise in the city caused by hustling (fighting) over large balls'. Later kings also banned the game without much success. By the sixteenth century it had become very rough (dangerous). Most games were played in villages with as many as 500 people in each team. They played from midday until sunset.

By the nineteenth century only the rich private schools were playing football. Each had its own set of rules which made games between schools impossible. In 1862 a set of ten rules were written down - five of these are in use today. The first competition cup, the Football Association Cup, was started in 1872. League football began in 1888 and teams formed all over England, involving everyone, not just the rich. By 1900 English sailors had taken the game to other countries. In 1930 the first World Cup match was played: it was won by Uruguay. (England didn't enter until 1950). Now the World Cup is the focus of football. The final match is watched on TV by almost half the world's population. Football is certainly the world's most popular sport.

(From "Catch")

I. Choose the title to the text.

- 1) The invention of football game.
- 2) The most popular sport.
- 3) The history of football.
- 4) The first World Cup match.

II. Choose the right sentence.

- 1) Tsu Chu is a Chinese handball.
- 2) King Edward II was fond of playing football.
- 3) Episkyros was played by two teams.
- 4) Football game was unknown in England in the 12th century.

III. Complete the sentence according to the text.

King Edward II banned (stopped) the game in 1314 because of...

- 1) a great noise in the city.
- 2) bad weather.
- 3) his illness.
- 4) its unpopularity.

IV. Find the wrong answer to the question.

Why did football games become very dangerous by the 16th century?

- 1) Too many people took part in playing football.
- 2) The game was played without rules.
- 3) People played football from midday until sunset.
- 4) Villagers were fond of playing football.

V. Answer the question.

Who won the first World Cup match?

- 1) English sailors took part in the first World Cup match and won it.
- 2) The first World Cup match was won by China.
- 3) British team won the first World Cup match.
- 4) The winner of the first World Cup match was Uruguay.

VI. What word is different?

- 1) game 2) play 3) match 4) competition

TEST VI.

There is no sporting event in Britain enjoying greater attraction than the boat race.

Rowing has a long history in England. It was first started in the 18th century. At that time the boats took part in processions on the Thames. In the 19th century people started to use the boats for racing not only in London, but also in the Universities of Oxford and Cambridge. The first boat race between these two famous schools took place at Henley in 1829. Nearly every year since then there has been a boat race between Oxford and Cambridge Universities.

It takes place on the Thames during the spring vacation at the end of March or the beginning of April.

The crews of the boats, chosen from the members of the college Boat Club, train together for twelve weeks before the race. There are eight oarsmen and a cox in each boat. They are known as Blues because they wear blue jackets called blazers.

The Boat Race is a London festival. On Boat Race Saturday the banks along the Thames and the bridges are crowded with people who come out to watch the race. Those who stay at home watch it on TV. However, even those with no particular interest in rowing like to know the result of the Boat Race.

At Oxford and Cambridge those students who represent their university in some sport are awarded "a blue", that is, the right to wear a blue cap and scarf (dark blue for Oxford, light blue for Cambridge). This gives them great social position.

I. Choose the title to the text.

- 1) London festival
- 2) The Thames
- 3) Sporting event
- 4) Boat Races

II. Choose the right sentence.

- 1) Rowing a boat has a long tradition in England.
- 2) Rowing is a new kind of sport in England.
- 3) Boat races between Oxford and Cambridge take place twice a year.
- 4) People started to use the boats for racing in Oxford in the 18th century.

III. Find the wrong answer to the question.

When do boat races between Oxford and Cambridge take place?

- 1) during the spring holidays
- 2) in May
- 3) at the beginning of April

4) at the end of March

IV. Complete the sentence according to the text.

On a day of Boat Race the banks of the Thames are full of people because...

- 1) rowing has few fans.
- 2) Boat Race is an exciting competition.
- 3) people want to know what has happened.
- 4) many people want to go boating.

V. Answer the question.

Who is allowed to wear "a blue"?

- 1) the winners of the Boat Race
- 2) the participants of the Boat Race
- 3) the members of the Boat Clubs
- 4) the students who represent their university in some sport

VI. What word is different?

- 1) crew 2) oarsmen 3) cox 4) blazer

TEST VII.

With the words "Elementary, my dear Watson..." the most famous detective of all times, Sherlock Holmes, starts to explain something to his friend, Dr. Watson. That phrase has now entered the English language

Sherlock Holmes first appeared in 1882. He became famous in "The Adventures of Sherlock Holmes". After that came the whole series of books about him: "The Memoirs of Sherlock Holmes", "The Return of Sherlock Holmes", "The Hound of the Baskervilles" and many others. Many thousands of books about Sherlock Holmes are still sold every year.

Who invented Sherlock Holmes? Arthur Conan Doyle was his inventor. He was a doctor. In 1882 he moved from Scotland to England to set up a practice. One of the doctors he worked for, Dr. Joseph Bell, was the model for Sherlock Holmes's friend, Dr. Watson. Conan Doyle's medical knowledge was a great help to him in his detective stories.

Conan Doyle started the fashion of the detective story. Today the fashion goes on.

And what sort of man is Sherlock Holmes? We learn a lot about him from the stories in which he appears. He is a quiet man, who only speaks when he has something to say. He smokes a pipe (he has a collection of them). He plays the violin. He carries a large magnifying glass. He lives at 221B Baker Street in London.

If you go to London, you will not be able to find 221 B Baker Street. But instead, you can go to a pub called the "Sherlock Holmes". In that pub there is a room exactly like Sherlock Holmes's room at 221B Baker Street as described in Conan Doyle's stories. On the walls there are drawings from the original editions about Sherlock Holmes.

magnifying glass – увеличительное стекло

I. The text is about ...

- 1) Sherlock Holmes's work.
- 2) the most famous detective and his inventor.
- 3) Dr. Watson's medical practice.
- 4) Conan Doyle's education.

II. Choose the right sentence.

- 1) Dr. Watson was Dr. Bell's assistant.
- 2) Dr. Watson was Conan Doyle's friend.
- 3) Dr. Watson was Conan Doyle's book character.
- 4) Dr. Watson was Sherlock Holmes's relative.

III. Find the wrong statement.

- 1) Dr. Watson was Sherlock Holmes's friend.
- 2) Conan Doyle was a doctor.
- 3) There is 221 B Baker Street in London.

4) The fashion of the detective stories goes on.

IV. Complete the sentence.

Conan Doyle is known to everybody as...

- 1) the author of books about Sherlock Holmes.
- 2) a talented doctor.
- 3) a good friend of Dr. Joseph Bell.
- 4) a man who opened a pub in Baker Street.

V. Answer the question.

When did Sherlock Holmes use the phrase “Elementary, my dear Watson”?

- 1) after he gave Watson the explanation of his guess
- 2) if he wanted Watson to investigate the crime himself
- 3) before he began to explain something to Watson
- 4) if Watson asked him how to find the criminal

VI. Choose the title to the text.

- 1) Doctor Watson and Sherlock Holmes
- 2) Conan Doyle and Dr. Joseph Bell
- 3) Conan Doyle's Family
- 4) Conan Doyle and His Characters

TEXT VIII.

On a beautiful afternoon, in a year long gone, a big ship set out on its first voyage from England to America. It was a new ship called the “Titanic”.

For two days the “Titanic” went on its way over the sea. Then entered an ice-field and was hit by an iceberg.

Everyone was told to come out of their rooms. The men were putting the lifeboats over the sides of the ship down into the water. Then all the women and children were helped into the lifeboats. A woman came to the side of the ship. Her two children were in oil, of the lifeboats, and she was very much afraid.

“My children are in the lifeboat. I must go with them!” the woman called to the people in the lifeboat.

“There's no more room,” someone called out. “If we take one more the lifeboat will sink.”

There was a young woman in the lifeboat called Miss Evans. When she heard the woman calling, she stood up in the lifeboat and touched one of the men on the arm.

“Let me get back on to the ship,” she said. “Let that woman take my place. I have no children.”

“The ship is sinking,” said the man. “You know that?”

There was no time to talk. People helped Miss Evans to get back on to the ship. Very soon after that there was a great noise, and the “Titanic” went down under the water.

set out - отправился

called out – воскликнул

I. The text is about ...

- 1) a voyage from England to America.
- 2) brave sailors.
- 3) a new ship called the “Titanic” .
- 4) The courage of Miss Evans.

II. Choose tile right sentence.

- 1) The “Titanic” left America.
- 2) The “Titanic” went to England.
- 3) The “Titanic” left for America.
- 4) The “Titanic” sailed in the direction of England.

III. Complete the sentence.

In the lifeboat there was ...

- 1) not a room for a single person.

- 2) nobody to take care of the children.
- 3) no food and water.
- 4) not enough fresh air.

IV. Find the wrong statement.

- 1) Miss Evans was a young woman.
- 2) Miss Evans knew that the ship was sinking.
- 3) Miss Evans had no children.
- 4) Miss Evans got into another lifeboat.

V. Answer the question.

Why did Miss Evans get back to the ship?

- 1) She left her documents there.
- 2) She wanted to continue her voyage.
- 3) She gave her place in the lifeboat to the children's mother.
- 4) She thought that the lifeboat could sink.

VI. Choose the title to the text.

- 1) The "Titanic" Voyage
- 2) A Courageous Woman
- 3) In the Ocean
- 4) A Big Iceberg

TEST IX

Family Affairs

Jane is twenty-one years old. She works at an office in the centre of London. She is a typist. Although her work is over at five o'clock in the afternoon she comes home rather late. Jane is going to marry a respectable gentleman who is fifteen years older than she is. But her mother is upset about it. She doesn't think that Jane can be happy with Mr. Dobson. She wants her daughter to marry a younger man.

One evening Jane comes home at eleven o'clock in the evening. Mrs. Ogden is still up. She comes into the hall to meet her daughter.

"I don't want you to marry Mr. Dobson," she says.

"What do you mean?" the daughter asks.

"I think it's better if you marry a man who hasn't so much money."

"Oh, that's all right", the daughter says. "He is not going to have so much money for long."

to be upset – БЫТЬ РАСТРОЕННЫМ

I. Why does Jane come home late?

- 1) She works overtime.
- 2) She meets her boyfriend.
- 3) She visits her friends.
- 4) She has German classes.

II. How many years is Jane's fiance older than she is?

1. 20 years
2. 15 years
3. 10 years
4. 5 years

III. Who does Mrs. Ogden want her daughter to marry?

1. a younger man
2. an older man
3. a richer man
4. a foreigner

IV. What's wrong with Mr. Dobson in the mother's opinion?

1. He doesn't love Jane.

2. He has no house of his own.
 3. He is poor.
 4. He has a lot of money.
- V. Mrs. Ogden is still up means:
- 1) Mrs. Ogden doesn't want to sleep.
 - 2) Mrs. Ogden is not sleeping.
 - 3) Mrs. Ogden isn't going to bed.
 - 4) Mrs. Ogden is still upstairs.

TEST X

The Discovery of America

Christopher Columbus discovered America in 1492. He was born in Italy. His father and both grandfathers were cloth makers. Columbus was a seaman and made many sea voyages.

Most people in Columbus's days thought that the earth was flat and they did not believe that beyond the Atlantic Ocean lay India.

In 1492 the King and the Queen of Spain gave Columbus money to go to India. He decided to sail west as he was sure that our planet was round. There were 3 caravels: the Santa Maria, the Nina and the Pinta. After sailing 4,000 miles he reached some land. The crew saw something like a white cliff and cried out: "Tierra! Tierra!" Columbus thought that it must be India but it was not. It was a new land – a new continent. It was America. Columbus named the land they reached San Salvador ("Holy Savior"). People began to speak about the land as "The New World".

European people came to the New World for many reasons. Some hoped to find gold and silver. Priests and missionaries came to bring to Christian religion to the Indians. Among those who came for freedom was a small group of English people called Pilgrims. They wanted to start a new life and to have no religious problems they had in English. In 1620 on the ship "Mayflower" they landed in the northeast of America. They set up a colony and called that part of the country "New England".

I. Write if the following information is true (T) or false (F):

1. The USA was discovered by Christopher Columbus in 1492.
2. Columbus was a cloth maker.
3. Most people in Columbus's days believed that beyond the Atlantic Ocean lay India.
4. Columbus sailed 4,000 miles to reach a new land.
5. All European people came to the New World to find gold and silver.
6. The first English settlers in America called Pilgrims set up a colony.

II. Answer the following questions in Russian:

1. Who discovered America?
2. The King and the Queen of what country gave Columbus money for voyage?
3. How many caravels were there?
4. How did Columbus name the land he had reached?
5. What reasons did European people come to the New World for?
6. How did the Pilgrims reach America?

Лексика грамматика

Unit 1

I. Present Continuous or Future Simple?

1. Diane isn't free on Saturday. She (work).
2. I (go) to a party tomorrow night.
3. I think Jenny (get) the job.
4. I can't meet you this evening. A friend of mine (come) to see me.
5. Have you decided where to go for your holidays? – Yes, I (go) to Italy.
6. There's no need to be afraid of the dog. It (hurt) you.

II. Complete the sentences using Future Simple or be going to

1. - Why are you turning on the television? - I (watch) the news.
2. Oh, I've just realized. I haven't got any money. – Haven't you? Well, don't worry. I (lend) you some money.
3. – I've got a headache. - Have you? Wait a second and I (get) an aspirin for you.
4. - Why are you filling that bucket with water? – I (wash) the car.
5. - I've decided to repaint this room. - Oh, have you? What colour you (paint) it?
6. - Where are you going? Are you going shopping? – Yes, I (buy) something for dinner.
7. – I don't know how to use this camera. – It's easy. I (show) you.
8. - What would you like to eat? – I (have) a sandwich, please.
9. - Did you post that letter for me? – Oh, I'm sorry. I completely forgot. I (do) it now.
10. - Has George decided what to do when he leaves school? – Yes, everything is planned. He (do) a computer programming course.

Unit 2

I. Fill in the correct possessive pronouns

1. This book belongs to me. This is ... book.
2. The man put ... hand into pocket.
3. The cat ate ... food.
4. She took out ... purse and gave it to me.
5. My husband never wears ... glasses.
6. This is their car. That other car is ... too.
7. May I introduce to you one of ... colleagues?
8. There were a lot of people coming back from ... work.
9. Every season is beautiful in ... own way.
10. They would like a house of ... own.
11. I'll try... best, I promise.
12. Each country has ... own customs.
13. He cut ... finger this evening.
14. Lend me ... pen, I've lost
15. They're going to London with some students of
16. This is not my pencil, ... is red.
17. I haven't got a pen. Can you give me ... ?
18. Take off ... coat, please.
19. I saw them. This is ... car.
20. Ann is married. ... husband works in a bank.

Unit 3

I.

1. Choose the correct adverb form from the given choices

I.

1. Annie sang the (loudest, most loud) of them all.
2. The younger children listened (most excitedly, more excitedly) than their older brothers.
3. Sonia sings (softly, more softly).
4. Some of them practice (harder, more harder) than others.
5. Danny writes the (most legibly, more legibly) among his classmates.

2. Read each sentence carefully. Write the correct form of the adverb in parenthesis.

1. Of all the members, he arrived the (late)
2. Lisa organizes her report ... than the others. (systematically)
3. Angel's friend speaks (intelligently)

4. Nicole joins the contest ... (excitedly)
5. Mothers treat their children ... than fathers. (patiently)

Unit 4

I. Choose the correct variant

1. Please give me ... copy of the magazine.
a) other b) another c) the other d) others
2. I see only five boys here. Where are ... ones?
a) another b) others c) the others d) the other
3. There were seven people on the beach; two of them were bathing, ... were playing volleyball.
a) the others b) another c) others d) other
4. I can give you only a small dictionary, I have got no ...
a) the other b) another c) other d) the others
5. Two of their guests left rather early, ... stayed till midnight.
a) the other b) another c) the others d) other
6. Well, kid, ... fifty yards and you will be at home.
a) another b) other c) the other d) others
7. There have been two oranges on the table. One is here, and where is ... ?
a) another b) the other c) others d) other
8. I'm going to stay here for ... few days.
a) the other b) others c) the others d) another
9. I think you should choose ... colour. This one is too dark.
a) other b) another c) the other d) others
10. Why is he so selfish? He never thinks about ...
a) other b) the other c) others d) the others

II. Make the direct sentences reported

1. John: "Mandy is at home."
2. Max: "Frank often reads a book."
3. Susan: "I'm watching TV."
4. Simon: "David was ill."
5. Peggy: "The girls helped in the house."
6. Richard: "I am going to ride a skateboard."
7. Stephen and Claire: "We have cleaned the windows."
8. Charles: "I didn't have time to do my homework."
9. Mrs Jones: "My mother will be 50 years old."
10. Jean: "The boss must sign the letter."

III. Make the direct sentences reported

1. Andrew: "Clean the blue bike!"
2. Jessica: "Write a text message!"
3. Teacher: "Don't forget your homework!"
4. Nelly: "Help Peter's sister!"
5. Fred: "Wash your hands!"
6. Jamie: "Don't eat so much junk food!"
7. Anna: "Open the window!"
8. Karen: "Don't play football in the garden!"
9. Victoria: "Check your e-mails!"
10. Mike: "Don't shout at Peter!"

IV. Make the direct sentences reported

1. Christopher: "Do you want to dance?"
2. Betty: "When did you come?"
3. Mark: "Has John arrived?"
4. Ronald: "Where does Maria park her car?"
5. Elisabeth: "Did you watch the latest film?"
6. Mandy: "Can I help you?"
7. Andrew: "Will Mandy have lunch with Sue?"
8. Justin: "What are you doing?"
9. Frank: "How much pocket money does Lisa get?"
10. Anne: "Must I do the shopping?"

Unit 5

I. Active or passive? Choose the correct verb form

1. Many accidents (caused/are caused) by dangerous driving.
2. A cinema is a place where films (show/are shown).
3. People (aren't used/don't use) this road very often.
4. This house (built/was built) in 1930.
5. This situation is serious. Something must (do/be done) before it's too late.
6. My car (has disappeared/has been disappeared).
7. Have you heard the news? The President (has shot/has been shot).
8. A new supermarket (will be built/will built) here next year.
9. (in a shop) 'Can I help you, madam?' 'No, thank you. I (am serving/am being served).'
10. When I came to the party, John (had already been gone/ had already gone) home.

II. Active or passive? Put the verbs in brackets into the correct form

1. The computer (use) at the moment.
2. Your house looks different. You (paint) it?
3. Water (cover) most of the Earth's surface.
4. Most of the Earth's surface (cover) by water.
5. When we got to the stadium, we found out that the game (cancel). So we couldn't see the match.
6. The park gates (lock) at 6.30 p.m. every evening.
7. The letter (post) a week ago but it (arrive) yesterday.
8. Ann couldn't use her office yesterday. It (redecorate) the whole day.
9. At 10 o'clock tomorrow, Ann will be in her office. She (work) then.
10. Ron's parents (die) when he was very young. He and his sister (bring up) by their grandparents.

Unit 6

I. Put in must, can't or may (might)

1. You've been travelling all day. You ... be tired.
2. That restaurant ... be very good. It's always full of people.
3. That restaurant ... be very good. It's always empty.
4. I'm sure I gave you the key. You ... have it. Have you looked in your bag?
5. You are going on holiday next week. You ... be looking forward for it.
6. It rained every day during their holiday, so they ... have had a very nice time.
7. Congratulations on passing your exam. You ... be very pleased.
8. You got here very quickly. You ... have walked very fast.
9. Bill and Sue always travel business class, so they ... be short of money.
10. Kate didn't answer the telephone. She ... have been asleep.

II. Give the correct form of the infinitive

1. I've lost one of my gloves. I must (drop) it somewhere.
2. They haven't lived here for very long. They can't (know) many people.
3. Ted isn't at work today. He must (be) ill.
4. Ted wasn't at work last week. He must (be) ill.
5. (the doorbell rings) I wonder who that is. It can't (be) Mary. She is still at work.
6. Sarah knows a lot about films. She must ... (go) to the cinema a lot.
7. Look. James is putting on his hat and coat. He must (go) out.
8. I left my bike outside the house last night and now it has gone. Somebody must (steal) it.
9. Amy was in a very difficult situation when she lost her job. It can't (be) easy for her.
10. There is a man walking behind us. He has been walking behind us for the last twenty minutes. He must (follow) us.

Unit 7

I. Fill in the gaps with the definite article where necessary

1. Have you ever been to ... British Museum?
2. ... Hyde Park is a very large park in the centre of London.
3. Another park in central London is ... St. James's Park.
4. ... Grand Hotel is in ... Baker Street.
5. ... Dublin Airport is situated about 12 kilometers from the city centre.
6. Frank is a student at ... Liverpool University.
7. If you're looking for a department store, I would recommend ... Harrison's.
8. If you are looking for a place to have lunch, I would recommend ... Ship Inn.
9. ... Statue of Liberty is at the entrance to ... New York Harbour.
10. You should go to ... Science Museum. It's very interesting.
11. John works for ... IBM now. He used to work for ... British Telecom.
12. "Which cinema are you going to this evening?" "... Classis".
13. I'd like to go to China and see ... Great Wall.
14. "Which newspaper do you want?" "... Herald."
15. This book is published by ... Cambridge University Press.

Unit 8

I. Fill in the gaps with articles if necessary, choose the right preposition

1. ... fax machine has speeded up inter-office communication.
2. ... E-mail have replaced ... telegraph for most daily business transactions.
3. The problem of controlling access to ... Internet needs to be solved.
4. She is not on \by ... phone today. She left it at home.
5. Nowadays, people solve a lot of problems over \on .. phone.
6. Turn on ... radio, please.
7. I've heard a funny story on \by ... radio
8. My friend has been working on \in ... radio for 5 years.
9. We bought ... new television.
10. Don't turn it on \off. I'm watching the news by \on ... television.
11. Where is Ann. She is still over \on ... phone with her boyfriend.
12. The only way to contact him is over \by ... radio.

II. Complete the sentences using who or which

1. The woman ... is wearing the blue hat is Jane's mother.
2. The man ... is carrying a briefcase is our teacher.
3. This is the book ... I borrowed from Lucy.
4. I don't like people ... don't listen to my opinion.

5. We visited the factory ... produces sports shoes.
6. These are the sunglasses ... I bought yesterday.
7. Products ... are brought from other countries usually cost more.
8. My brother ... is in the army came to see us.

III. Put in suitable relative pronoun when, where, why, who, whose, whom, which to complete the sentences.

1. The town ... I live has a population of 50.000 people.
2. My friend Mike, ... father is an architect, wants to be an engineer.
3. The park ... he usually goes running is across the road.
4. I don't know to ... I should address this letter.
5. I don't know ... things are these.
6. I'll tell you ... I left the party so early.
7. His friend, ... name is Luis, speaks three languages.
8. The computer, ... he bought, is very expensive.
9. People ... live in glass houses shouldn't throw stones.
10. She is not the person, with ... I'd like to share my room.

Unit 9

I. Read the situations and write sentences with should\ shouldn't. Give the correct form of the infinitive. Which of the sentences express criticism?

1. I'm feeling sick. I ate too much. I shouldn't (eat) so much.
2. That man on the motorbike isn't wearing a helmet. That's dangerous. He should (wear) a helmet.
3. When we got to the restaurant, there were no free tables. We hadn't reserved one. We should (reserve) it beforehand.
4. The notice says that the shop is open every day from 8.30. It is 9 o'clock now, but the shop isn't open yet. They should (open) it half an hour ago.
5. The speed limit is 30 miles an hour, but Kate is doing 50. She should (drive) at the speed of 30.
6. Laura gave me her address, but I didn't write it down. Now I can't remember it. I should (write) it down.
7. I was driving behind another car. Suddenly, the driver in front stopped without warning. The driver in front should (warn) me.
8. I walked into a wall. I wasn't looking where I was going. I should (look) in front of me.

Test on Unit I "Family"

I. Give the synonyms

1. quarrel
2. energetic
3. aquiline
4. pasty
5. curly

II. Translate into English

Цвет лица, сердцевидный, обворожительный, кормилец, строгий, усы, загорелый, курносый, веснушки, сплоченный

III. Fill in the gaps with prepositions were necessary

1. Mary always give me a hand ... difficult situations.
2. He is full ... beans this morning - you can hardly keep him quiet.
3. Sara is crazy ... her dog. She plays with him for hours
4. He works ... home. That's why he seldom meets his colleagues.

5. You are so hot-tempered. Whom do you take ...? - I was born that way.
6. I was brought ... to respect the law.
7. You are always speaking about your problems! What do you think I am, some sort of a shoulder to cry ...?
8. He is not the person you can rely He is a liar.
9. We often spend time surfing ... the Internet.
10. Treat other people ... the same way you want to be treated.

IV. Put the verbs into appropriate grammar form to express future actions

1. I think I (buy) this jacket.
2. I (meet) my friends tonight at the Ordeon.
3. I hope she (come) tomorrow.
4. We (buy) a new house.
5. She (leave) Moscow for New York tonight.

V. Translate from Russian into English

1. У нас сплоченная семья: мы никогда не ссоримся и хорошо ладим.
2. Я всегда могу поплакаться в плечо своей сестре.
3. Моя мама – это человек, на которого я всегда могу положиться и поделиться своими эмоциями и проблемами.
4. Я всегда чувствую себя защищенной и уверенной в кругу семьи.
5. У моего дедушки широкий лоб и карие глаза, он носит усы, но не любит бороду.

Test on Unit 2 “Interpersonal Relationships”

I. Fill in the correct pronoun

1. They are not reliable. He doubts
2. I taught her. ... learned it from
3. We asked for his advice. ... advised ... not to come.
4. He cut ... finger this evening.
5. Lend me ... pen, I've lost

II. Active or passive? Choose the correct verb form

1. The book (wrote/was written) by Hardy.
2. Four people (have killed/have been killed) in a train crash.
3. A famous architect (was built/built) the bridge.
4. The house (bought/was bought) by a pop-star.
5. Local police (have been arrested/have arrested) the bank robber.
6. I (arrived/was arrived) last Friday.
7. The room (will clean/will be cleaned) later.
8. ‘Did you go to the party?’ ‘No, I (didn’t invite/wasn’t invited).’
9. It’s a big company. It (is employed/employs) two hundred people.
10. Tom (has lost/has been lost) his key.

III. Fill in the gaps with prepositions if necessary

1. They didn’t know each other, they met ... a blind date.
2. Holidays are coming. We are looking ... seeing our Spanish friends again.
3. Peter have already teamed ... his two classmates. They do the project together.
4. Mary invited me to join ... Tourist Club.
5. The chitchat brings ... friends together.
6. Hanging ... with my friends is my favourite pastime.
7. Generally my friends are easy to deal ... I try to compromise and don’t quarrel ... them.

8. Most problems come ... in friendship because we are too selfish.
9. I'm passionate ... rock music. But ... the other hand, classical music is not bad as well.
10. I treat my friends ... the same way I want to be treated, that's why we never fall ...

IV. Translate from Russian into English

1. Новый мальчик популярен среди одноклассников.
2. Миша никогда не выдает секреты.
3. Все спортсмены обычно хорошо сложены и мускулисты потому, что ведут здоровый образ жизни.
4. Мальчишки любят прогуливать уроки и вечно попадают в передряги (наживают трудности).
5. Мой друг всегда готов протянуть мне руку помощи.
6. Катя очень общительна и легко заводит друзей.
7. Мой друг постоянно висит на телефоне или в интернете.
8. На этого человека всегда можно положиться.
9. Я могу всегда попросить совета у мамы.
10. Майкл и Элис – просто не разлей вода.

Test on Unit 3 "Healthy Lifestyle"

I. Match the words from the columns to make meaningful word combinations.

1. irregular a. colours
2. biological b. addiction
3. withdrawal c. sleep pattern
4. passive d. information
5. carrying e. sessions
6. fall f. smoker
7. attach g. symptoms
8. psychological h. clock
9. stretching j. capacity
10. artificial k. asleep

II. Give a word or word combination to each definition

1. a particular form of a bad health; a disease;
2. a person who does or uses smth that he or she cannot give up
3. (adj) causing a habit that people cannot give up;
4. a substance obtained or used in chemistry;
5. system of our body that prevent us from diseases;

III. Fill in the gaps with prepositions

1. Fast food doesn't provide any benefits ... the body.
2. Mike participates ... 3 strength training sessions every week.
3. Before training, make sure you've warmed ... enough.
4. Bob has just recovered ... a serious disease.
5. A lot of harmful chemicals are breathed ... the body while smoking a cigarette.
6. Nicotine in tobacco gets ... the brain ... blood stream just 10 seconds after a person starts smoking.
7. Vitamin C is destroyed ... smoking.
8. According ... the statistic, smoking kills ... (около) 5 million people a year.
9. Lack ... sleep can cause different health problems.
10. It was difficult for her to get ... the new theme to her students.

IV. Translate into English

1. Прежде чем делать упражнения на растяжку и гибкость, нужно хорошо разогреться.
2. Очень важно знать свой пульс, уровень холестерина, кровяное давление, вес.

3. Курение увеличивает риск заболеть раком, бронхитом, пневмонией или сердечным заболеванием.
4. Стремись покупать (выбирай) молоко с низким содержанием жира и постное мясо.
5. Фастфуд нарушает систему, регулирующую наш аппетит.

Test on Unit 4 "Fashion"

I. Make reported speech

1. "I have no time for lunch today", said the boy to his mother.
2. My brother said to me, "I'm going to become a doctor".
3. The pupil said to the teacher, "I can do my homework after dinner".
4. "Don't worry over such a small thing", she said to me.
5. "Please, don't mention it to anybody", Mary said to her friend.
6. He said to me, "Ring me up tomorrow".
7. He said to me, "Do you often go to see your friends?"
8. I said to my mother, "Did anybody come to see me?"
9. Mother said to us, "What are you doing here?"
10. He said to her, "Where do you usually spend your summer holidays?"

II. Fill in the gaps with another/the other/the others/others

1. The supermarket is on ... side of the street.
2. Please, give me ... chance.
3. Some people like to rest in their free time. ... like to travel.
4. There were 3 books on my table. One is here. Where are ...?
5. I don't like these jeans. Have you got any other ones in ... size?
6. "Why is your car painted blue on one side and red on ...?"
7. Kate was excellent, but her friend was ... way round.
8. I didn't want to join them for a picnic; I had ... fish to fry.
9. I won't say... word about it.
10. This curtain material is cheap; on ... hand the quality is poor.

III. Translate from Russian into English

1. Эта однотонная (без рисунка) юбка до колена очень тебе идет.
2. Кожаные брюки – необходимая вещь в шкафу.
3. Примерь эту клетчатую рубашку. Она подходит к твоим глазам.
4. Когда холодно, застегивай куртку!
5. Эти сапоги вышли из моды – выброси их (избавься от них).

Test on Unit 5 "Weather and Climate"

I. Give notions to the definitions

1. (n) moisture that falls from the air to the ground;
2. (n) the amount of water vapour in the atmosphere;
3. (n) weight of air on the Earth's surface;
4. (n) the condition of atmosphere at a definite time and place;
5. (n) the prediction of weather.

II. Give synonyms to the words

1. predict
2. windy

3. hot
4. cold
5. rain
6. moderate
7. humidity
8. fog
9. cloudy
10. light rain

III. Fill in the gaps with prepositions where necessary

1. The water in the clouds can freeze and turn ... little balls of ice.
2. We got acquainted ... famous meteorologists at the weather station.
3. Our mood and health often depend ... weather.
4. The average day temperatures will range ... 15 °C ... 20°C.
5. We gave ... the idea to go for a walk because the weather was nasty.
6. We tried to cheer ..., but the weather was unbearable.
7. It's hard to deal ... her today, she is ... the weather.
8. She is full ... beans.
9. She is carrying ... an experiment at the moment.

IV. Translate from Russian into English

1. На метеорологической станции мы проводим различные эксперименты и исследования.
2. Ее прогноз погоды был не совсем точный.
3. В Беларуси умеренный мягкий климат с холодной зимой и теплым летом.
4. На улице ливень, в такую погоду хороший хозяин собаку на улицу не выпустит (подходящая погода для уток).
5. Он «друг на хорошую погоду», он не поможет тебе справиться с трудностями.
6. Нет плохой погоды, есть плохая одежда.
7. Вода испаряется в атмосферу, конденсируется и выпадает на землю.
8. Белые медведи и моржи находятся под угрозой исчезновения.
9. Жаркая погода оставляет меня равнодушной.
10. Когда светит солнце, поверхность Земли нагревается.

Test on Unit 6 “ Natural Disasters”

I. Make up meaningful word combinations

1. reduce a. disaster
2. global b. aid kit
3. greenhouse c. food
4. safety d. wall
5. flash e. extinction
6. defense f. rules
7. natural g. effect
8. first h. flood
9. tinned j. emissions
10. animal k. warming

II. Fill in the gaps with necessary preposition

1. If it is blizzard, it's better to stay ... home.
2. Strong wind picked ... people and cars and dropped them, blew ... roofs, kiosks.
3. The firefighters put ... the fire.
4. They were left ... electricity.
5. The heatwave caused shortages ... water.
6. The country couldn't cope ... the aftershocks of the disaster so they had to get aid ... other countries.
7. The electricity has gone
8. We spent all day hanging

III. Fill in the gaps with the modals may (might), must, can't

1. Perhaps, she is asleep now. She ... be asleep now.
2. That ... be true! It's absolutely impossible.
3. I left my bike outside the house last night and this morning it isn't there anymore. Somebody ... have stolen it.
4. 'I can't find my umbrella.' 'You ... have left it in the restaurant last night.'
5. Ann was in a very difficult situation. It ... have been easy for her.

IV. Translate from Russian into English

1. Сильный ливень в Беларуси нарушил движение транспорта в Минске.
2. Во время грозы остерегайтесь высоких холмов, открытых полей и одиноких деревьев.
3. Парниковый эффект является причиной глобального потепления.
4. Деятельность человека приводит к исчезновению растений и животных.
5. Утепляйте ваши окна и дома, используйте энергосберегающие лампочки и энергосберегающее оборудование, принимайте душ вместо ванны, сдавайте в переработку макулатуру, металл, пластик и стекло.

Test on Unit 7 "Leisure Time"

I. Complete the sentences with a word or two

1. Money that you have to pay before visiting a museum is
2. A humorous story or film full of amusing characters is a
3. A film full of events, fights and shooting is an
4. Free time spent out of work is
5. Outdoor activity spent under water is

II. Put the article where necessary

1. ... London Airport is famous for its planes.
2. ... Winter Palace is the most beautiful palace in Europe.
3. I have never been to ... Bolshoy Theatre.
4. ... "Astoria" is a very comfortable hotel.
5. You can see the Changing of the Guard every day outside ... Buckingham Palace
6. You can "meet" famous people as wax figures at ... Madam Tussaud's.
7. All Englishmen read ... Guardian.
8. Did you visit ... Tretyakov Gallery?
9. ... Kremlin is mostly visited by the foreign tourists.
10. You can go for a walk along ... Hyde Park.

III. Fill in the gaps with preposition if necessary

1. I prefer to hang ... with my friends.

2. The simplest way to avoid ... boredom is to do something interesting.
3. It is difficult sometimes to find a solution ... a life problem.
4. It hard to make a decision when your mind is ... a mess.
5. You should take ... account that opening time is from 10am to 6pm.
6. I'd like to find ... about permanent exhibitions of the museum.
7. You'll never mistake chanterelles ... mushmires.
8. Visiting a museum will help you to learn so much ... the past of our country.
9. The exhibitions of the museum are dedicated ... ecological problems.
10. I was fascinated ... the film from start to finish.

IV. Translate from Russian into English

1. Эта книга настоящий шедевр, она запала мне в душу (затронула).
2. Этот фильм профессионально сыгран, его стоит посмотреть.
3. Вязание, вышивание крестиком, шитье поможет вам приятно провести свой досуг и создать что-то новое, чем ты можешь гордиться.
4. Новый фильм с Камерон Диас интригующий и захватывающий дух, но немного (a bit) девчачий.
5. Зарегистрируйтесь на сайте музея и узнайте о выставках, рабочем времени, плате за вход и скидках.

Test on Unit 8 "Means of Communication"

I. Read the definition and give the notion

1. (n) a language used for communication among people of different mother tongues;
2. (v) to listen secretly to the private conversation of others;
3. (n) the instant exchange of written messages between two or more people using different computers or mobile phones;
4. (n) extreme force; actions or words intended to hurt or injure a person;
5. (n) a telegraph code formerly used internationally for transmitting messages.

II. Fill in the gaps with prepositions if necessary

1. Check whether you have plugged
2. Parents should keep an eye ... their children.
3. Today a lot of teenagers get addicted ... drugs or go ... mugging.
4. She went ... staring at me without saying a word.
5. Nowadays many people argue ... the importance of modern means of communication.
6. I got ... collecting coins.
7. Her behavior let me
8. All my peers surf ... the Internet all day long.
9. She hardly tells the reality ... fiction.
10. The Internet usually slows ... when a lot of people tune

III. Put in a relative pronoun or adverb which best fits each space

1990 was the year when I first went back to the small village ... I was born. I was only three years old ... my parents went to the USA, ... I now consider my home. But I have always been curious to find out more about the place ... we left more than ten years ago. I can't explain the reason ... I didn't visit the land of my parents some years ago. The first impression I got when I arrived there was the heat, ... was just awful. The people ... were waiting for me at the airport were all friendly. They spoke of the time ... I was a child as if it was yesterday. My grandfather, ... eyes filled with tears when he saw me, with ... I'll stay during my visit looks exactly like my father.

IV. Fill in the gaps with the articles if necessary

1. ... Xbox is a sixth generation video game.

2. ... television is an efficient source of information.
3. ... iPod is a portable media player.
4. ... railway is not fast but comfortable way of travelling.
5. ... Net ruins borders between different countries.

V. Translate from Russian into English

1. Все следует делать в пределах разумного.
2. Жестокость на телевидение влияет на незрелую психику(mind) ребенка.
3. Интернет и телевидение – ненадежные источники информации.
4. Электронная почта и электронное общение в реальном времени заменили (вытеснили) живое (face-to-face) общение.
5. Моя сестра не может не подслушивать мои телефонные разговоры.

Test on Unit 9 “School Matters”

I. Read the definitions, write the notion or phrase

1. (n) a person who hurts or intimidates (запугивать) weaker people
2. (adj) unable to read and write; uneducated
3. (n) a public examination in a subject taken for the General Certificate of Education (GCE), usually at the age of 17-18
4. (ph) a thing not easily understood; difficult task:
5. (n) professional training.

II. Fill in the gaps with prepositions if necessary

1. I was ill last week and now I have to catch
2. You shouldn't learn all ... once before the exam.
3. I am ... sport, it helps me to keep fit.
4. It's better to learn ... other people's mistakes.
5. I hung ... with my friends yesterday and didn't do my homework.
6. Don't forget to set ... an alarm clock.
7. Don't surf ... the Internet the night before the exam.
8. I do my best to cope ... difficulties.
9. Mary participates ... all school events.
10. She made ... her mind to become a doctor when she was 5.

III. Fill in the gaps with do or make. Change the grammar form if necessary

1. Can you ... me a favour?
2. I ... an effort to improve my grade in Maths, but all in all I got F
3. Don't ... a fuss of his marriage.
4. I ... my best at the exam and got an excellent mark.
5. It always ... sense to take care of your health.
6. Don't ... noise! Father is working.
7. She ... her morning exercise every day.
8. We ... friends when I was in Italy.
9. It doesn't ... any difference.
10. She is ... progress in English.

IV. Translate from Russian into English

1. Легче сказать чем сделать, это задание очень сложное («крепкий орешек»).
2. Его исключили, потому что он не сдал экзамен.
3. Она упустила шанс получить хорошее образование.
4. У нее хорошее произношение, но она допускает много ошибок в правописании.

5. В развивающихся странах много неграмотных людей.

Письмо

Тема «Parties»

Личное письмо другу по теме «Вечеринка»

Задание. Прочитай отрывок из письма твоего друга из Англии. Напиши ему ответное письмо.

.....I will be 15 in two weeks. So I would like to have a birthday party. My parents advise me to organize a barbecue party. But I think I'd better have it at home because the weather is so unpredictable. Can you give me some advice? What do you usually do at the parties in your country? What music do you play? I wish you were at my party, too.

Parties. Английские слова по теме «Вечеринки». Список №1

1. present — подарок
2. give / get / buy presents (gifts) — дарить / получать / покупать подарки
3. be smart — быть нарядным
4. put on smart clothes — одеть нарядную одежду
5. decorate the room with — украсить комнату ...
6. make special dishes — приготовить что-то особенное (блюда)
7. be responsible for music — отвечать за музыку
8. bring the guitar — приносить гитару
9. play the guitar — играть на гитаре
10. play music — музицировать, проигрывать музыку, слушать музыку
11. invite friends and relatives — пригласить друзей / родственников
12. write invitations — написать приглашения
13. sing — петь
14. dance — танцевать
15. wish — желать
16. talk a lot — разговаривать много
17. have fun — получить удовольствие

Виды вечеринок. Types of Parties:

1. a birthday party — День рождения
2. a picnic — пикник
3. a school party — школьная вечеринка
4. a disco — дискотека
5. New Year's party — Новогодняя вечеринка
6. a house-warming party — новоселье
7. a wedding — свадьба

Паспорт комплекта контрольно-оценочных средств УД.01.03.

Дисциплина УД.01.03. «Иностранный язык» (английский язык)

среднего общего образования направлена на формирование элементов компетенций по данной специальности:

ОК 11. Использовать в профессиональной деятельности умения и знания, полученные обучающимися в ходе освоения учебных предметов, в соответствии с федеральным государственным образовательным стандартом среднего общего образования.

ОК 12. Проявлять гражданско-патриотическую позицию, демонстрировать осознанное поведение на основе традиционных общечеловеческих ценностей, применять стандарты антикоррупционного поведения.

ОК 13. Использовать знания по финансовой грамотности, планировать предпринимательскую деятельность в профессиональной сфере.

ПК 1.1. Целостно и грамотно воспринимать и исполнять музыкальные произведения, самостоятельно осваивать сольный, оркестровый и ансамблевый репертуар (в соответствии с программными требованиями).

ПК 1.2. Осуществлять исполнительскую деятельность и репетиционную работу в условиях концертной организации, в оркестровых и ансамблевых коллективах.

ПК 1.3. Осваивать сольный, ансамблевый, оркестровый исполнительский репертуар в соответствии с программными требованиями.

ПК 1.4. Выполнять теоретический и исполнительский анализ музыкального произведения, применять базовые теоретические знания в процессе поиска интерпретаторских решений.

ПК 1.5. Применять в исполнительской деятельности технические средства звукозаписи, вести репетиционную работу и запись в условиях студии.

ПК 1.6. Применять базовые знания по устройству, ремонту и настройке своего инструмента для решения музыкально-исполнительских задач.

ПК 2.8. Владеть культурой устной и письменной речи, профессиональной терминологией.

Предметные результаты изучения предметной области «Иностранные языки» должны отражать:

Предметные результаты изучения предметной области "Иностранные языки" включают предметные результаты изучения учебных предметов:

"Иностранный язык", "Второй иностранный язык" (базовый уровень) - требования к предметным результатам освоения базового курса иностранного языка должны отражать:

- 1) сформированность коммуникативной иноязычной компетенции, необходимой для успешной социализации и самореализации, как инструмента межкультурного общения в современном поликультурном мире;
- 2) владение знаниями о социокультурной специфике страны/стран изучаемого языка и умение строить свое речевое и неречевое поведение адекватно этой специфике; умение выделять общее и различное в культуре родной страны и страны/стран изучаемого языка;
- 3) достижение порогового уровня владения иностранным языком, позволяющего выпускникам общаться в устной и письменной формах как с носителями изучаемого иностранного языка, так и с представителями других стран, использующими данный язык как средство общения;

4) сформированность умения использовать иностранный язык как средство для получения информации из иноязычных источников в образовательных и самообразовательных целях.

"Иностранный язык", "Второй иностранный язык" (углубленный уровень) - требования к предметным результатам освоения углубленного курса иностранного языка должны включать требования к результатам освоения базового курса и дополнительно отражать:

- 1) достижение уровня владения иностранным языком, превышающего пороговый, достаточного для делового общения в рамках выбранного профиля;
- 2) сформированность умения перевода с иностранного языка на русский при работе с несложными текстами в русле выбранного профиля;
- 3) владение иностранным языком как одним из средств формирования учебно-исследовательских умений, расширения своих знаний в других предметных областях.

Личностные, метапредметные и предметные результаты освоения учебного предмета.

Личностные результаты освоения основной образовательной программы должны отражать:

1) российскую гражданскую идентичность, патриотизм, уважение к своему народу, чувства ответственности перед Родиной, гордости за свой край, свою Родину, прошлое и настоящее многонационального народа России, уважение государственных символов (герб, флаг, гимн);

2) гражданскую позицию как активного и ответственного члена российского общества, осознающего свои конституционные права и обязанности, уважающего закон и правопорядок, обладающего чувством собственного достоинства, осознанно принимающего традиционные национальные и общечеловеческие гуманистические и демократические ценности;

3) готовность к служению Отечеству, его защите;

4) сформированность мировоззрения, соответствующего современному уровню развития науки и общественной практики, основанного на диалоге культур, а также различных форм общественного сознания, осознание своего места в поликультурном мире;

5) сформированность основ саморазвития и самовоспитания в соответствии с общечеловеческими ценностями и идеалами гражданского общества; готовность и способность к самостоятельной, творческой и ответственной деятельности;

6) толерантное сознание и поведение в поликультурном мире, готовность и способность вести диалог с другими людьми, достигать в нем взаимопонимания, находить общие цели и сотрудничать для их достижения, способность противостоять идеологии экстремизма, национализма, ксенофобии, дискриминации по социальным, религиозным, расовым, национальным признакам и другим негативным социальным явлениям;

7) навыки сотрудничества со сверстниками, детьми младшего возраста, взрослыми в образовательной, общественно полезной, учебно-исследовательской, проектной и других видах деятельности;

8) нравственное сознание и поведение на основе усвоения общечеловеческих ценностей;

9) готовность и способность к образованию, в том числе самообразованию, на протяжении всей жизни; сознательное отношение к непрерывному образованию как условию успешной профессиональной и общественной деятельности;

10) эстетическое отношение к миру, включая эстетику быта, научного и технического творчества, спорта, общественных отношений;

11) принятие и реализацию ценностей здорового и безопасного образа жизни, потребности в физическом самосовершенствовании, занятиях спортивно-оздоровительной деятельностью, неприятие вредных привычек: курения, употребления алкоголя, наркотиков;

12) бережное, ответственное и компетентное отношение к физическому и психологическому здоровью, как собственному, так и других людей, умение оказывать первую помощь;

13) осознанный выбор будущей профессии и возможностей реализации собственных жизненных планов; отношение к профессиональной деятельности как возможности участия в решении личных, общественных, государственных, общенациональных проблем;

14) сформированность экологического мышления, понимания влияния социально-экономических процессов на состояние природной и социальной среды; приобретение опыта эколого-направленной деятельности;

15) ответственное отношение к созданию семьи на основе осознанного принятия ценностей семейной жизни.

Личностные результаты освоения адаптированной основной образовательной программы должны отражать:

1) для глухих, слабослышащих, позднооглохших обучающихся:

способность к социальной адаптации и интеграции в обществе, в том числе при реализации возможностей коммуникации на основе словесной речи (включая устную коммуникацию), а также, при желании, коммуникации на основе жестовой речи с лицами, имеющими нарушения слуха;

2) для обучающихся с нарушениями опорно-двигательного аппарата:

владение навыками пространственной и социально-бытовой ориентировки; умение самостоятельно и безопасно передвигаться в знакомом и незнакомом пространстве с использованием специального оборудования;

способность к осмыслению и дифференциации картины мира, ее

временно-пространственной организации;

способность к осмыслению социального окружения, своего места в нем, принятие соответствующих возрасту ценностей и социальных ролей;

3) для обучающихся с расстройствами аутистического спектра:

формирование умения следовать отработанной системе правил поведения и взаимодействия в привычных бытовых, учебных и социальных ситуациях, удерживать границы взаимодействия;

знание своих предпочтений (ограничений) в бытовой сфере и сфере интересов.

Метапредметные результаты освоения основной образовательной программы должны отражать:

1) умение самостоятельно определять цели деятельности и составлять планы деятельности; самостоятельно осуществлять, контролировать и корректировать деятельность; использовать все возможные ресурсы для достижения поставленных целей и реализации планов деятельности; выбирать успешные стратегии в различных ситуациях;

2) умение продуктивно общаться и взаимодействовать в процессе совместной деятельности, учитывать позиции других участников деятельности, эффективно разрешать конфликты;

3) владение навыками познавательной, учебно-исследовательской и проектной деятельности, навыками разрешения проблем; способность и готовность к самостоятельному поиску методов решения практических задач, применению различных методов познания;

4) готовность и способность к самостоятельной информационно-познавательной деятельности, владение навыками получения необходимой информации из словарей разных типов, умение ориентироваться в различных источниках информации, критически оценивать и интерпретировать информацию, получаемую из различных источников;

5) умение использовать средства информационных и коммуникационных технологий (далее - ИКТ) в решении когнитивных, коммуникативных и организационных задач с соблюдением требований эргономики, техники безопасности, гигиены, ресурсосбережения, правовых и этических норм, норм информационной безопасности;

6) умение определять назначение и функции различных социальных институтов;

7) умение самостоятельно оценивать и принимать решения, определяющие стратегию поведения, с учетом гражданских и нравственных ценностей;

8) владение языковыми средствами - умение ясно, логично и точно излагать свою точку зрения, использовать адекватные языковые средства;

9) владение навыками познавательной рефлексии как осознания совершаемых действий и мыслительных процессов, их результатов и оснований, границ своего знания и незнания, новых познавательных задач и средств их достижения.

Метапредметные результаты освоения адаптированной основной

образовательной программы должны отражать:

1) для глухих, слабослышащих, позднооглохших обучающихся:
владение навыками определения и исправления специфических ошибок (аграмматизмов) в письменной и устной речи;

2) для обучающихся с расстройствами аутистического спектра:
способность планировать, контролировать и оценивать собственные учебные действия в соответствии с поставленной задачей и условиями ее реализации при сопровождающей помощи педагогического работника и организующей помощи тьютора;

овладение умением определять наиболее эффективные способы достижения результата при сопровождающей помощи педагогического работника и организующей помощи тьютора;

овладение умением выполнять действия по заданному алгоритму или образцу при сопровождающей помощи педагогического работника и организующей помощи тьютора;

овладение умением оценивать результат своей деятельности в соответствии с заданными эталонами при организующей помощи тьютора;

овладение умением адекватно реагировать в стандартной ситуации на успех и неудачу, конструктивно действовать даже в ситуациях неуспеха при организующей помощи тьютора;

овладение умением активного использования знаково-символических средств для представления информации об изучаемых объектах и процессах, различных схем решения учебных и практических задач при организующей помощи педагога-психолога и тьютора;

способность самостоятельно обратиться к педагогическому работнику (педагогу-психологу, социальному педагогу) в случае личных затруднений в решении какого-либо вопроса;

способность самостоятельно действовать в соответствии с заданными эталонами при поиске информации в различных источниках, критически оценивать и интерпретировать получаемую информацию из различных источников.

Предметные результаты изучения предметной области

"Иностранные языки" включают предметные результаты изучения учебных предметов:

"Иностранный язык", "Второй иностранный язык" (базовый уровень) - требования к предметным результатам освоения базового курса иностранного языка должны отражать:

1) сформированность коммуникативной иноязычной компетенции, необходимой для успешной социализации и самореализации, как инструмента межкультурного общения в современном поликультурном мире;

2) владение знаниями о социокультурной специфике страны/стран изучаемого языка и умение строить свое речевое и неречевое поведение адекватно этой специфике; умение выделять общее и различное в культуре родной страны и страны/стран изучаемого языка;

3) достижение порогового уровня владения иностранным языком, позволяющего выпускникам общаться в устной и письменной формах как с носителями изучаемого иностранного языка, так и с представителями других стран, использующими данный язык как средство общения;

4) сформированность умения использовать иностранный язык как средство для получения информации из иноязычных источников в образовательных и самообразовательных целях.

"Иностранный язык", "Второй иностранный язык" (углубленный уровень) - требования к предметным результатам освоения углубленного курса иностранного языка должны включать требования к результатам освоения базового курса и дополнительно отражать:

1) достижение уровня владения иностранным языком, превышающего пороговый, достаточного для делового общения в рамках выбранного профиля;

2) сформированность умения перевода с иностранного языка на русский при работе с несложными текстами в русле выбранного профиля;

3) владение иностранным языком как одним из средств формирования учебно-исследовательских умений, расширения своих знаний в других предметных областях.

В результате изучения дисциплины обучающиеся должны:

уметь:

1. Вести беседу на иностранном языке в стандартных ситуациях общения, соблюдая нормы речевого этикета, опираясь на изученную тематику и усвоенный лексико-грамматический материал;

2. Рассказывать о себе, своей семье, друзьях, своих интересах и планах на будущее, сообщать краткие сведения о своей стране и стране изучаемого языка на иностранном языке;

3. Делать краткие сообщения, описывать события/явления (в рамках пройденных тем), передавать основное содержание, основную мысль прочитанного или услышанного, выражать свое отношение к прочитанному или услышанному, кратко характеризовать персонаж на иностранном языке;

4. Понимать основное содержание несложных аутентичных текстов на иностранном языке, относящихся к разным коммуникативным типам речи (сообщение, рассказ), уметь определять тему текста, выделять главные факты в тексте, опуская второстепенные;

5. Читать аутентичные тексты на иностранном языке разных жанров с пониманием основного содержания, устанавливать логическую последовательность основных фактов текста;

6. Используя различные приемы смысловой переработки текста (языковую догадку, анализ, выборочный перевод), оценивать полученную информацию, выражать свое мнение на иностранном языке;

7. Читать текст на иностранном языке с выборочным пониманием нужной или интересующей информации;

8. Ориентироваться в иноязычном письменном и аудиотексте: определять его содержание по заголовку, выделять основную информацию;

9. Использовать двуязычный словарь;

10. Использовать переспрос, перифраз, синонимичные средства, языковую догадку в процессе устного и письменного общения на иностранном языке;

знать:

1. Основные значения изученных лексических единиц (слов, словосочетаний); основные способы словообразования в иностранном языке;
2. Основные нормы речевого этикета, принятые в стране изучаемого языка;
3. Признаки изученных грамматических явлений в иностранном языке;
4. Особенности структуры и интонации различных коммуникативных типов простых и сложных предложений изучаемого иностранного языка;
5. О роли владения иностранными языками в современном мире, особенностях образа жизни, быта, культуры стран изучаемого языка

Формой аттестации по учебной дисциплине является зачет в 3,4,8 семестрах; контрольные работы в 1,2,5,6,7 семестрах.

Результаты обучения: умения, знания и общие компетенции	Показать оценки результата	Форма контроля и оценивания
<p>"Иностранные языки" включают предметные результаты изучения учебных предметов: "Иностранный язык", "Второй иностранный язык" (базовый уровень) - требования к предметным результатам освоения базового курса иностранного языка должны отражать:</p> <p>1) сформированность коммуникативной иноязычной компетенции, необходимой для успешной социализации и самореализации, как инструмента межкультурного общения в современном поликультурном мире;</p> <p>2) владение знаниями о социокультурной специфике страны/стран изучаемого языка и умение строить свое</p>	<p>-Значения новых лексических единиц, связанных с тематикой данного этапа обучения и соответствующими ситуациями общения, в том числе оценочной лексики, реплик-клише речевого этикета, отражающих особенности культуры страны/стран изучаемого языка;</p> <p>значение изученных грамматических явлений в расширенном объеме (видо-временные, неличные и неопределенно-личные формы глагола, формы условного наклонения, косвенная речь / косвенный вопрос, побуждение и др., согласование времен);</p> <p>-страноведческую информацию из аутентичных источников, обогащающую социальный опыт школьников: сведения о стране/странах изучаемого языка, их науке и культуре, исторических и современных реалиях, общественных деятелях, месте в мировом сообществе и мировой культуре, взаимоотношениях с нашей страной, языковые средства и правила речевого и неречевого поведения в соответствии со сферой общения и социальным статусом партнера;</p> <p>Умения: говорение</p> <p>-вести диалог, используя оценочные суждения, в ситуациях официального и неофициального общения (в рамках изученной тематики); беседовать о себе,</p>	<p>Устный опрос Тестирование Творческие проблемные задания Исследовательские задания</p>

<p>речевое и неречевое поведение адекватно этой специфике; умение выделять общее и различное в культуре родной страны и страны/стран изучаемого языка;</p> <p>3) достижение порогового уровня владения иностранным языком, позволяющего выпускникам общаться в устной и письменной формах как с носителями изучаемого иностранного языка, так и с поставителями других стран, использующими данный язык как средство общения;</p> <p>4) сформированность умения использовать иностранный язык как средство для получения информации из иноязычных источников в образовательных и самообразовательных целях.</p> <p>"Иностранный язык", "Второй иностранный язык" (углубленный уровень) - требования к предметным результатам освоения углубленного курса иностранного языка должны включать требования к результатам</p>	<p>своих планах; участвовать в обсуждении проблем в связи с прочитанным/прослушанным иноязычным текстом, соблюдая правила речевого этикета;</p> <p>-рассказывать о своем окружении, рассуждать в рамках изученной тематики и проблематики; представлять социокультурный портрет своей страны и страны/стран изучаемого языка;</p> <p>аудирование</p> <p>-относительно полно и точно понимать высказывания собеседника в распространенных стандартных ситуациях повседневного общения, понимать основное содержание и извлекать необходимую информацию из различных аудио- и видеотекстов: прагматических (объявления, прогноз погоды), публицистических (интервью, репортаж), соответствующих тематике данной ступени обучения;</p> <p>чтение</p> <p>-читать аутентичные тексты различных стилей: публицистические, художественные, научно-популярные, прагматические – используя основные виды чтения (ознакомительное, изучающее, поисковое/просмотровое) в зависимости от коммуникативной задачи;</p> <p>письменная речь</p> <p>-писать личное письмо, заполнять анкету, письменно излагать сведения о себе в форме, принятой в стране/странах изучаемого языка, делать выписки из иноязычного текста;</p> <p>использовать приобретенные знания и умения в практической деятельности и повседневной жизни для:</p> <p>-общения с представителями других стран, ориентации в современном поликультурном мире;</p> <p>-получения сведений из иноязычных источников информации (в том числе через Интернет), необходимых в образовательных и самообразовательных целях;</p> <p>-расширения возможностей в выборе</p>	
--	--	--

<p>освоения базового курса и дополнительно отражать:</p> <p>1) достижение уровня владения иностранным языком, превышающего пороговый, достаточного для делового общения в рамках выбранного профиля;</p> <p>2) сформированность умения перевода с иностранного языка на русский при работе с несложными текстами в русле выбранного профиля;</p> <p>3) владение иностранным языком как одним из средств формирования учебно-исследовательских умений, расширения своих знаний в других предметных областях.</p>	<p>будущей профессиональной деятельности;</p> <p>-изучения ценностей мировой культуры, культурного наследия и достижений других стран; ознакомления представителей зарубежных стран с культурой и достижениями России.</p>	
---	--	--

Результаты освоения учебной дисциплины, подлежащие проверке

ОК	Результаты обучения: умения и знания.	Показатели оценки результата	Форма контроля
ОК 11	У.1. Вести беседу на иностранном языке в стандартных ситуациях общения, соблюдая нормы речевого этикета.	Составление диалогов, правильно оформленных в языковом отношении, в количестве 6-8 реплик для каждого собеседника.	Устный ответ.
	У.2. У.3. Делать краткие сообщения, описывать события/явления (в рамках пройденных тем).	Составление сообщений по пройденным темам, правильно оформленных в языковом отношении в количестве 12-15 фраз.	Устный ответ.
	У.4.У.5. Понимать	Чтение текста без словаря.	Устный ответ.

ОК 11	основное содержание несложных текстов.		
	У.6. У.7. Чтение текста с детальным пониманием прочитанного текста. У.9. Использовать словарь.	Чтение текста со словарем объемом 1200-1300 печатных знаков за академический час.	Устный ответ. Практическая работа.
	У.8. Ориентироваться в иноязычном аудиотексте.	Передавать содержание текста; длительность звучания текста 2-3 минуты; содержание незнакомой лексики до 3%.	Устный ответ. Практическая работа.
	3.1. Основные значения изученных лексических единиц.	Употребление лексических единиц в устной речи, в работе с иноязычным письменным и аудиотекстом.	Лексические диктанты, лексические упражнения.
	3.2. Нормы РЭ в Великобритании.	Использование выражений РЭ в диалогической речи.	Устный ответ.
	3.3. Признаки изученных грамматических явлений в иностранном языке.	Грамотно построенная речь в языковом отношении.	Тесты.
	3.4. Типы простых и сложных предложений.	Соблюдение порядка слов в предложении.	
	3.5. Страноведческий материал.	Устное сообщение и чтение с детальным пониманием.	Устный ответ

3. Оценка освоения учебной дисциплины

3.1. Формы и методы оценивания

Предметом оценки служат умения и знания, предусмотренные ФГОС по дисциплине “Английский язык”, направленные на формирование общих и профессиональных компетенций.

К формам оценивания относятся: устный опрос, тестирование, практическая работа и контрольная работа по прочитанному или услышанному иноязычному материалу, сообщение в устной или в письменной форме.

Формы контроля

Учебный семестр	Формы контроля	Проверяемые У,З.	Вид контроля
I	Устный опрос: составление диалогов, РЭ «Знакомство. Как дела?»	У.1. У.10. 3.2 3.4	Промежуточная аттестация
II	Лексико-грамматический тест №1	У.10 3.1 3.3	Рубежный контроль
	Контрольная работа по чтению №1 «У. Кекстон»	У.4 У.5 У.9 3.1 3.3 3.4	Промежуточная аттестация
III	Устный опрос: составление диалогов, РЭ «Согласие. Несогласие»	У.1. У.10. 3.2 3.4	Текущий контроль

	Грамматический тест №2	3.3 3.4	Зачет
	Контрольная работа по чтению №2 «Спорт в нашей жизни»	У.4 У.5 У.9 3.1 3.3 3.4	Зачет
IV	Практическая работа по аудированию №1 «Село»	У.8 У.10 3.1 3.3 3.4	Рубежный контроль
	Устный опрос по теме «Лондон»	У.2 У.3 У.10 3.1 3.4 3.5	Зачет
V	Устный опрос: составление диалогов, РЭ «Выражение мнения»	У.1. У.10. 3.2 3.4	Текущий контроль
	Контрольная работа по чтению №3 «Почему мы учим английский язык?»	У.6 У.7 У.9 3.1 3.3 3.4	Промежуточная аттестация
VI	Устный опрос по теме «США»	У.2 У.3 У.103.1 3.4 3.5	Промежуточная аттестация
VII	Практическая работа по аудированию №2 «Путешествие»	У.8 У.10 3.1 3.3 3.4	Рубежный контроль
VIII	Устный опрос по теме «Мой любимый композитор»	У.3 У.10 3.1 3.4	Рубежный контроль
	Контрольная работа по чтению №4 «Развитие литературы»	У.7 У.9 3.1 3.3 3.4	Зачет

3.2. Типовые задания для оценки освоения учебной дисциплины.

3.2.1. Типовые образцы диалогов для проверки У.1 У.2 У.10 3.2 3.1 3.4

I

Yura: Hello, Victor.

Victor: Hi, Yura. Glad to see you. How are you?

Yura: I am well, thank you. And you?

Victor: I am fine. Let me introduce my friend Lena.

Yura: How do you do, Lena? Pleased to meet you. I am Yura.

Lena: How do you do, Yura? Nice to meet you.

Yura: Where are you from?

Lena: I am from Rostov but my Granny lives here.

Yura: How do you like our town?

Lena: It's very nice.

Yura: What are you?

Lena: I'm a first-year student at the Institute of Foreign Languages.

Yura: Oh, it's very interesting to know languages.

II

-Hello, Nina. Meet my friend Vica.

-How do you do, Vica? Glad to meet you. Where are you from?

-I'm from Vladicavcaz.

-Oh, it's a historical centre in the Caucasus.

-I agree with you. And Nalchik is a fine city.

-I think so. There is a nice park in Nalchik. Let's go there.

-With pleasure.

-Are you free now?

-I'm afraid not.

-And what about Sunday?

-I think I am free.

-All right. Let it be Sunday. Bye – bye!

-See you on Sunday.

III

-Hi ! Where are you going?

-To the English – speaking club.

-Why? I think it's better to go to the park or to the café.

-I disagree. To my mind speaking English is very popular nowadays.

-I don't think so. I consider you live in Russia and you musn't speak English.

-I'm afraid you are wrong. English is the international language and you should know it.

-Maybe you are right. Do you speak only English at the club?

-Of course, we do.

-In my opinion you want to know English well.

-Certainly. I do my best to be good at English.

-Good luck! So long.

-See you soon.

3.2.2. Типовые задания по чтению для проверки У.4 У.5 У.6 У.7 У.8 У.9

3.1 3.3 3.4

Контрольная работа по чтению №1 “У. Кекстон”

Г. Рогова, Ф. Рожкова. Английский язык за два года.

Содержания текста на стр.159

Задания: а) ответить на вопросы – упр. XI, с.159

б) исправить утверждения – упр. XII, с.159

Контрольная работа по чтению №2 “Спорт в нашей жизни”

Т.Ю. Журина. 55 тем по английскому языку.

Содержание текста на стр.135

Задание: ответить на вопросы на стр.136

Контрольная работа по чтению №3 “Почему мы учим английский язык?”

Т.Ю. Журина. 55 тем по английскому языку.

Содержание текста на стр.6

Задание: ответить на вопросы на стр.8

Контрольная работа по чтению №4 “История литературы”

Т.К. Сигал. Английский язык.

Содержание текста на стр.169

Задание: детальный период в письменной форме с использованием словаря.

3.2.3. Типовые задания по аудированию для проверки У.8 У.10 3.1 3.3 3.4

Практическая работа по аудированию №1 “Село”

Содержание текста:

The name of the village is Krasnoye. It is not very large, more than five thousand people live there. The village is situated on the bank of the river Don. The nature is very beautiful there. There is a large forest, a lake and many nice meadows near the village.

In the centre of the village there is a large square. The Village Administration is on one side of the square with shops and a café near it. The club is on the other side. The club has a library and a big hall, where people see films and listen to concerts. In the evening the people of the village go to the club and have a good time there. There are two schools in the village.

People of different professions live and work in the village Krasnoye. They are farmers and agronomists, workers and mechanics, drivers and combine – operators. They grow different kinds of grain: wheat, rye and oats. There is a lot of work to do in the fields. Tractors and combine – harvesters work in the fields day and night. The farmers gather in the rich harvest.

Контроль понимания: Рассказать о деревне Красное, используя следующие задания.

1. Tell about the village: its name, where it is situated.
2. Describe the nature, the centre of the village.
3. Tell about the people and their work in the fields.

Практическая работа по аудированию №2 “Путешествие”

И. Панова. Е. Карневская. Английский язык.

Содержание текста на стр. 159.

Контроль понимания: ответить на вопросы на стр. 158.

3.2.4. Задание в тестовой форме.

Тест №1 по предмету «Английский язык»
для студентов I курса.
Вариант I

I. Выберите нужную форму глагола:

- | | |
|---|---|
| 1. The teacher ... us questions and we ... them.
<i>I. a) ask. b) asks; II. A) answer. b) answers.</i> | 4. My mother ... the clothes now.
<i>a) are ironing; b) is ironing.</i> |
| 2. The students ... to learn English.
<i>a) like; b) likes.</i> | 5. Look, where ... they ... going? – To the stadium.
<i>a) are going; b) am going.</i> |
| 3. Usually she ... good marks.
<i>a) get; b) gets.</i> | |

II. Выберите правильное время.

- | | |
|---|--|
| a) Present Indefinite или Present Continuous. | б) Present или Future Indefinite. |
| 1. Usually my mother (prepare) breakfast for me.
<i>a) is preparing; b) prepares</i> | 5. The farmers always (thank) us for our help.
<i>a) thank; b) will thank.</i> |
| 2. It sometimes (snow) here in March.
<i>a) snows; b) is snowing.</i> | 6. The mechanics (finish) their work in two hours.
<i>a) finish; b) will finish.</i> |
| 3. It is 5 o'clock. The family (have) dinner.
<i>a) is having; b) has.</i> | 7. Pete's sister (stay) at home because she is ill.
<i>a) stays; b) will stay.</i> |
| 4. We are sitting in armchairs and (watch) TV.
<i>a) watch; b) watching.</i> | 8. Next Sunday I (invite) my friends to the birthday party.
<i>a) invite b) shall invite.</i> |

III. Выберите нужную форму

местоимения.

a) 1. This book is very interesting, read ...
a) it, b) its, c) itself.

2. Oleg always makes his bed ...
a) he, b) him, c) himself.

3. I have no pen, give ... yours, please.
a) I, b) me, c) myself.

4. I can't help you, do this work ...
a) you, b) your, c) yourself.

5. Let ... play in the yard.
a) they, b) them, c) themselves.

6. We must look after ... every day.
a) us, b) our, c) ourselves

б) 1. I don't eat ... apples.

a) much, b) many

2. People should not eat ... salt.

a) much, b) many

3. She doesn't drink ... water.

a) much, b) many

4. There are ... new pictures in this museum.

a) few, b) little.

5. ... of our teachers are women

a) much, b) many

6. I have ... time, so I can't go with you.

a) few, b) little.

IV. Выберите нужные слова по смыслу.

1) The students ... and translate the text.
a) read; b) do.

2) We ... the blackboard with a duster.
a) keep; b) clean.

3) Oleg ... English words every day.
a) knows; b) learns.

4) The family likes to ... the weekend in the country.

a) want; b) spend.

5) Usually we stay at school ... 4 o'clock.
a) till b) over.

6) ... is the second part of the day.

a) evening; b) afternoon.

7) I ... the floor in my room myself.

a) iron; b) sweep.

8) Sveta washes her face and ... herself with a towel.

a) dries; b) makes.

9) Every morning the child has ... for breakfast.

a) porridge; b) cabbage.

V. Подберите к русским словам их английские значения.

I. медленный

II. пользоваться

III. предложение

IV. описывать

V. разный

VI. показывать

VII. полотенце

VIII. оставаться

IX. надевать

X. вкусный

XI. кипятить

XII. колбаса

1. show

2. use

3. boil

4. stay

5. sentence

6. towel

7. different

8. put on

9. slow

10. describe

11. sausage

12. tasty

Тест №1 по предмету «Английский язык»
для студентов I курса.
Вариант II.

I. Выберите нужную форму глагола.

- | | |
|--|---|
| 1) My friends ... to school by bus.
a) goes; b) go. | 4) Look, the boy ... a very big bag.
a) is carrying; b) are carrying. |
| 2) I ... at home in the evening.
a) stay; b) stays. | 5) What... you... here? - I ... a new rule.
I a) is doing; b) are doing; |
| 3) She ... to go to London.
a) want; b) wants. | II a) is learning; b) am learning. |

II. Выберите правильное время.

- | | |
|--|--|
| a) Present indefinite или Present Continuous. | б) Present или Future Indefinite. |
| 1. Don't put the book away. I (use) it.
a) use; b) am using. | 5. Usually I (get) up at 7 o'clock,
a) get; b) shall get. |
| 2. It sometimes (snow) here in April.
a) snows; b) is snowing. | 6. Pete (come) back in half an hour.
a) comes; b) will come. |
| 3. Usually the family (have) supper
at 7 o'clock.
a) has; b) is having. | 7. They (work) on the farm next
month.
a) work; b) will work. |
| 4. We are sitting at the desks
and (write) the test.
a) write; b) writing. | 8. My Granny always (have)
meals only at home.
a) has; b) will have. |

III. Выберите правильную форму местоимения.

- | | |
|---|---|
| a) 1. I clean my teeth and wash ...
a) me b) my c) myself. | б) 1. Why do you eat so ... ice-cream?
a) much b) many. |
| 2. The boy is very little, help...
a) he b) him c) himself. | 2. ... of your answers are right.
a) much b) many. |
| 3. We are students, look at ...
a) us b) our c) ourselves. | 3. ... of these students don't know
the new words.
a) few b) little. |
| 4. Olga makes her dresses ...
a) she b) her c) herself. | 4. There isn't... snow there in winter.
a) much b) many. |
| 5. Let... answer the questions.
a) they b) them c) themselves. | 5. There is ... lemonade in the glass.
a) few b) little. |
| 6. I am busy, cook the dinner...
a) you b) your c) yourself. | 6. She takes some meat, a carrot and
... potatoes to cook soup.
a) few b) little. |

IV. Выберите нужные слова по смыслу.

1. You ... many grammar rules.
a) learn; b) describe.
2. We do many ... exercises at the English lessons.
a) slow; b) different.
3. The pupil has some ... in the test.
a) marks; b) mistakes.
4. Little children like to ... many questions.
a) ask; b) tell.
5. We have supper in the...
a) morning; b) evening.
6. After breakfast I... a cap and a cc and leave home.
a) put on; b) take off.
7. I live near my school and always ... there
a) go to bed; b) go on foot.
8. We take some tomatoes and an onion to make ...
a) porridge; b) salad.
9. When my father ... he eats very much.
a) is hungry; b) is thirsty.

V. Подберите к русским словам их английские значения.

- I. проводить
- II. тяжело
- III. свободный
- IV. соглашаться
- V. слово
- VI. гладить

- VII. неправильный
- VIII. щётка
- IX. ленивый
- X. правило
- XI. вещь
- XII. хотеть.

- | | | |
|----------|----------|-----------|
| 1. want | 5. spend | 9. lazy |
| 2. hard | 6. free | 10. iron |
| 3. wrong | 7. word | 11. thing |
| 4. agree | 8. rule | 12. brush |

Тест №2 по предмету «Английский язык»
для студентов II курса.

I. Укажите какое время группы Simple использовано в предложениях:

a) Present, в) Past, с) Future.

1. We speak about the weather every day.()
2. They will have a meeting tomorrow.()
3. How many lessons did you have last Monday?()
4. I am sorry, I can't do this exercise.()
5. Usually he goes to school on foot.()
6. Next summer I shall go to visit my grand-parents.()
7. He couldn't help you because he was very busy.()
8. The pupils saw different machines in the field.()

II. Выберите нужную форму глагола.

1. In summer pupils usually ... to school.
a) do not go; b) did not go; c) will not go.
2. We ... our work two hours ago.
a) finish; b) finished; c) shall finish.
3. November ... the coldest month in autumn.
4. The doctor ... in two hours.
a) comes; b) came; c) will come.
5. The tourists ... a nice old town last week.
a) visit; b) visited; c) will visit.
6. My parents ... very busy yesterday.
a) are; b) were; c) will be.

- a) is; b) was; c) will be.
4. Pete couldn't make notes, because he ...
no pen.
a) has; b) had; c) will have.

8. At the next lesson the students ... the test
a) have; b) had; c) will have.

III. Выберите правильное время

a) Past Simple или Present Perfect.

1. Mike can't find his key. He (*lose*) it.
a) has lost; b) lost.
2. I (*read*) this book when I was a child.
a) read; b) have read.
3. Mozart (*write*) more than 600 pieces of music.
a) wrote; b) has written.
4. I (*work*) very hard this term. I want to have a rest
a) worked; b) have worked.
5. ... you (*drive*) a car before? You are so nervous.
a) Did ... drive; b) Have ... driven.
6. ... you (*pass*) your driving test?' - 'Not yet.'
a) Have ... passed; b) Did ... pass.

б) Past Simple или Past Progressive.

7. When my mother (*arrive*), we (*have*) dinner.
a) arrived; were having. b) was arriving; had.
8. When my sister was young, she (*want*) to be a space woman.
a) was wanting; b) wanted.
9. I (*watch*) television a lot when I was ill last week.
a) was watching; b) watched.
10. I (*see*) Diana, (*stop*) and (*have*) a chat.
a) saw; stopped; had. b) was seeing; was stopping; was having.
11. As he (*pass*) by her office, he saw Ann near the gate.
a) passed; b) was passing.
12. I (*walk*) home after the party last night.
a) was walking; b) walked.

IV. Обозначьте буквой нужный предлог в следующих предложениях.

a) at; b) on; c) in.

1. 'Did you see Helen yesterday?' - 'No, I last saw her ... Wednesday.'
2. You can't speak and write ... the same time.
3. They are getting married ... six months' time.
4. You should go out and walk ... the evening.
5. I've been invited to Kate's birthday party ... 7 March.
6. Do you like that picture ... the wall opposite the door?
7. The cinema was very crowded. There a lot of children ... it.
8. Does your family live ... the south or north of England?
9. Do you know the man standing ... the door?
10. Would you like some milk ... your tea?

4а. Контрольно-оценочные материалы для итоговой аттестации.

Оценка освоения дисциплины предусматривает проведение зачета в 3,4,8 семестрах.

Формы контроля:

3 семестр - Грамматический тест №2.

Контрольная работа по чтению №2 «Спорт в нашей жизни»

4 семестр - Устный опрос по теме «Лондон»

8 семестр - Контрольная работа по чтению №4 «Развитие литературы»

4б. Критерии оценки.

1. Составление диалогов: - уметь вести беседу в связи с представленной ситуацией в количестве 6-8 реплик для каждого собеседника.

Оценка «5» (отлично) - 7-8 реплик

Оценка «4» (хорошо) - 5-6 реплик

Оценка «3» (удовлетворительно) - 3-4 реплики

Оценка «2» (неудовлетворительно) - 1-2 реплики

2. Составление сообщения по теме - фразы логически связанные, правильно оформленные в языковом отношении в количестве 10-12 фраз.

Оценка «5» (отлично) – 11-12 фраз

Оценка «4» (хорошо) - 7-10 фраз

Оценка «3» (удовлетворительно) - 4-6 фраз

Оценка «2» (неудовлетворительно) - 1-3 фраз

3. Чтение текста – объем прочитанного 1200 печатных знаков за академический час.

Работа оценивается в зависимости от объема выполненной работы:

Оценка «5» (отлично) – 100-90%

Оценка «4» (хорошо) - 89-65%

Оценка «3» (удовлетворительно) - 64-40%

Оценка «2» (неудовлетворительно) - меньше 40%

4. Задания в тестовой форме – за правильное заполнение одной лакуны в тесте студент получает 1 балл. Работа оценивается в зависимости от объема выполненной работы:

Оценка «5» (отлично) – 100-90%

Оценка «4» (хорошо) - 89-65%

Оценка «3» (удовлетворительно) - 64-40%

Оценка «2» (неудовлетворительно) - меньше 40%

Ключи для контроля

Курс I

Вариант №1

- I. 1- б, а, 2-а, 3-б, 4-б, 5-а.
II. 1- б, 2- а, 3-а, 4-б, 5-а, 6-б, 7-а, 8-б.
III. А) 1-а, 2-с, 3-б, 4- с, 5- б, 6- с. Б) 1-б, 2-а, 3-а, 4-а, 5-б, 6-б
IV. 1- а, 2-б, 3-б,4-б, 5-а, 6-б, 7-б, 8-а, 9-а.
V. 1-9, II-2, III-5, IV-10, V- 7, VI-1, VII-6, VIII-4, IX-8, X-12, XI-3, XII-11.

Вариант №2

- I. 1-б, 2-а, 3-б, 4-а, 5-б,б
II. 1-б, 2-а, 3-а, 4-б, 5-а, 6-б, 7-, 8-а.
III. А) 1-с, 2-б, 3-а, 4-с, 5-б, 6-с; Б) 1-а,2-б, 3-а, 4-а, 5-б, 6-а.
IV. 1-а, 2-б, 3-б, 4-а, 5- б, 6-а, 7-б, 8-б, 9-а.
V. 1-5,II-2, III-6, IV- 4, V-7, VI-10, VII-3, VIII-12, IX-9 , X-8, XI-11, XII-1.

Курс II

- I. 1-а, 2-с, 3-б, 4-а, 5-а, 6-с, 7-в, 8-в.
II. 1-а, 2-б, 3-а, 4-б 5-с 6-б, 7-б, 8-с.
III. а) 1-а, 2-а, 3-б, 4-б, 5-б, 6-а.
б) 7-а, 8-б, 9-а, 10-а, 11-б, 12-б.
IX. 1-б, 2-а, 3-с, 4-с, 5-б, 6-б, 7-с, 8-с, 9-а, 10-с.

Дисциплина «Иностранный язык» (английский язык) ОГСЭ.04 социально-экономического цикла, направлена на формирование элементов следующих общих и профессиональных компетенций по данной специальности:

ОК 4. Осуществлять поиск, анализ и оценку информации, необходимой для постановки и решения профессиональных задач, профессионального и личностного развития.

ОК 5. Использовать информационно-коммуникационные технологии для совершенствования профессиональной деятельности.

ОК 6. Работать в коллективе, эффективно общаться с коллегами, руководством.

ОК 8. Самостоятельно определять задачи профессионального и личностного развития, заниматься самообразованием, осознанно планировать повышение квалификации.

ОК 9. Ориентироваться в условиях частой смены технологий в профессиональной деятельности.

ПК 2.8. Владеть культурой устной и письменной речи, профессиональной терминологией.

В результате изучения дисциплины «Иностранный язык» студент должен уметь:

общаться (устно и письменно) на иностранном языке на профессиональные и повседневные темы;

переводить (со словарем) иностранные тексты профессиональной направленности;

самостоятельно совершенствовать устную и письменную речь, пополнять словарный запас;

знать:

лексический (1200-1400 лексических единиц) и грамматический минимум, необходимый для чтения и перевода (со словарем) иностранных текстов профессиональной направленности.

Результаты обучения: умения и знания.	Показатели оценки результата	Форма контроля
уметь: общаться (устно и письменно) на иностранном языке на профессиональные и повседневные темы; переводить (со словарем)	Составление диалогов, правильно оформленных в языковом отношении, в количестве 6-8 реплик для каждого собеседника.	Устный ответ.
	Составление сообщений по	Устный ответ.

иностранные тексты профессиональной направленности; самостоятельно совершенствовать устную и письменную речь, пополнять словарный запас; знать: лексический (1200-1400 лексических единиц) и грамматический минимум, необходимый для чтения и перевода (со словарем) иностранных текстов профессиональной направленности;	пройденным темам, правильно оформленных в языковом отношении в количестве 12-15 фраз.	
	Чтение текста без словаря.	Устный ответ.
	Чтение текста со словарем объемом 1200-1300 печатных знаков за академический час.	Устный ответ. Практическая работа.
	Передавать содержание текста; длительность звучания текста 2-3 минуты; содержание незнакомой лексики до 3%.	Устный ответ. Практическая работа.
	Употребление лексических единиц в устной речи, в работе с иноязычным письменным и аудиотекстом.	Лексические диктанты, лексические упражнения.
	Использование выражений РЭ в диалогической речи.	Устный ответ.
	Грамотно построенная речь в языковом отношении.	Тесты.
	Соблюдение порядка слов в предложении.	
Устное сообщение и чтение с детальным пониманием.	Устный ответ	

Типовые задания для оценки освоения учебной дисциплины.

Тесты с заданиями по английскому языку 10-11 класс.

Аудирование

10 класс

I семестр

Listening

Basketball

It was a rainy day in November, 1891. An instructor at Springfield College in Massachusetts climbed up a ladder and nailed a fruit basket to the wall of the gymnasium. Then he climbed down the ladder. He picked up a football and threw it. The ball went into the basket. As he climbed back up the ladder to get the ball, the man was very glad. Maybe he had solved his problem! Well, he would soon see.

Ten minutes later, eighteen young men ran into the little gym. The instructor put nine boys on one side and one on the other. He told them to throw the ball to each other or bounce it and,

when they were near the wall where the basket was nailed, to try and throw the ball into the basket.

The game started, and what a game it was!

When several of the young men fell to the floor as they were playing, the instructor stopped the game. "Something is wrong in this game," he said. "This is too unpleasant."

He sat down and took out a piece of paper and a pencil. "Now let's have some rules – and let's observe them!" He paused for a minute, thinking. Then he began, "Rule number one: No one can run with the ball! You have to throw it or bounce it to someone else on your side."

They all agreed that it was a good rule.

"Rule number two: If a man pushes another player to get the ball, the game will stop. The man pushed will have a free throw at the basket. Nobody must try to catch the ball on its way to the basket. "

That rule, too, was good. Quickly, other rules were made. When the game started again, there was less pushing, fewer men falling, and better passing of the ball from one man to another. A second basket was nailed to the wall at the other end of the gym.

The man, who nailed the fruit basket to the wall, was a young Canadian. His name was James Naismith, and he was a college teacher.

Listen to the text. Are the following statements about the text true or false? Change the false statements to make them true.

1. It was a rainy day in November, 1881.
2. An instructor at Springfield College nailed a fruit basket to the wall of the gymnasium. .
3. Then he threw the ball, but it didn't go into the basket.
4. Ten minutes later, twenty young men ran into the little gym.
5. The instructor put ten boys on one side and ten on the other.
6. He told them to throw the ball to each other or bounce it and try to throw it to the basket.
7. When several players fell to the floor, the instructor stopped the game to write the rules.
8. Rule number one: No one can run with the ball.
9. Rule number two: If a man pushes another player to get the ball, he will be pushed by the captain of the team.
10. The second rule was not good.
11. A young college teacher from Canada invented basketball.

Keys: 1. False. It was a rainy day in November, 1891.

2. True.

3. False. Then he threw the ball, and it went into the basket.

4. False. Ten minutes later, eighteen young men ran into the little gym.

5. False. The instructor put nine boys on one side and one on the other.

6. True.

7. True.

8. True.

9. False. If a man pushes another player to get the ball, the game will stop. The man pushed will have a free throw at the basket.

10. False. The second rule was good.

11. True

I remember a friend of mine buying a couple of cheeses in Liverpool. Splendid cheeses they were, with a two hundred horsepower scent about them. I was in Liverpool at the time, and my friend asked me to take them back with me to London as he was not coming up for a day or two. "Oh, with pleasure, dear boy," I replied, "with pleasure."

I called for the cheeses and took them to the station. I took my ticket, and marched proudly up the platform, with my cheeses, the people falling back respectfully on other side. The train was crowded, and I had to get into a carriage where there were already seven other people. A few minutes passed, and then an old gentleman began to fidget.

"Very close in here," he said.

"Yes," said the man next him.

And then they both rose up without another word and went out.

From the next station I had the compartment to myself, though the train was crowded.

In London, I took the cheeses down to my friend's house. When his wife came into the room she smelt round for a moment.

Then she said:

"What is it? Tell me the worst."

I said:

"It's cheeses. Tom bought them in Liverpool, and asked me to bring them up with me."

Three days later, as my friend hadn't returned home, his wife called on me.

She said:

"What did Tom say about those cheeses?"

I replied that he had said they must be kept in moist place, and that nobody must touch them.

She said:

"Nobody is going to touch them. Had he smelt them?"

I thought he had, and added that he liked them very much.

"Do you think he will be upset," she asked, "if I give a man some money to take them away and bury them?"

I answered that I thought he would never smile again.

"Very well, then," said my friend's wife, rising, "all I have to say is, that I shall take the children and go to a hotel until those cheeses are eaten. I don't want to live any longer in the same house with them."

She kept her word and went to live in a hotel.

When my friend returned he had to pay fifteen pounds for the hotel. He said he dearly loved a bit of cheese, but it was too expensive for him, so he decided to get rid of them.

He took them down to a seaside town, and buried them on the beach. It gained the place quite a reputation. Visitors said they had never noticed before how strong the air was.

Read the text and choose the correct item to complete the sentences.

1. A friend asked me...
 - A. to buy cheeses in Liverpool.
 - B. to take cheeses to Liverpool.
 - C. to take cheeses to London.
 - D. to buy cheeses in London.
2. The train was crowded, and there were... other people in my carriage.
 - A. ten
 - B. eight
 - C. three
 - D. seven
3. A few moments passed, and ... went out.
 - A. two men
 - B. a man
 - C. a woman
 - D. I

4. From the next station there were only... in the compartment.
 - A. two men
 - B. two women
 - C. a man and a woman
 - D. cheeses and I
5. My friend's wife...
 - A. ate the cheeses.
 - B. didn't know what to do with the cheeses.
 - C. threw the cheeses away
 - D. liked their smell.
6. Her husband gave the instructions...
 - A. not to touch the cheeses.
 - B. to bury the cheeses.
 - C. to eat the cheeses.
 - D. to throw them away.
7. The family left the house and went to... until the cheeses were eaten.
 - A. a seaside town
 - B. a beach
 - C. a hotel
 - D. London
8. My friend had to pay... for the hotel.
 - A. sixty pounds
 - B. fifteen pounds
 - C. sixteen pounds
 - D. fifty pounds
9. My friend decided
 - A. to eat all the cheeses himself.
 - B. to eat all the cheeses with his family.
 - C. to leave the cheeses in the hotel.
 - D. to get rid of the cheeses.
10. My friend buried the cheeses
 - A. in the garden.
 - B. on the cemetery.
 - C. in the yard.
 - D. on the beach.

Keys: 1-c, 2-d, 3-a, 4-d, 5-b, 6-a, 7-c, 8-b, 9-d, 10-d.

II семестр

Listening

An Incident

It was the early evening rush-hour in Montgomery. Mrs. Rosa Parks had just finished work for the day and was waiting at a bus-stop for a bus to take her home. When the bus arrived, she got on through the front door and dropped her twenty cents fare into the coin box next to the driver. Then she quickly stepped off the bus again and hurried to the back to board by the rear door. Standing at the back of the moving bus, she noticed that although there were a number of seats free in the first four rows, there was only one empty seat in her part of the bus. She walked forward to the fifth row and sat down, glad to have found a place to sit. At the next stop, some more passengers got on and filled the empty seats in the first four rows. One man could not find a seat, however, and stood in the aisle next to Mrs. Parks waiting for her to get up for him. Mrs. Parks did not move.

The bus driver swore and stopped the bus in the middle of the road. He had been watching Mrs. Parks and the man in his rear mirror and was very angry. He got out of his seat, walked down the aisle and ordered her to stand. Mrs. Parks quietly but firmly refused. She had been standing all day in the department store where she worked and was tired. The bus driver swore at her, and, when she still refused to move, called the police. Mrs. Parks was still sitting in her seat when two policemen arrived a few minutes later. When she again refused to get up, the policemen arrested her for breaking the city bus regulations.

Listen to the text and choose the correct item to complete the sentences.

1. It was the... rush-hour in Montgomery.
 - A. late morning
 - B. early evening
 - C. early morning
 - D. late evening
2. Mrs. Rosa Parks was waiting for a bus to take her...
 - A. home.
 - B. to work.
 - C. to school.
 - D. to a shop.
3. The fare was...
 - A. twenty-five cents.
 - B. twenty cents.
 - C. thirty cents.
 - D. forty cents.
4. She boarded the bus by the... door.
 - A. front
 - B. driver's
 - C. central
 - D. rear
5. There were some free seats...
 - A. near the driver.
 - B. in the last row.
 - C. in the first four rows.
 - D. in her part of the bus.
6. She sat down on the empty seat in the... row.
 - A. sixth
 - B. fourth
 - C. third
 - D. fifth
7. At the next stop some more passengers filled the empty seats in the first... rows.
 - A. six
 - B. five
 - C. four
 - D. three
8. One... could not find a seat and stood next to Mrs. Parks.
 - A. man
 - B. woman
 - C. boy
 - D. girl
9. ... ordered Mrs. Parks to stand up.
 - A. The man
 - B. The driver

- C. The woman
- D. The boy
- 10. Mrs. Parks...
 - A. stood up quietly.
 - B. stood up angrily.
 - C. swore.
 - D. refused to stand up.
- 11. The policemen...
 - A. gave her another seat.
 - B. helped her get rid of the rude man.
 - C. arrested her for breaking the city bus regulations.
 - D. arrested the driver for breaking the city bus regulations.

Keys: 1-b, 2-a, 3-b, 4-d, 5-c, 6-d, 7-c, 8-a, 9-b, 10d, 11c.

Reading Real Life Drama:

Face to Face with Hurricane Camille

John Koshak knew that Hurricane Camille would be bad. He had heard warnings on the radio and TV all day as the storm rushed northwest across the Gulf of Mexico. He didn't think he and his family were in any real danger, however.

"Our house is twenty-three feet above sea level," he said to his father, "and 250yards from the ocean. This house has stood here since 1915, and no hurricane has blown it away. We'll be safe here."

John and his father prepared for the storm. They filled the bathtub and every bucket they could find with water. This was in case the water mains were damaged. They checked the batteries in their flashlights and put kerosene in two lanterns in case there was a power failure. They closed the shutters on the windows.

It grew dark before seven o'clock. They had never seen such wind and rain before; the house was shaking.

The sea water was up to the door. Suddenly the door blew off; sea water filled the downstairs, and the electricity went off.

"Everybody on the stairs," shouted John.

The Koshak family – John, his parents, wife, children, and a cat and a dog – sat on the stairs and watched the water rise higher and higher.

"I can't swim!" one of the children cried.

"Everybody upstairs to the second floor," John shouted.

A moment later, the wind lifted the roof off the house, and the bedroom walls collapsed.

"On the floor! Everybody lie on the floor!"

John pulled mattresses from the beds and threw them over his family. His father tore the doors from the closets.

"If the floor goes, use these doors as rafts," he shouted.

The water was already running across the floor. The dog and the cat had disappeared. The Koshaks huddled on the floor and prayed. After what seemed an eternity, the wind dropped, and the water stopped rising. The hurricane had passed, the family had survived.

Later, Grandmother Koshak said, "We lost all our possessions, but the family came through. When I think of that, I realize that we haven't lost anything important."

Two days after the hurricane, the family's cat and dog reappeared.

Read the text. Are the following statements about the text true or false? Change the false statements to make them true.

1. John Koshak knew that Hurricane Camille would be bad.
2. He had heard warnings on the radio and TV and thought he and his family were in a real danger.
3. His house was 250 yards from the ocean, and no hurricane had blown it away.
4. His house was built in 1916.
5. John and his father prepared for the storm.
6. They prepared water, kerosene and closed the shutters on the windows.
7. It grew light before six o'clock.
8. The wind was very strong, but their house was not damaged.
9. The cat and the dog were with the family during hurricane.
10. The family had survived.
11. They hadn't lost anything important.

Keys: 1. True

2. False. He didn't think he and his family were in any real danger.

3. True

4. False. His house was built in 1915.

5. True

6. True

7. False. It grew dark before seven o'clock.

8. False. The house was damaged.

9. False. The cat and the dog had disappeared.

10. True

11. True

Аудирование

11 класс

I семестр

Listening

The Adventure of Three Students

In 1895 Mr. Sherlock Holmes and I spent some weeks in one of our great University towns. It was during this time that the facts which I am going to tell you took place.

One evening we received a visit from a certain Mr. Hilton Soames, lecturer at the College of St. Luke's. Mr. Soames was so excited that it was clear that something very unusual had happened.

"I hope, Mr. Holmes," said he, "that you can give me a few hours of your time. A very unpleasant thing has taken place at our college and I don't know what to do."

"I am very busy just now," my friend answered. "Could you call to the police?"

"No, no, my dear sir, that is absolutely impossible. It is one of these cases when it is quite necessary to avoid scandal. I am sure you will keep our secret. You are the only man in the world who can help me. I beg you, Mr. Holmes, to do what you can."

Holmes agreed, though very unwillingly, and our visitor began his story.

"I must explain to you, Mr. Holmes," he said, "that tomorrow is the first day of the examination for the Fortescue Scholarship. I am one of the examiners. My subject is Greek. The first of the examination papers consists of a piece of Greek translation which the candidates for the scholarship have not seen before. Of course, every candidate would be happy if he could see it before the examination and prepare it in advance. So much care is taken to keep it secret."

"Today at about three o'clock I was the proofs of the examination papers. At four-thirty I went out to take tea in a friend's room, and I left the papers upon my desk. I was absent a little more than an hour."

"When I approached my door, I was surprised to see a key in it. For a moment I thought I had left my own key there, but when I put my hand in my pocket, I found my key in it. The other key to my room belonged to my servant, Bannister, who has been looking after my room for ten years. I am absolutely sure of his honesty. I understood that he had entered my room to ask if I wanted tea."

Listen to the text. Are the following statements about the text true or false? Change the false statements to make them true.

1. In 1895 Mr. Sherlock Holmes and I spent some weeks in one of our great University towns.
2. We were visited by Mr. Hilton Soames, the director of the College of St. Luke's.
3. Something very unpleasant had happened in the college.
4. Mr. Holmes agreed to help him at once.
5. Mr. Soames called to the police first, but they didn't help him.
6. "Tomorrow is the first day of the examination for the Fortescue Scholarship," said Mr. Soames.
7. Mr. Soames was one of the examiners.
8. His subject was Latin.
9. The first of the examination papers consisted of a piece of Latin reading.
10. When Mr. Soames came back to his room after tea, he saw a key there.
11. There was no key in his pocket.

Keys: 1. True

2. False. Mr. Hilton Soames was a lecturer at the College of St. Luke's.

3. True

4. False. First Mr. Holmes didn't agree to help him.

5. Mr. Soames didn't call to the police, because he wanted to avoid scandal.

6. True
7. True
8. False. His subject was Greek.
9. False. It consisted of a piece of Greek translation.
10. True
11. False. His own key was in his pocket.

Чтение Reading

When Did Man First Dream of Space Travel?

The dream of leaving the earth and reaching another world can be traced back in history to the second century A. D. At the time a Greek, Lucian of Samos, wrote a fantasy about a man who was carried to the moon by a waterspout during a storm. In his second story about space, Lucian's hero flew to the moon with a pair of wings he had made himself.

The moon was the obvious destination for such fantasies because it is so large and has clearly visible markings, which could be thought of as a land and sea areas. But for the next 1400 years, the dream of reaching the moon was abandoned.

It was not until 300 years ago, when the famous Italian astronomer Galileo looked through his telescope and told about the other worlds he saw, that men realized there were other worlds in addition to our earth. Again, they began to dream of reaching these worlds.

In 1634, there appeared a story about a journey to the moon by Johannes Kepler, the German astronomer who discovered how the planets moved about the sun. Although Kepler was a scientist, he transported his hero to the moon by "magic moon people" who could fly through space. Kepler included a detailed description of the surface of the moon, which he had seen through his telescope.

After Kepler's book, there were many others about space travel and voyages to the moon. The first serious discussion of space travel was written in 1640 by Bishop Wilkins of England. It contained a description of physical conditions on the moon and discussed ways in which man could possibly live on the moon. The first man who wrote about a rocket as a spaceship was the noted Frenchman, Cyrano de Bergerac. In his Voyage to the Moon and History of the Republic of the Sun, he had his space travelers flying to the moon and the sun inside a rocket.

When these books were written, no one seriously thought that it would be possible to fly through space. It was not until Jules Verne, the French novelist, wrote his story From the Earth to the Moon in 1865 that any attempt was made to apply scientific principles to the space vehicle. By the time that H. G. Wells, the English author, wrote The First Men on the Moon in 1901, man was already at the beginning of a new era in the development of air travel and conquest of space.

Read the text and choose the correct item to complete the sentences.

1. The dream of leaving the earth can be traced back in history to the
 - A. seventh century A. D.
 - B. second century A. D.
 - C. second century B. C.
 - D. seventh century B. C.
2. In his first story a Greek, Lucian wrote about a man who was carried to the moon by
 - A. a waterspout.
 - B. a lightning.

- C. a wave.
- D. a wind.
- 3. In his second story Lucian's hero flew to the moon
 - A. with a magic carpet.
 - B. with a pair of wings.
 - C. with a pair of magic shoes.
 - D. with an umbrella.
- 4. For the next 1400 years, people
 - A. continued dreaming about flying to the moon.
 - B. wrote many books about moon.
 - C. abandoned their dreams to fly to the moon.
 - D. looked through their telescopes.
- 5. The telescope was invented by
 - A. Jules Verne.
 - B. Cyrano de Bergerac.
 - C. Kepler.
 - D. Galileo.
- 6. In 1634 Kepler wrote about
 - A. Magic moon people.
 - B. Magic earth people.
 - C. Magic planets.
 - D. Magic moon animals.
- 7. The first serious discussion of space travel was written in
 - A. 1632.
 - B. 1634.
 - C. 1640.
 - D. 1865.
- 8. The first man who wrote about a rocket as a spaceship was
 - A. Galileo.
 - B. Cyrano de Bergerac.
 - C. Jules Verne.
 - D. Kepler.
- 9. Cyrano de Bergerac wrote
 - A. Voyage to the Sun.
 - B. History of the Republic of the Moon.
 - C. Voyage to the Star Republic.
 - D. Voyage to the Moon.
- 10. Jules Verne was... novelist.
 - A. a French
 - B. an English
 - C. an Italian
 - D. a German
- 11. "The First Men on the Moon" was written by
 - A. Jules Verne.
 - B. H. G. Wells.
 - C. Cyrano de Bergerac.
 - D. Kepler.

Keys: 1-b, 2-a, 3-b, 4-c, 5-d, 6-a, 7-c, 8-b, 9-d, 10-a, 11-b

II семестр

Listening

A Friend in Need

One afternoon I was sitting in the lounge of the Grand Hotel in Yokohama. Burton came into the lounge presently and caught sight of me. He seated himself in the chair next to mine. He was a merchant. A conversation began and he told me his story.

“There was a fellow here last year, who had the same name as mine; he was the best card player I ever met. Lenny Burton he called himself.”

“No, I don’t believe the name.”

“He was quite a remarkable player. I used to play with him a lot. He was in Kobe for some time.”

“It’s rather a funny story,” he said. “He was a bad fellow. I liked him. He was always well-dressed and good looking. Of course, he drank too much. Fellows like him always do. Once in a quarter he got some money from home and he made a bit more by card-playing. He won a lot of mine, I know that.”

“He came to see me in my office one day and asked me for a job. I was rather surprised. He told me that there was no more money coming from home and he wanted to work. I asked him how old he was.”

“Thirty-five,” he said.

“And what have you been doing before?” I asked him.

“Well, nothing very much,” he said.

I couldn’t help laughing.

“I’m afraid I can’t do anything for you just now,” I said. “Come back and see me in another thirty-five years, and I’ll see what I can do.”

He didn’t move. He went rather pale. Then he told me that he had bad luck at cards for some time. He didn’t have a penny. He couldn’t pay his hotel bill and they wouldn’t give him any credit.

I looked at him for a bit. I could see now That he was all to pieces. He had been drinking more than usual and he looked fifty.

“Well, isn’t there anything you can do except play cards?” I asked him.

“I can swim,” he said.

“Swim!” I could hardly believe my ears.

“I swam for my university.”

“I was a good swimmer myself when I was a young man,” I said.

Suddenly I had an idea. When I was a young man I swam round the beacon in Kobe. It’s over three miles and it’s rather difficult because of the currents round the beacon. Well, I told young Burton about it and said to him that if He’d do it I’d give him a job.

“But I’m not in very good condition,” he said.

I didn’t say anything. He looked at me for a moment and then he agreed.

“All right,” he said. “When do you want me to do it?”

I looked at my watch. It was just after ten. “The swim shouldn’t take you much over an hour and a quarter. I’ll drive over at half past twelve and meet you.”

“Done,” he said.

We shook hands. I wished him good luck and he left me. I had a lot of work to do that morning and could only get to the place at half past twelve. But he never turned up. The currents round the beacon were more than he could do. We didn't get the body for about three days."

I didn't say anything for a moment or two. I was a little shocked. Then I asked Burton a question.

"When you offered him a job, did you know that he'd be drowned?"

He gave a little laugh and looked at me with those kind blue eyes of his.

"Well, I hadn't got a vacancy in my office at the moment."

Listen to the text and choose the correct item to complete the sentences.

1. Edward Hyde Burton was
 - A. a shop-assistant.
 - B. a farmer.
 - C. a merchant.
 - D. a manager.
2. I met Edward
 - A. in a hotel.
 - B. in a bar.
 - C. on the farm.
 - D. in the street.
3. Edward Burton told me the story about the best... he had ever met.
 - A. golf player
 - B. swimmer
 - C. friend
 - D. card player
4. Edward Burton thought that the story was
 - A. sad.
 - B. funny.
 - C. terrible.
 - D. happy.
5. Lenny Burton came to see Edward in his office one day and asked
 - A. some money.
 - B. to play cards with him.
 - C. about his friend.
 - D. for a job.
6. Lenny Burton was
 - A. thirty-five.
 - B. thirty-four.
 - C. twenty-four.
 - D. twenty-five.
7. Lenny Burton could play cards and
 - A. dance.
 - B. sing.
 - C. swim.
 - D. play golf.
8. Edward asked Lenny to swim round the beacon in Kobe and promised him
 - A. some money.

- B. a job.
 - C. a house.
 - D. a bottle of wine.
9. It was difficult because it was over
- A. two miles.
 - B. three miles.
 - C. four miles.
 - D. five miles.
10. Lenny
- A. swam and got his job.
 - B. couldn't swim and was drowned.
 - C. swam but he didn't get his job.
 - D. made Edward swim round the beacon.
11. When Edward offered Lenny the job
- A. he had a vacancy in his office.
 - B. he wanted to help him.
 - C. he wanted to see if Lenny was a good swimmer.
 - D. he didn't have a vacancy in his office.

Keys: 1-c, 2-a, 3-d, 4-b, 5-d, 6-a, 7-c, 8-b, 9-b, 10-b, 11-d

Reading Ruthless

Judson Webb was an American businessman. He had a comfortable flat in New York but in summer he used to leave the dusty city and go to the country. There he had a cottage which consisted of three rooms, a bathroom and a kitchen. In one of the rooms there was a big closet where he kept his guns, fishing rods, wine and other things. It was his own closet and he didn't like anybody to touch his things.

It was autumn now and Judson was packing his things for the winter. In a few minutes he would be driving back to New York.

As he looked at the shelf on which the whiskey stood his face became serious. All the bottles were unopened except one which was less than half full. It was placed in front with a whiskey-glass by its side. As he took it from the shelf, Helen, his wife, spoke from the next room:

"I've packed everything. Hasn't Alec come to get the key?"

Alec was their neighbor and took care of the cottage.

"He's at the lake taking the boats out of the water. He said he'd be back in half an hour."

Helen came into the room carrying her suit-case. She stopped and looked in surprise as she saw the bottle in her husband's hand.

"Judson," she exclaimed. "What are you doing?"

"I am just putting something into the bottle." He took two small white tablets out of his pocket and put them on the table. Then he opened the bottle.

"The person who broke into my closet last winter and drank my whiskey will probably try to do it again while we are away," he went on, "only this time he'll be sorry if he comes."

Then one by one he dropped the tablets into the bottle. His wife looked at him in horror.

"What are they?" she asked at last. "Will they make the man sick?"

"Not only sick. They will kill him," he answered.

He closed the bottle and put it back on the shelf near the little whiskey-glass. He was pleased. He said:

“Now, Mr. Thief, when you break in, drink as much as you wish...”

Helen’s face was pale.

“Don’t do it, Judson,” she cried. “It’s horrible, it’s murder!”

“The law does not call it murder if I shoot a thief who is entering my house by force.”

“Don’t do it,” she asked. “What right do you have?”

“When it comes to protecting my property I make my own laws.”

He was now like a big dog which was afraid that somebody would take away his food.

“But all they did was to take a little whiskey,” she said, “probably some boys.”

“It does not matter. If a man robs me of five dollars it is the same as if he took a hundred. A thief’s a thief.”

She knew it was useless to argue. He had always been ruthless in business. She went to the door.

“I’ll walk down the road and say good-bye to the neighbours,” she said quietly.

She had made up her mind to tell Alec’s wife about it. Someone had to know.

Helen went down the road and Judson started to close the closet door. He suddenly remembered that he had not packed his boots drying outside on the heavy table in the garden. So, leaving the door open, he went to get them. But when he wanted to reach for his boots he suddenly slipped on a stone and his head struck the table as he fell.

Several minutes later he felt a strong arm round him and Alec’s voice was saying: “It’s all right, Mr. Webb, it was not a bad fall. Take this – it’ll make you feel better.”

A small whiskey-glass was pressed to his lips and he drank.

Read the text. Are the following statements about the text true or false? Change the false statements to make them true.

1. Judson Webb was an English businessman.
2. He spent summer in New York.
3. In his cottage there was a big closet where he kept his guns, fishing rods and wine.
4. It was summer and Judson was packing his things for the autumn.
5. Judson Webb saw that somebody had opened a bottle of whiskey and drunk half of it.
6. He decided to kill the thief.
7. He put some poisoned water into the bottle.
8. His wife wanted to stop him but she couldn’t.
9. She decided to be quiet and not to tell anybody about poison in the bottle.
10. Suddenly Judson slipped on a stone and his head struck the table as he fell.
11. To help Judson his neighbor Alec gave him some whiskey and he drank.

Keys:

1. False. He was an American businessman.
2. False. He spent summer in the country.
3. True
4. False. It was autumn and Judson was packing his things for the winter.
5. True
6. True
7. False. He put two small tablets into the bottle.
8. True
9. False. She decided to tell Alec’s wife about the poison in the bottle.

10. True

11. True

TEST

Family Affairs

Jane Ogden is twenty-one years old. She works at an office in the centre of London. She is a typist. Although her work is over at five o'clock in the afternoon she comes home rather late. Jane is going to marry a respectable gentleman who is fifteen years older than she is. But her mother is upset about it. She doesn't think that Jane can be happy with Mr. Dobson. She wants her daughter to marry a younger man.

One evening Jane comes home at eleven o'clock in the evening.

Mrs. Ogden is still up. She comes into the hall to meet her daughter.

"I don't want you to marry Mr. Dobson," she says.

"What do you mean?" the daughter asks.

"I think it's better if you marry a man who hasn't got so much money."

"Oh, that's all right", the daughter says. "He is not going to have so much money for long."

I. Answer the questions).

1. Why slurs Jane come home late?
 - 1) She works overtime.
 - 2) She meek her boyfriend.
 - 3) She visits her friends.
 - 4) She has German classes.
2. How many years is Jane's fiance older than she is?
 - 1) 20years
 - 2) 15 years
 - 3) 10 years
 - 4) 5 years
3. Who does Mrs. Ogden want her daughter to marry?
 - 1) a younger man
 - 2) an older man
 - 3) a richer man
 - 4) a foreigner
4. What's wrong with Mr. Dobson in the mother's opinion?
 - 1) He doesn't love Jane.
 - 2) He has no house of his own.
 - 3) He is poor.
 - 4) He has a lot of money.

II. Find the sentence with the Complex Object.

- 1) She doesn't think that Jane can be happy with Mr. Dobson.
- 2) "I don't want you to marry Mr. Dobson," she says.
- 3) She comes into the hall to meet her daughter.
- 4) "He is not going to have so much money for long."

III. Mrs. Ogden is 'still up' means:

- 1) Mrs. Ogden doesn't want to sleep.
- 2) Mrs. Ogden is not sleeping.
- 3) Mrs. Ogden isn't going to bed.
- 4) Mrs. Ogden is still upstairs.

TEST

Going in for Sports

At the end of the week Father usually gets good ideas. Last Saturday when he was looking through the newspaper he found an article about skiing. He read it and said: "I don't remember when we last went skiing. What about trying it tomorrow?"

Everybody liked the idea so we started our preparations immediately. All of us wanted to look smart. Jane took out her sports clothes. Mother sent me out to buy skiing caps. When I came back she was mending Father's old trousers. She got angry when she saw the caps as they were all the same colour.

Late at night our clothes were ready and we could go to bed.

At 10 o'clock in the morning I suddenly woke up. The women were still sleeping. "Wake up everybody," I shouted. "Stop joking in a silly way," Mother said from her bedroom. "What about skiing?" I asked Father who was coming out of the bathroom. He paid no attention to my words. At breakfast he was reading his morning newspaper as usual and suddenly exclaimed: "Look, they say, swimming is the best way of losing weight. What about trying it?"

I. Answer the questions.

1. Where did the father get his idea of skiing from?
 - 1) a newspaper article
 - 2) a television programme
 - 3) a sports review
 - 4) a radio report
2. Why did the family start their preparations immediately?
 - 1) They were a sporty sort of people.
 - 2) They wanted to look smart.
 - 3) They liked the idea of skiing.
 - 4) They didn't want to waste time.
3. What happened in the morning?
 - 1) The family went skiing.
 - 2) The family went swimming.
 - 3) The family was ready for skiing.
 - 4) The family wasn't going to ski.
4. What did the father say to the boy's question about skiing?
 - 1) He asked him to stop joking.
 - 2) He didn't say anything.
 - 3) He told the so that he didn't like the idea of skiing.
 - 4) He answered that they would go skiing next Saturday.

II. Find the sentence with the verb in the Past Continuous.

- 1) I don't remember when we last went skiing.
- 2) "Stop joking in a silly way," Mother said from her bedroom.
- 3) At breakfast he was reading his morning newspaper as usual.
- 4) Swimming is the best way of losing weight.

III. To 'mend' trousers means:

- 1) to clean
- 2) to wash
- 3) to press
- 4) to repair

TEST

Blind people can learn to type by feeling the keys but they can't find and correct a mistake. In order to help blind people use a computer Dr. Tom Vincent has made a system that reads aloud what has been typed.

He added a voice to a cheap microcomputer. "The computer is programmed to repeat each letter as it is typed and to read what is displayed on the computer screen - it can be a letter, a word or whole sentences. It is programmed to pronounce English words. If a word is not in its memory

the computer spells it. Any mistakes can easily be corrected. When the text is complete, a printed copy can be made in the usual way.

The system has won a prize and is already in use, so blind students at a college in Wales can use computers. Dr. Vincent is now working at an optical sensor that can recognize printed words and read them aloud.

I. Choose the title to the text.

- 1) Dr. Vincent's help
- 2) Talking typewriter
- 3) Computers for Welsh students
- 4) Correction system

II. Complete the statements according to the text.

1. It is difficult for blind people to use a computer because ...
 - 1) they can't spell English words.
 - 2) they can't see and correct mistakes on the screen.
 - 3) they can't learn to type.
 - 4) they can't work with CD User Guide.
2. Dr. Tom Vincent has made a system that ...
 - 1) easily corrects mistakes.
 - 2) makes printed copies in the usual way.
 - 3) reads aloud what is displayed on the computer screen.
 - 4) can translate what has been typed into any foreign language.
3. Dr. Vincent is now developing a new optical system that ...
 - 1) can recognize and read aloud printed words.
 - 2) is programmed to repeat each letter as it is typed.
 - 3) can be used at a college in Wales.
 - 4) will win a prize.

III. Find the sentence with the verb in the Present Indefinite Passive.

- 1) It can be a letter, a word or whole sentences.
- 2) "The system has won a prize and is already in use.
- 3) It is programmed to pronounce English words.
- 4) If a word is not in the memory the computer spells it.

IV. Choose the correct form.

Some years ago blind students at a college in Wales ... use computers.

- 1) can
- 2) can't
- 3) could
- 4) couldn't

TEST

The phonograph was invented quite by accident. In 1876 Thomas Edison moved to Menlo Park, New Jersey, where he established an industrial research laboratory. There Edison worked on a carbon telephone transmitter to improve the existing Bell system.

In that laboratory a year later Edison invented the phonograph while trying to improve a telegraph repeater.

He attached a telephone diaphragm to the needle in the telegraph repeater to produce a recording that could be played back. After some improvements to the machine he recited "Marry Had a Little Lamb" and played the recognizable reproduction of his voice back to the astonished audience.

phonograph – фонограф

carbon transmitter – микрофон с угольным электродом

diaphragm – мембрана

I. Choose the title to the text.

- 1) Thomas Edison's research laboratory
- 2) Improvements in the Telephone and Telegraph
- 3) The history of Menlo Park
- 4) A Surprise Invention

II. Complete the statements according to the text.

1. File invention of the phonograph ...
 - 1) was quite unplanned.
 - 2) was Edison's principle project.
 - 3) was surprising to no one. 4) took many years.
2. The phonograph was made ...
 - 1) with a telephone needle and a recorder.
 - 2) from only a telephone diaphragm.
 - 3) with only a telegraph repeater.
 - 4) from a combination of telephone and telegraph parts.
3. After Edison made improvements to the machine, he ...
 - 1) made the reproduction of his voice recognizable.
 - 2) used a carbon transmitter.
 - 3) read a children's rhyme.
 - 4) reproduced the audience's voice.

III. Find the sentence with the verb in the Past Indefinite Passive.

- 1) A year later Edison invented the phonograph while trying to improve a telegraph repeater.
- 2) There Edison worked on a carbon telephone transmitter to improve the existing Bell system.
- 3) The phonograph was invented quite by accident.
- 4) He recited "Many Had a Little Lamb".

IV. Choose the synonym to the underlined word.

He played the recognizable reproduction of his voice back to the **astonished** audience.

- 1) frightened
- 2) amazed
- 3) irritated
- 4) tired

TEST

Charlie Chaplin

This is a story that Chaplin liked to tell about himself. It happened after the great actor had become world famous.

A theatre announced that a competition would be held to see who could act like Charlie Chaplin. Those taking part had to dress like Chaplin, walk like Chaplin and act one of the roles in a Chaplin film.

When Charlie Chaplin heard about the competition he decided, as a joke, to take part in the competition himself. Naturally, he kept his plan a secret from everybody.

When the results of the competition were announced Chaplin said: "I didn't know whether to feel angry or only surprised. I didn't win the first prize. But after thinking about it, I decided that it would be best to laugh."

I. Complete the statements according to the text.

1. This is a story which...
 - 1) Chaplin was fond of telling.
 - 2) is written by Chaplin's friend.
 - 3) was announced at the competition.
 - 4) happened before Chaplin had become world famous.
2. People who took part in the competition had to...
 - 1) sing songs.
 - 2) keep it a secret.
 - 3) imitate Chaplin's manners.

- 4) dance.
3. When the results of the competition were announced Chaplin learnt that...
 - 1) his new film was a success.
 - 2) he had won the first prize.
 - 3) he had not won the first prize.
 - 4) he had won the second prize.
4. When Chaplin learnt the news he decided...
 - 1) to be angry.
 - 2) to keep it a secret.
 - 3) to tell everybody about it.
 - 4) to laugh.

II. Find the wrong sentence.

- 1) Chaplin didn't take part in the competition.
- 2) Chaplin didn't allow to hold this competition.
- 3) Chaplin didn't know about the competition.
- 4) Chaplin didn't tell anybody about his plans.

III. Choose the synonym to the underlined word.

Those taking part had to dress like Chaplin, walk like Chaplin and act one of the roles in a Chaplin film.

- 1) play
- 2) picture
- 3) cinema
- 4) performance

TEST

A few years ago I lost all my money in some business operations. So I decided to go to Lympe and write a play. This unwritten drama was my little reserve for a rainy day. This rainy day had come.

I got a cottage near the sea. The window at which I worked looked over the marsh but the view on the marsh was beautiful. It was from this window that I first saw Mr. Cavor. He was a short man. He was gesticulating with his hands and often looked at his watch. This happened on my first day in Lympe. Next evening the man reappeared, and again the next evening and almost every evening when there was no rain.

On the fourteenth evening when he appeared I went to the place where he always stopped. "One moment, sir," said I, "is it your time for exercises?" "Yes, it is. I come here to look at the t". We talked a little, then wished each other good evening and both went our way.

(After H. G. Wells)

marsh – болото

I. Complete the statements according to the text.

1. The author wanted to write a play because he...
 - 1) needed money.
 - 2) had nothing to do.
 - 3) wanted to open some business.
 - 4) wanted to become famous.
2. The author first saw Mr. Cavor...
 - 1) when it was raining hard.
 - 2) from the window of his study.
 - 3) on his second day in Lympe.
 - 4) when he was walking over the marsh.
3. The author first talked to Mr. Cavor...
 - 1) two weeks later.

- 2) three days later.
- 3) after the sunrise.
- 4) the same day when he saw him.

II. Choose the correct article.

After our first talk I knew little about Mr. Cavor. But I understood that he was ... serious man.

- 1) the
- 2) -
- 3) a
- 4) an

III. Choose the correct variant.

The author lost ... money in some business operations.

- 1) little
- 2) a little
- 3) many
- 4) much

IV. 'For a rainy day' means:

- 1) на случай дождя
- 2) на всякий случай
- 3) на черный день
- 4) на будущее

TEST

One evening Mr. Cavor invited me to see his work and I went to his house. It was large and simply furnished. Mr. Cavor had no servants, there were only his three assistants who helped him in his work. But all the intellectual work was done by Mr. Cavor. The object of Mr. Cavor's research was a substance that had to be «opaque» to all forms of radiant energy. "Radiant energy", he told me "is something like light, or heat, or Rontgen rays." He thought he would be able to make such substance with the help of a new element which he had found.

Since that day we met almost every evening. Mr. Cavor lectured me on physics and I learnt a lot of interesting and unusual things.

His ideas interested me very much and I could not work at my play any longer. My head was busy with other things. I thought how to apply this substance to every branch of industry. Some days later I went to Mr. Cavor and told him that I wanted to be his fourth assistant.

substance – вещество

opaque – непроницаемый

rays – лучи

I. Complete the statements according to the text.

1. The author went to Mr. Cavor's laboratory because...

- 1) he wanted to know everything about Mr. Cavor's invention.
- 2) Mr. Cavor invited him.
- 3) he wanted to speak to Mr. Cavor about the play he was writing.
- 4) he wanted to write an article about Mr. Cavor.

2. Mr. Cavor's object of research work was...

- 1) a kind of radiant energy.
- 2) light, heat and Rontgen rays.
- 3) a new element.
- 4) a new substance.

3. Since the day of the author's visit to Mr. Cavor's laboratory...

- 1) the author got very interested in Mr. Cavor's invention and wanted to describe it in his play.
- 2) the author could not work at his play any longer.
- 3) Mr. Cavor asked him to become his fourth assistant.
- 4) they seldom met.

II. Choose the correct articles.

... possibilities of ... Substance opaque to heat and gravitation had no limits.

- 1) a, the
- 2) -, the
- 3) the, a
- 4) the, the

III. Change the sentence from Passive into Active:

All the intellectual work was done by Mr. Cavor.

- 1) Mr. Cavor had done all the intellectual work.
- 2) Mr. Cavor has done all the intellectual work.

- 3) Mr. Cavor did all the intellectual work.
4) Mr. Cavor was doing all the intellectual work.

IV. 'To apply' means:

- 1) to use 2) to sell 3) to offer 4) to examine

TEST

After inventing dynamite Swedish-born Alfred Nobel became a very rich man. However, he realized its destructive powers too late. Nobel preferred not to be remembered as the inventor of dynamite, so in 1895, just two weeks before his death, he created a fund to be used for awarding prizes to people who made worthwhile contributions to mankind. Originally there were five awards: literature, physics, chemistry, medicine and peace. Economics was added in 1968, just sixty-seven years after the first awards ceremony.

Nobel's original legacy of nine million dollars was invested, and the interest of this sum is used for the awards which vary from \$30,000 to \$125,000.

Every year on December 10, the anniversary of Nobel's death, the awards (gold medal, illuminated diploma and money) are presented to the winners.

No awards were presented from 1940 to 1942 at the beginning of World War II. Some people have won two prizes, but this is rare; others have shared their prizes.

I. Answer the questions.

1. When did the first award ceremony take place?
1) in 1895 2) in 1901 3) in 1962 4) in 1968
2. Why was the Nobel prize established?
1) to recognize worthwhile contributions to humanity
2) to resolve political differences
3) to honor the inventor of dynamite
4) to spend money
3. In which area have people received awards since 1968?
1) literature 2) peace 3) economics 4) science
4. In how many fields are prizes given?
1) four 2) five 3) six 4) ten

II. Find the wrong statement.

- 1) Alfred Nobel became a very rich man after inventing dynamite.
2) Nobel preferred to be remembered as the inventor of dynamite.
3) Awards vary in monetary value.
4) Some people have won two awards.

III. Choose the correct variant.

Americans have won numerous science awards, but ... literature prizes.

- 1) many 2) little 3) much 4) few

TEST

Mr. Sellyer is selling books

One day I went to a bookshop to look through the new books. The manager of the bookshop, Mr. Sellyer, showed me to the back of the bookshop where I could find some interesting books.

While I was looking through the books, I could watch Mr. Sellyer at work and see some of his methods.

Every customer who entered the shop went away with the book *Golden Dreams*. To one lady the manager sold *Golden Dreams* as the reading for a holiday, to another as the book to read after the holiday, another bought it to read on a rainy day and the fourth as the right book for a fine day. Every time Mr. Sellyer recommended the book to his customers he added that his wife said that the book *Golden Dreams* was the best book of the season and he also liked it very much.

When I was leaving the bookshop I went up to the manager and asked him, "Do you like the book yourself?"

"Dear me!" said the manager, "I've no idea of the book, I've no time to read every book I'm selling."

“And did your wife really like the book?”

“I am not married, sir,” answered the manager smiling.

(After Stephen Leacock)

I. Complete the statements according to the text.

1. The author came to Mr. Sellyer's shop...

- 1) to buy the book *Golden Dreams*.
- 2) to see Mr. Sellyer and his wife.
- 3) to find some interesting book.
- 4) to speak to Mr. Sellyer about the customers.

2. Mr. Sellyer recommended the book *Golden Dreams* to his customers because...

- 1) he was load of the book.
- 2) his wife enjoyed reading the book.
- 3) he wanted to sell the book.
- 4) the book was new and interesting.

3. When I asked Mr. Sellyer if he liked the book he answered that...

- 1) he preferred humorous books and this book was a love story.
- 2) he liked it very much because it was the right book for a rainy day.
- 3) he thought it was the best book for holiday time.
- 4) he didn't know anything about the book as he hadn't read it.

II. Find the right statement.

1. 1) Mr. Sellyer and his wife liked the book *Golden Dreams* very much.

2) Mr. Sellyer's wife didn't like the book *Golden Dreams*.

3) Mr. Sellyer's wife said that the book *Golden Dreams* was tile best book of the season.

4) Mr. Sellyer didn't have a wife and he didn't know anything about the book *Golden Dreams*.

2. 1) Every customer who entered the shop went away with *Golden Dreams*.

2) Nobody bought the book *Golden Dreams*.

3) Only one lady decided to buy the book *Golden Dreams* because the manager told her that it was a love story.

4) Everybody wanted to buy the book because the critics said that it was the best book written by the writer.

III. Choose the correct variant.

The manager answered smiling that...

1) he is not married. 3) he hadn't been married.

2) he was not married. 4) he hasn't been married.

TEST

The University of Cambridge was founded in the twelfth century. It was formed on the model of European continental universities, in particular that of Paris. Until the fifteenth century the history of Cambridge was not as significant as that of Oxford. But by the end of the seventeenth century the University was the home of Isaac Newton - professor of mathematics from 1669 till 1702 whose influence was deep and permanent. At that time serious tests were offered to the candidates for degrees. During the early part of the nineteenth century examinations were greatly improved and written examinations were more often used than oral ones.

In the 19th century there were built a number of laboratories for natural sciences, among them the Cavendish Laboratory opened in 1871, which was organized by the well-known Scottish mathematician and physicist James Clerk Maxwell. It was named after the English scientist of the 18th century Henry Cavendish.

Today it is one of the greatest physical laboratories known throughout the world. The Laboratory is widening its contacts with the leading research centres in other countries.

I. Complete the statements according to the text.

1. The University of Cambridge was founded according to...

- 1) the model of Oxford University.
- 2) the model of European continental universities.

- 3) the plan of Isaac Newton.
- 4) the plan of Henry Cavendish.
2. In the 19th century the candidates for degrees more often had to...
 - 1) write serious tests.
 - 2) take oral examinations.
 - 3) work in one of the laboratories of the University.
 - 4) take part in some research projects.
3. The Cavendish Laboratory is known throughout the world because...
 - 1) James Clerk Maxwell and Henry Cavendish worked there.
 - 2) it is more than one hundred years old now.
 - 3) it has contacts with the leading research centres in other countries.
 - 4) many research conferences were held there.

II. Find the right statement.

1.
 - 1) Cambridge University was as significant as Oxford from the very beginning of its foundation.
 - 2) Cambridge University was not very significant at the time of its foundation.
 - 3) Cambridge University was not very significant until the laboratories for natural science had been built.
 - 4) Cambridge University was not as significant as that of Paris.
2.
 - 1) The Cavendish Laboratory was named after the German scientist of the 18th century Henry Cavendish.
 - 2) The Cavendish Laboratory was named after the English scientist of the 17th century Henry Cavendish.
 - 3) The Cavendish Laboratory was named after the English scientist of the 18th century James Maxwell.
 - 4) The Cavendish Laboratory was named after the English scientist of the 18th century Henry Cavendish.

III. Find the wrong variant.

- 1) In the 19th century new laboratories for natural sciences were built.
- 2) In the 19th century there were many laboratories for natural sciences.
- 3) In the 19th century a lot of laboratories for natural sciences were opened.
- 4) In the 19th century a few laboratories for natural sciences were closed.

«Лексика и грамматика»

1 вариант

Выберите правильный вариант ответа.

1. We asked Helen to help...about the house
 - a) us b) ourselves c) our d) we
2. We expected our friends...fast for a while.
 - a) to move b) moved c) will move d) move
3. Nowadays every country has factories...water and air.
 - a) pollute b) to pollute c) polluted d) polluting
4. If you had given me more time, I...a better report last week.
 - a) would make b) made c) would have made d) make
5. Little children like to look books with large print. They...read them more easily.
 - a) must b) can c) have to d) may
6. Our teacher always uses...information. Every day we discuss hot TV news.
 - a) progressive b) old-fashioned c) fashionable d) up-to-date
7. If she works hard, the company will give her...to a more responsible position.
 - a) promotes b) promoted c) promotion d) promotional
8. To be used...
 - a) of b) to c) in d) for

9. Would you mind telling me why he doesn't go to the cinema?
 a) It's nice to see you too b) You're welcome
 c) He looks wonderful d) I have no idea I'm afraid
10. Don't look... me so angrily.
 a) on b) from c) of d) at
11. It is ...to leave without saying "goodbye"
 a) regretful b) disappointed c) rude d) cheerful
12. She replied in a soft and low...
 a) voice b) scream c) question d) cry
13. ...it (stop) raining yet?
 a) Did it stop b) Is it stopped c) Has it stopped
14. I saw a light in your window as I (pass) by.
 a) passed b) was passing c) pass
15. That morning she went out after she (phone) somebody.
 a) phoned b) had phoned c) phone

Образуйте от слов, напечатанных заглавными буквами в конце строк, однокоренные слова так, чтобы они грамматически и лексически соответствовали содержанию предложения.

<p>16. Friends call me Lucky because I don't have to work. If I remember it _____, it was Confucius, a Chinese philosopher, who said "Choose a job you love and you will never have to work a day in your life".</p> <p>17. I work for several magazines and journals, they buy my photos, and that's why I can afford to make it my lifelong_____.</p> <p>18. Throughout Australia you can find_____rocks, awesome bush forests and amazing ocean waters.</p> <p>19. My uncle likes to communicate with people. He is a _____ businessman.</p> <p>20. My friend has got a huge _____ of coins.</p>	<p>CORRECT OCCUPY IMPRESS SUCCESS COLLECT</p>
---	---

«Лексика и грамматика»

2 вариант

Выберите правильный вариант ответа.

1. When she is alone, she often talks to....
 a) her b) herself c) she d) herself
2. The day before yesterday Mary was made...the poem by heart.
 a) to learn b) learn c) learnt d) learning
3. This house...in the 18th century looks very beautiful.
 a) build b) to build c) built d) building
4. The team wouldn't have lost the game if they ...harder.
 a) trained b) would train c) had trained d) train
5. She ...sit here. The seat is free.
 a) must b) may c) has to d) should
6. It is the least interesting book I have ever read. It is so...
 a) boring b) fascinating c) exciting d) enjoyable
7. In a different job he could get a higher salary and better conditions of....
 a) employed b) employment c) employer d) employable
8. To be responsible...
 a) of b) to c) in d) for
9. I'm awfully sorry. I've torn your book.
 a) You are welcome b) That doesn't matter
 c) I don't like reading now d) I wish I could but I can't

10. We've got to take...all the portraits in the classroom and dust them.
a) down b) up c) into d) on
11. Ken has always had...for horror stories. There are thousand of them in his bedroom.
a) an entertainment b) an excitement c) a fascination d) an impression
12. Most species of wildlife are endangered. Large areas of jungle are...too.
a) threatened b) beaten c) ruined d) despised
13. I can't find my umbrella. I think somebody (take) by mistake.
a) took b) takes c) has taken
14. While my son (wait) for my call, somebody knocked at the door.
a) waited b) was waiting c) is waiting
15. After I (write) all my letters, I went to the kitchen to make coffee.
a) wrote b) had written c) write

Образуйте от слов, напечатанных заглавными буквами в конце строк, однокоренные слова так, чтобы они грамматически и лексически соответствовали содержанию предложения.

16. Making a career choice is one of the most difficult and most important _____ we will ever make in our lives.	DECIDE
17. They were all so _____ ill, they would be grateful for any help for them.	SERIOUS
18. Everyone was _____ when I said that my main means of transport was my bicycle.	ASTONISH
19. John has a lot of hobbies. One of his hobbies is _____.	READ
20. Mary's homework was _____ prepared. So her mark was excellent.	CAREFUL

Блок 2. Творческое задание

Task 4. *Imagine that this is the year of **Ballet and Contemporary Dance** in Russia and all over the world and you, working for **World News**, have to write a news article (300 – 350 words) about some events describing the two pictures below. Your correct answer gives you 60 points*

Follow the plan:

- 1. Make up some special events held this year.**
- 2. Name the date/s of the events and the places.**
- 3. Describe the places in the pictures.**
- 4. Say why such events are important.**

Revise the rules of news article writing. Make sure your article has:

- a headline
- a byline and a placeline
- a lead paragraph
- body paragraphs
- a conclusion