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Государственное автономное образовательное учреждение
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**ФОНД ОЦЕНОЧНЫХ СРЕДСТВ
ТЕКУЩЕГО КОНТРОЛЯ УСПЕВАЕМОСТИ/ПРОМЕЖУТОЧНОЙ
АТТЕСТАЦИИ ОБУЧАЮЩИХСЯ ПО ДИСЦИПЛИНЕ**

ОГСЭ.04 Иностранный язык

Специальность

44.02.04 Специальное дошкольное образование

Москва
2022

1. Наименование дисциплины: ОГСЭ.04 Иностранный язык

2. Перечень компетенций с указанием этапов их формирования в процессе освоения дисциплины

<p>Наименование трудового действия Наименование компетенции</p>	<p>Поэтапные результаты освоения дисциплины</p>	<p>Оценочные средства</p>
<p>Общие компетенции</p>		
<p>ОК 1. Понимать сущность и социальную значимость своей будущей профессии, проявлять к ней устойчивый интерес.</p> <p>ОК 2. Организовывать собственную деятельность, определять методы решения профессиональных задач, оценивать их эффективность и качество.</p> <p>ОК 3. Оценивать риски и принимать решения в нестандартных ситуациях.</p> <p>ОК 4. Осуществлять поиск, анализ и оценку информации, необходимой для постановки и решения профессиональных задач, профессионального и личностного развития.</p> <p>ОК 5. Использовать информационно-коммуникационные технологии для совершенствования профессиональной деятельности.</p> <p>ОК 6. Работать в коллективе и команде, взаимодействовать с руководством, коллегами и социальными партнерами.</p> <p>ОК 7. Ставить цели, мотивировать деятельность</p>	<p>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;</p> <p>знать: лексический (1200 - 1400 лексических единиц) и грамматический минимум, необходимый для чтения и перевода (со словарем) иностранных текстов профессиональной направленности;</p>	<p>Устный опрос, контрольная работа, тест</p>

обучающихся (воспитанников), организовывать и контролировать их работу с принятием на себя ответственности за качество образовательного процесса.

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

ОК 9. Осуществлять профессиональную деятельность в условиях обновления ее целей, содержания, смены технологий.

ОК 10. Осуществлять профилактику травматизма, обеспечивать охрану жизни и здоровья обучающихся (воспитанников).

ОК 11. Строить профессиональную деятельность с соблюдением регулирующих ее правовых норм.

Профессиональные компетенции			
Обобщенная трудовая функция			
А. Педагогическая деятельность по проектированию и реализации образовательного процесса в образовательных организациях начального общего образования			
Трудовая функция			
А/01.6 Общепедагогическая функция. Обучение.			
<p>Планирование и проведение учебных занятий</p> <p>Проектирование образовательного процесса на основе Федерального государственного образовательного стандарта начального общего образования с учетом особенностей развития первоклассника</p> <p>Корректировка учебной деятельности исходя из данных мониторинга образовательных результатов с учетом неравномерности индивидуального психического развития</p>	<p>ПК 1.1. Планировать мероприятия, направленные на укрепление здоровья и физическое развитие детей.</p>	<p>Знать: теоретические основы и методику планирования мероприятий по физическому воспитанию и развитию детей раннего и дошкольного возраста; теоретические основы режима дня; особенности детского травматизма, методы его профилактики; основы педагогического контроля состояния физического здоровья и психического благополучия детей; особенности адаптации детского организма к условиям образовательного учреждения; основные физические упражнения для дошкольников;</p> <p>Уметь: определять цели, задачи, содержание, методы и средства физического развития дошкольников; диагностировать уровень физической подготовки детей и распределять уровень физических нагрузок с учетом индивидуальных особенностей развития; разрабатывать индивидуальные программы по физическому развитию; планировать и проводить занятия по физической культуре;</p> <p>Владеть (навыками и/или опытом деятельности): укрепления здоровья ребенка,</p>	<p>Устный опрос, контрольная работа, тест</p>

детей младшего школьного возраста (в том числе в силу различий в возрасте, условий дошкольного обучения и воспитания), а также своеобразия динамики развития мальчиков и девочек		физического и психического развития; создания эмоционального благополучия, позволяющего обеспечить гармоничное развитие каждого ребенка; развития координации движений, равновесия, умения ориентироваться в пространстве; формирования способности к самоконтролю за качеством выполняемых действий;	
<p>Осуществление профессиональной деятельности в соответствии с требованиями федерального государственного образовательного стандарта начального общего образования</p> <p>Планирование и проведение учебных занятий</p> <p>Формирование универсальных учебных действий</p> <p>Формирование навыков, связанных с информационно-</p>	ПК 1.2. Проводить режимные моменты (умывание, одевание, питание).	<p>Знать: цели и задачи проведения режимных моментов в дошкольных учреждениях; принцип последовательности и постепенности при организации режимных моментов; особенности планирования режимных моментов (умывание, одевание, питание, сон) и мероприятий двигательного режима (утренней гимнастики, занятий, прогулок, закаливания, физкультурных досугов и праздников; методы формирования у дошкольников навыков самообслуживания, личной гигиены, коллективного общения; методы привлечения дошкольников к посильной трудовой деятельности;</p> <p>Уметь: организовывать процесс адаптации детей к условиям образовательной организации, определять способы введения ребенка в условия образовательной организации; создавать педагогические</p>	Устный опрос, контрольная работа

<p>коммуникативными технологиями (ИКТ) Формирование метапредметных компетенций, умения учиться и универсальных учебных действий до уровня, необходимого для освоения образовательных программ основного общего образования Организация учебного процесса с учетом своеобразия социальной ситуации развития первоклассника</p>		<p>условия проведения умывания, одевания, питания, организации сна в соответствии с возрастом; проводить мероприятия двигательного режима (утреннюю гимнастику, занятия, прогулки, закаливание, физкультурные досуги, праздники) с учетом анатомо-физиологических особенностей детей и санитарно-гигиенических норм; анализировать проведение режимных моментов (умывание, одевание, питание, сон), мероприятий двигательного режима (утреннюю гимнастику, занятия, прогулки, закаливание, физкультурные досуги, праздники) в условиях образовательной организации; Владеть (навыками и/или иметь практический опыт): планирования режимных моментов, утренней гимнастики, занятий, прогулок, закаливания, физкультурных досугов и праздников; организации и проведения режимных моментов (умывание, одевание, питание, сон), направленных на воспитание культурногигиенических навыков и укрепление здоровья; организации и проведения наблюдений за изменениями в самочувствии детей во время их пребывания в образовательной организации</p>	
	ПК 1.3. Проводить	Знать: теоретические основы двигательной	

	<p>мероприятия по физическому воспитанию в процессе выполнения двигательного режима (утреннюю гимнастику, занятия, прогулки, закаливание, физкультурные досуги, праздники).</p>	<p>активности; основы развития психофизических качеств и формирования двигательных действий; методы, формы и средства физического воспитания и развития ребенка раннего и дошкольного возраста в процессе выполнения двигательного режима; особенности детского травматизма и его профилактики; методику проведения диагностики физического развития детей; Уметь: определять цели, задачи, содержание, методы и средства физического воспитания и развития детей раннего и дошкольного возраста; планировать работу по физическому воспитанию и развитию детей в соответствии с возрастом и режимом работы образовательной организации; проводить мероприятия двигательного режима (утреннюю гимнастику, занятия, прогулки, закаливание, физкультурные досуги, праздники) с учетом анатомо-физиологических особенностей детей и санитарно-гигиенических норм; проводить работу по предупреждению детского травматизма: проверять оборудование, материалы, инвентарь, сооружения на пригодность использования в работе с детьми; использовать спортивный инвентарь и оборудование в ходе образовательного процесса; показывать детям физические упражнения, ритмические движения под</p>	
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		<p>музыку; определять способы контроля за состоянием здоровья, изменениями в самочувствии каждого ребенка в период пребывания в образовательной организации;</p> <p>Владеть (навыками и/или опытом деятельности): диагностики результатов физического воспитания и развития; наблюдения и анализа мероприятий по физическому воспитанию; разработки предложений по коррекции процесса физического воспитания</p>	
<p>Постановка воспитательных целей, способствующих развитию обучающихся, независимо от их способностей и характера</p> <p>Проектирование образовательного процесса на основе Федерального государственного образовательного стандарта начального общего образования с учетом особенностей социальной ситуации</p>	<p>ПК 2.1. Планировать различные виды деятельности и общения детей в течение дня.</p>	<p>Знать:</p> <p>теоретические основы и методику планирования различных видов деятельности и общения детей;</p> <p>психологические особенности общения детей раннего и дошкольного возраста;</p> <p>основы организации бесконфликтного общения детей и способы разрешения конфликтов;</p> <p>теоретические основы руководства различными видами деятельности и общением детей;</p> <p>способы диагностики результатов игровой, трудовой, продуктивной деятельности детей;</p> <p>Уметь: определять цели, задачи, содержание, методы и средства руководства игровой, трудовой, продуктивной деятельности детей; определять педагогические условия</p>	<p>Устный опрос, контрольная работа, тест</p>

<p>развития первоклассника в связи с переходом ведущей деятельности от игровой к учебной</p> <p>Реализация современных, в том числе интерактивных, форм и методов воспитательной работы, используя их как на занятии, так и во внеурочной деятельности</p> <p>Реализация воспитательных возможностей различных видов деятельности ребенка (учебной, игровой, трудовой, спортивной, художественной и т.д.)</p> <p>Формирование толерантности и навыка поведения в изменяющейся поликультурной среде</p> <p>Формирование системы регуляции</p>		<p>организации общения детей; общаться с детьми использовать вербальные и невербальные средства стимулирования и поддержки детей, помогать детям, испытывающим затруднения в общении; анализировать педагогические условия, способствующие возникновению и развитию общения, принимать решения по их</p> <p>Владеть (навыками и/или опытом деятельности): планирования различных видов деятельности (игровой, трудовой, продуктивной) и общения детей; организация общения дошкольников в повседневной жизни и различных видах деятельности; разработки предложений по коррекции организации различных видов деятельности и общения детей;</p>	
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<p>поведения и деятельности обучающихся Формирование у детей социальной позиции обучающихся на всем протяжении обучения в начальной школе Формирование метапредметных компетенций, умения учиться и универсальных учебных действий до уровня, необходимого для освоения образовательных программ основного общего образования</p>			
	<p>ПК 2.2. Организовывать игровую и продуктивную деятельность (рисование, лепка, аппликация, конструирование), посильный труд и</p>	<p>Знать: теоретические основы и методику планирования различных видов деятельности и общения детей; сущность и своеобразие продуктивной деятельности дошкольников; содержание и способы организации продуктивной деятельности дошкольников; технологии художественной обработки материалов; основы изобразительной грамоты, приемы рисования, лепки, аппликации и</p>	<p>Устный опрос, контрольная работа</p>

	<p>самообслуживание, общение детей раннего и дошкольного возраста.</p>	<p>конструирования; особенности планирования продуктивной деятельности дошкольников вне занятий; способы диагностики результатов игровой, трудовой, продуктивной деятельности детей; Уметь: определять цели и задачи, содержание, методы и средства руководства игровой, трудовой продуктивной деятельностью детей; руководить продуктивными видами деятельности с учетом возраста и индивидуальных особенностей детей; оценивать продукты детской деятельности; изготавливать поделки из различных материалов; рисовать лепить, конструировать; Владеть (навыками и/или опытом работы): организации различных видов продуктивной деятельности; наблюдения и анализа игровой, трудовой, продуктивной деятельности и общения детей, организации и проведения праздников и развлечений; наблюдать за формированием игровых, трудовых умений, развитием творческих способностей, мелкой моторики у дошкольников; оценки продуктов детской деятельности;</p>	
	<p>ПК 2.3. Организовывать и проводить праздники и развлечения для детей раннего и дошкольного</p>	<p>Знать: элементы музыкальной грамоты, музыкальный репертуар по программе дошкольного образования, детскую художественную литературу; теоретические и методические</p>	<p>Устный опрос, контрольная работа</p>

	<p>возраста.</p>	<p>основы организации и проведения праздников и развлечений для дошкольников; виды театров, средства выразительности в театральной деятельности; теоретические основы руководства различными видами деятельности и общением детей;</p> <p>Уметь: определять педагогические условия организации общения детей; петь, играть на детских музыкальных инструментах, танцевать; организовывать детский досуг; осуществлять показ приемов работы с атрибутами разных видов театров; анализировать подготовку и проведение праздников и развлечений;</p> <p>Владеть (навыками и/или опытом работы): организации и проведением творческих игр (сюжетно-ролевых, строительных, театрализованных и режиссерских) и игр с правилами (подвижные и дидактические); организации и проведение развлечений; участие в подготовке и проведении праздников в образовательной организации; наблюдение и анализ игровой, трудовой, продуктивной деятельности и общения детей, организация и проведение праздников и развлечений</p>	
	<p>ПК 2.5. Определять цели и задачи,</p>	<p>Знать: основы организации обучения дошкольников;</p>	<p>Устный опрос, контрольная</p>

	<p>планировать занятия с детьми дошкольного возраста.</p> <p>ПК 2.6. Проводить занятия с детьми дошкольного возраста.</p>	<p>особенности психических познавательных процессов и учебно-познавательной деятельности детей дошкольного возраста; структуру и содержание примерных и вариативных программ дошкольного образования;</p> <p>Уметь: определять цели обучения, воспитания и развития личности дошкольника в зависимости от формы организации обучения, вида занятия и с учетом особенностей возраста; формулировать задачи обучения, воспитания и развития личности дошкольника в соответствии с поставленными целями; оценивать задачи обучения, воспитания и развития на предмет их соответствия поставленной цели; использовать разнообразные методы, формы и средства организации деятельности детей на занятиях;</p> <p>Владеть (навыками и/или опытом деятельности): определения целей и задач обучения, воспитания и развития личности дошкольника при составлении конспектов занятий, экскурсий, наблюдений; составления конспектов занятий с учетом особенностей возраста, группы и отдельных воспитанников; организации и проведения групповых и индивидуальных занятий по различным разделам программы;</p>	<p>работа</p>
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В/01.5 Педагогическая деятельность по реализации программ дошкольного образования			
<p>Выявление в ходе наблюдения поведенческих и личностных проблем обучающихся, связанных с особенностями их развития</p> <p>Оценка параметров и проектирование психологически безопасной и комфортной образовательной среды, разработка программ профилактики различных форм насилия в школе</p> <p>Применение инструментария и методов диагностики и оценки показателей уровня и динамики развития ребенка</p> <p>Проектирование и реализация воспитательных программ</p>	<p>ПК 3.1. Планировать различные виды деятельности и общения детей с ограниченными возможностями здоровья в течение дня.</p> <p>ПК 3.2. Организовывать игровую и продуктивную деятельность (рисование, лепка, аппликация, конструирование), посильный труд и самообслуживание, общение детей раннего и дошкольного возраста с ограниченными возможностями здоровья.</p> <p>ПК 3.3. Организовывать и проводить праздники и развлечения для детей раннего и дошкольного возраста с</p>	<p>Знать: структуру и содержание примерных и вариативных программ дошкольного образования; теоретические и методические основы воспитания и обучения детей на занятиях; требования к содержанию и уровню подготовки детей дошкольного возраста с ограниченными возможностями здоровья;</p> <p>Уметь: формулировать задачи обучения, воспитания и развития личности детей с ограниченными возможностями здоровья в соответствии с поставленными целями; оценивать задачи обучения, воспитания и развития на предмет их соответствия поставленной цели; использовать разнообразные методы, формы и средства организации деятельности детей на занятиях; использовать технические средства обучения в образовательном процессе;</p> <p>Владеть (навыками и/или опытом деятельности): составления конспектов занятий с учетом особенностей возраста, группы и отдельных воспитанников; организации и проведения групповых и индивидуальных занятий по различным разделам программы; организации и проведения наблюдений, в том числе за явлениями живой и неживой природы, общественными явлениями, транспортом;</p>	<p>Устный опрос, контрольная работа</p>

<p>Проектирование ситуаций и событий, развивающих эмоционально-ценностную сферу ребенка (культуру переживаний и ценностные ориентации ребенка)</p>	<p>ограниченными возможностями здоровья. ПК 3.5. Определять цели и задачи, планировать занятия с детьми дошкольного возраста с ограниченными возможностями здоровья. ПК 3.6. Проводить занятия.</p>	<p>организации и проведения экскурсий для ознакомления детей с ограниченными возможностями здоровья с окружающим миром;</p>	
	<p>ПК 5.2. Создавать в группе предметно-развивающую среду.</p>	<p>Знать: концептуальные основы и содержание примерных и вариативных программ дошкольного образования; теоретические основы планирования педагогического процесса в дошкольном образовании; методику планирования и разработки рабочей программы, требования к оформлению соответствующей документации; педагогические, гигиенические, специальные требования к созданию предметно-развивающей среды; Уметь: осуществлять планирование с учетом особенностей возраста, группы, отдельных воспитанников; определять педагогические проблемы методического характера и находить способы их решения; сравнивать</p>	<p>Устный опрос, контрольная работа</p>

		<p>эффективность применяемых методов дошкольного образования, выбирать наиболее эффективные образовательные технологии с учетом образовательных организаций и особенностей возраста воспитанников; адаптировать и применять имеющиеся методические разработки; создавать в группе предметно-развивающую среду, соответствующую возрасту, целям и задачам дошкольного образования;</p> <p>Владеть (навыками и/или опытом деятельности): участия в создании предметно-развивающей среды; изучения и анализа педагогической и методической литературы по проблемам дошкольного образования; презентации педагогических разработок в виде отчетов, рефератов, выступлений; участия в исследовательской и проектной деятельности;</p>	
	<p>ПК 5.3. Систематизировать и оценивать педагогический опыт и образовательные технологии в области дошкольного и специального дошкольного образования на основе</p>	<p>Знать: особенности современных подходов и педагогических технологий дошкольного образования; педагогические, гигиенические, специальные требования к созданию предметно-развивающей среды; источники, способы обобщения, представления и распространения педагогического опыта;</p> <p>Уметь: определять педагогические проблемы методического характера и находить способы их решения; сравнивать эффективность</p>	<p>Устный опрос, контрольная работа</p>

	<p>изучения профессиональной литературы, самоанализа и анализа деятельности других педагогов.</p>	<p>применяемых методов дошкольного образования, выбирать наиболее эффективные образовательные технологии с учетом образовательных организаций и особенностей возраста воспитанников; адаптировать и применять имеющиеся методические разработки;</p> <p>Владеть (навыками и/или опытом деятельности): анализа и разработки учебно-методических материалов (рабочих программ, учебно-тематических планов) на основе примерных и вариативных; изучения и анализа педагогической и методической литературы по проблемам дошкольного образования; участия в исследовательской и проектной деятельности;</p>	
<p>Формы промежуточной аттестации: 3-5 семестры - другие формы контроля; 6 семестр – дифференцированный зачет</p>			

1. Методические материалы, определяющие процедуры и критерии оценивания.

Текущий контроль успеваемости

Типовые задания для оценочного средства– устный опрос

- 1) Как образуется множественная форма имен существительных?
- 2) Какие существительные относятся к исчисляемым, а какие к неисчисляемым?
- 3) Как поприветствовать своего близкого друга? Как преподавателя?
- 4) Как изменяется глагол to be по временам и лицам?
- 5) Назовите и кратко расскажите о национальных праздниках Великобритании? и т.д.

Критерии	Показатели	Баллы
Степень раскрытия вопроса	<ul style="list-style-type: none"> – соответствие ответов заданным вопросам; – полнота и глубина раскрытия основных понятий проблемы; – умение обобщать, сопоставлять различные точки зрения по рассматриваемому вопросу, аргументировать основные положения и выводы 	2 балла
Правильность ответа	- правильный ответ с лексической и грамматической точек зрения - приведены примеры на английском языке	1 балл
Участие в обсуждении проблемы по тематике практического занятия	<ul style="list-style-type: none"> – соответствие содержания выступления обсуждаемой проблеме; – умение систематизировать и структурировать материал; – умение обобщать, сопоставлять различные точки зрения по рассматриваемому вопросу, аргументировать основные положения и выводы 	2 балла
Итого		5 баллов

Типовые задания для оценочного средства – сообщение

1. About myself

Краткий рассказ о себе по схеме: name, surname, age, where are you from?(city, town), occupation, hobby, family (members of the family, professions of the parents).

2. Description of a famous personality

- описание внешности
- уметь описывать человека по картинке

3. Why I want to be a nursery teacher

(Профессии)

- уметь соотносить профессии с местом работы;
- классификация профессий: наиболее престижные, наиболее высокооплачиваемые, требующие специального образования и т.д.;
- уметь рассказывать о причине выбора своей будущей профессии

1. My family

Семья, члены семьи, домашние обязанности, профессии родственников

2. The house of my dream

Описание дома мечты

6. My holidays

Рассказывать о том, как провел каникулы и как обычно они проходят.

3. My sport

Рассказывать о своем любимом виде спорта. Правила, история, специфика

4. At the Doctor's

Составить диалог между доктором и пациентом

8. My best friend

Рассказывать о лучшем друге. Критерии, по которым можно оценить настоящего друга и т.д.

9. Travelling.

Рассказать о видах путешествий

10. Means of transport

Рассказать о видах транспорта.

11. City and country

Рассказать о преимуществах и недостатках жизни в городе и деревне.

12. The Climate

Сделать сравнительный анализ климата в России и Великобритании

13. The Media

Рассказать о средствах массовой информации. Виды и назначение.

14. Education

Сделать сравнительный анализ систем образования в России и Великобритании.

15. English writers

Сделать сообщения по одному из английских детских писателях и их произведениях

Критерии	Показатели	Баллы
Актуальность проблемы и ее понимание автором	– новизна и самостоятельность в постановке проблемы; – наличие авторской позиции, самостоятельность суждений	1 балл
Степень раскрытия сущности проблемы	– соответствие плана теме сообщения; – соответствие содержания теме и плану сообщения; – полнота и глубина раскрытия основных понятий проблемы; – умение обобщать, аргументировать основные положения и выводы	2 балла
Правильность ответа	- правильный ответ с лексической и грамматической точек зрения - приведены примеры на английском языке	1 балл
Соблюдение требований к сообщению	– грамотность и культура изложения; – соблюдение требований к объему сообщения	1 балл
Итого		5 баллов

Типовые задания для оценочного средства - презентация

1. Biography of a celebrity (обучающийся выбирает знаменитость)
2. Biography of an English writer (обучающийся выбирает писателя)
3. Biography of an English artist (обучающийся выбирает артиста)
4. London is the capital the UK (обучающийся выбирает достопримечательность)
5. Moscow is the capital of Russia (обучающийся выбирает достопримечательность)

Критерии	Показатели	Баллы
Актуальность темы и ее понимание автором	– актуальность темы; – новизна и самостоятельность в постановке проблемы; – наличие авторской позиции, самостоятельность суждений	1 балл
Степень раскрытия темы	– соответствие плана теме презентации; – соответствие содержания теме и плану доклада; – полнота и глубина раскрытия темы; умение работать с литературой, с интернет источниками, систематизировать и структурировать материал;	1 балл
Обоснованность выбора литературы	– круг, полнота использования источников по проблеме ,подбор видео материалов	1 балл
Соблюдение требований к оформлению презентации	– правильное оформление ссылок на используемую литературу; – грамотность и культура изложения; – соблюдение требований к оформлению и объему презентации	2 балл
Итого		5 баллов

Типовые задания для оценочного средства – диалог по темам:

1. At the Doctor's (обучающиеся составляют диалог между доктором и пациентом)
2. At the Restaurant (обучающиеся составляют диалог между официантом и посетителем)
3. Shopping (обучающиеся составляют диалог между продавцом и покупателем)

Типовые задания для оценочного средства – письменный тест **Примерный перечень контрольных заданий**

Тема: Межличностные отношения дома, в учебной организации, на работе, в деловой поездке и т.д.

1. Введение нового лексического материала по теме. Отработка грамматического материала порядок слов в предложении; повествовательное, вопросительное и отрицательное предложение.

Примерное высказывание по теме

My family

I think that a family is the most important thing for every person. Family are the people that always love you, support you and help you. For me it is impossible to live without my family. My family is rather large. There are: my parents, brother, sister and grandparents.

My father is a plastic surgeon; he helps people become more beautiful. He is a professional. My father does his work very well and gets a very good salary. My mother is a housewife. She looks after the house and us, the kids. Mother makes very tasty breakfasts and dinners. Our mother is very kind, but strict to us. She always checks how we do our homework. Mother arranges our free time, so that we cannot just fool around.

My elder brother, Jason, is a student of the medical faculty. He wants to become a good surgeon, like our father. Besides, he is also a member of the local theatre club. He plays main parts in several plays.

My sister, Jenny, is finishing school this year. However, she has not yet made up her mind about her future profession. On one hand she loves animals and can become a vet, on the other hand she is very good at mathematics and knows some complex computer programs. Maybe she will have a year off to think over her future possibilities.

As for me, I have always loved children. I can play and communicate with them. I love all kinds of games and sports. After college I am planning to enter the University, because I want to become a professional educator. Parallel with that I want to have my own kindergarten.

Our grandparents are scientists. Grandfather is a historian and grandmother is a linguist. They give lectures in different universities and write serious books. We all get on with each other very well.

Everyone in our family is rather busy, but we always look forward to a possibility to spend some time together. My family means a lot to me.

Прочитайте предложения. Заполните пропуски единственным соответствующим вариантом. Выделите выбранный вариант.

1. We went to a great party 19.00.

- | | |
|-------|---------|
| a) in | б) at |
| в) on | г) from |

2. David bought his car 1998.

- | | |
|-------|---------|
| a) in | б) at |
| в) on | г) from |

14. Tourists enjoy watching monkeys climbing on cars.

- | | |
|-----------|------------|
| a) theirs | б) there |
| в) their | г) they're |

15. Where you live?

- | | |
|-------|---------|
| a) do | б) does |
| в) is | г) are |

. Make up sentences using the right word order.

1. have, discussed, the problem, they.
2. in our, student, group, studies, this.
3. examination, June, will, take, students, the, next.
4. now, am, at, I, the, lesson, English.
5. laboratories, are, at, there, many, the, University.
6. go, Academy, the, to, every, o'clock, at, nine, morning, I.
7. factories, furniture, produce, these.
8. December, the shortest, the 22nd, of, day, the, year, is.

Тема: Повседневная жизнь условия жизни, учебный день, рабочий день, выходной день

Текст задания:

Упражнения по теме «Артикли»

Exercise 1. Put the article where it is necessary.

My friend's ... flat is very comfortable. There are ... three rooms in ... flat: ... living room, ... study and ... bedroom. ... living room is not very large. ... walls in ... living room are blue. There are ... pictures on ... walls. There is ... table in ... middle of ... room with some chairs around it. To ... left of ... door there is ... sofa. Near ... sofa there are ... two large armchairs. They are very comfortable. There is ... piano in my friend's living room. ... piano is to ... right of ... door. ... bedroom and ... study are small. ... furniture in ... flat is brown.

Exercise 2. Put the article where it is necessary.

Here is ... large window. Through ... window we can see ... room. Opposite ... window there is ... door. On ... door there is ... curtain. In ... corner of ... room there is ... round table. On it we can see ... books and ... telephone. There is ... bookshelf over ... table. On ... bookshelf we can see ... newspapers and ... book by ... Jack London. There are ... two ... pictures in ... room. One ... picture is small, ... other picture is very large. There are ... two bookcases in ... room. ... bookcases are full of ... books. There is ... large sofa in ... room. On ... sofa we can see ... bag. Whose ... bag is that? There is no ... bed in ... room. On ... small table near ... window there are ... flowers and ... glass of ... water. In ... front of ... window we can see ... armchair.

Упражнения по теме «Множественное число существительных»

1. Напишите следующие существительные во множественном числе:

Place, library, language, dress, fly, watch, clock, country, eye, bus, bush, party, ray, thief, company, Negro, mass, leaf, wolf, glass, key, fox, half, life, day, play, factory, city, colony, roof, month, opportunity, journey, shelf, hero. Man, woman, tooth, foot, goose, child, mouse. Postman, son-in-law, editor-in-chief, fisherman, schoolgirl, sister-in-law, text-book, pocket-knife, passer-by, statesman.

2. Напишите существительные, выделенные жирным шрифтом, во множественном числе:

1. Put the box on the shelf. 2. I have hurt my foot. 3. This is an English dictionary. 4. Where is the knife? 5. This factory has a good laboratory. 6. The last leaf fell from the tree. 7. This story is very long. 8. The speech was very interesting. 9. He left the key on the table. 10. Where is the brush? 11. I like his new play. 12. The roof of the house was covered with snow. 13. The wife of the sailor came to the shore. 14. A copy of the contract was sent to Leningrad. 15. The cargo of the steamer consists of different raw materials. 1. Make the plural form of the world **leaf**.

a) leaves

- a) leavs
- b) leafs
- c) leafes

2. Which noun needs an ending **es** for plural form?

- a) city
- b) key
- c) box
- d) dish

Now mark the right answer:

3. My friend is interested ... architecture.

- a) in
- b) about
- c) on
- d) for

4. My room is ... one in our flat.

- a) the comfortablest
- b) the most comfortable

- c) more comfortable
- d) most comfortable

5.1 liked book you had brought the other day very much.

- a) an
- b) a
- c) the
- d) -

6. He arrived here3.30 p.m.

- a) to
- b) with
- c) on
- d) at

7. '.... coat is this?' 'It's John's.'

- a) whom
- b) who
- c) whose
- d) what

8. I down the street when I met an old friend.

- a) walked
- b) walk
- c) will walk
- d) was walking

9. The media is...

- a) architecture
- b) TV

- c) theatre
- d) sculptures

10. The USA is made up of...

- a) 50 states
- b) 51 states
- c) 50 statues
- d) 50 estates

...

Тема: Здоровье, спорт, правила здорового образа жизни

I. Reading

1. Read the text and write 'R' for Right, 'W' for Wrong or 'DS' for Doesn't Say.

Can your sporting dreams come true? We asked some students this question, 'What kind of sports star would you be if you were talented in sport?'

1 Playing with a team

Ryan said, 'If I was taller, I would be a basketball star. I love the game because it's a fast, exciting sport. Of course the best teams are in the USA, so I would love to go there and play. If I went there, I would meet all the top basketball players! That's my dream! I would love to play with the top names in the sport. Basketball is all about team work – that's what's really important.'

2 In the water

Jessica wrote, 'I would love to be a great swimmer. Swimming is a terrific sport because you spend most of your time in a pool. It's a great way to exercise and I love swimming. For me it's the perfect sport. Last year I took part in the UK Schools Swimming Competition and I won second place! I go swimming two times a week, but if I had more time, I would go every day! Mum says if I don't get good marks at school, I'll have to stop swimming. That's why I'm careful to do my school work as well as my swimming training. If I have time next summer, I'll join the water polo team. It looks like great fun.'

3 A winter sport

Brian answered, 'If I could be a sports star, I'd be a top skier. Skiing is great because you do it on the snow and you go really fast. Of course it's quite an expensive sport because you have to buy a lot of equipment and you have to travel a lot too. I've only been skiing once, but I loved it. If my parents had more money, they would be able to pay for skiing lessons.'

- 1 Ryan plays for a team in the USA. _____
- 2 Ryan wants to meet famous basketball players. _____
- 3 Jessica gets top marks at school. _____
- 4 Jessica is on the water polo team. _____
- 5 Brian does lots of skiing lessons. _____

2 Read the text and complete the notes about Jessica with one word or number.

Name: Jessica

Sport: (6) _____

Place: Swimming (7) _____

Trains: (8) _____ times a week

UK Schools Swimming Competition: (9) _____ place

Plans: To join the (10) _____ team

3 Circle the correct words.

Jason is interested in judo. He wants to try it as a way to (11) *take up / get fit* because he's out of shape. He plans to take a class to (12) *learn / teach* how to do it. He's watched judo as a (13) *teammate / spectator* in a competition. He was surprised because the smaller guy in the competition (14) *beat / won* the bigger guy. Jason isn't very big himself and that's one of the reasons why he wants to (15) *go / do* judo. Two years ago he (16) *took up / took part* badminton, but he didn't really like it. He had to (17) *train / do* three times a week and it was quite tiring. He only ever (18) *took up / took part* in one match and he lost!

II. Grammar and Vocabulary

1. Circle the correct answer (A, B or C).

19 I think _____ is a great winter sport!

- A) running
- B) cycling
- C) skiing

20 Have you ever _____ in a football match?

- A) taken part
- B) taken up
- C) taken to

21 If he scores two more points, he will _____ the other player.

- A) beat
- B) win
- C) take

22 You use the _____ to hit the ball.

- A) glove
- B) racket
- C) mask

2. Complete with the following words.

final	scores	get fit
learn	win	stadium
take up	trains	

Paul and Kim are brother and sister, but they're quite different from each other. Paul is the athletic type and he (23) _____ for football all week. His team is playing in the (24) _____ game on Sunday. It will take place at the city (25) _____. Paul is one of the team's best players. He always (26) _____ a lot of goals.

3. Complete with the following words. You must use the verbs more than once.

go	do	play
----	----	------

- 27 We _____ judo every Saturday afternoon.
 28 Did you _____ badminton last week?
 29 Harry and his family _____ skiing every winter.

4. Complete the words. The first letter is already given.

- 30 If my parents bought me a new bike, I would go c _____ at the weekend.
 31 You'll get f _____ if you take up a new sport.
 32 How do you s _____ points in this game?
 33 He played four matches against four different players and b _____ them all!

5. Choose the right variant.

34. I ... play the piano.
 a) may b) can c) must
 35. Her grandmother ... dance very well when she was young.
 a) is able to b) should c) could
 36. They ... do this work tomorrow.
 a) will be able to b) have to c) may

1.Примерное высказывание по теме.

Sport in Our Life

People all over the world are fond of sports and games. Sport makes people healthy, keeps them fit, more organized and better disciplined. It unites people of different classes and nationalities.

Many people do sports on their personal initiative. They go in for skiing, skating, tennis, swimming, volleyball, football, bodybuilding, etc. All necessary facilities are provided for them: stadiums, sport grounds, swimming pools, skating rinks, skiing stations, football fields. Our educational establishments pay a lot of attention to sport.

Gymnastics is a part of children's daily activity in kindergarten. Physical education is a compulsory subject at schools and colleges.

Professional sport is also garners a lot of attention in our country. There are different sporting societies, clubs, and complexes. The most famous of them are the Olympic complexes "Luzhniki", "Dynamo" stadium, etc. They are used for international and world competitions.

Practically all kinds of sports are popular in our country, but football, gymnastics, and tennis enjoy the greatest popularity.

As for me, I go in for swimming. It requires mobility, liveliness and a lot of energy. It keeps a person in good shape. I have been swimming for 5 years. I get a real joy taking part in competitions or simply swimming with my friends. Certainly, there is a large difference between my manner of swimming and such favorites as Popov, but I do my training with great pleasure and hope to swim as well as our best swimmers do.

Тема: Город, инфраструктура. Деревня. Карты, маршруты. Транспорт

Чтение.

Прочитайте текст и заполните А–F частями предложений, обозначенными цифрами 1–7. Одна из частей в списке 1–7 лишняя. Занесите цифры, обозначающие соответствующие части предложений, в таблицу.

Welcome to Kaliningrad

Kaliningrad is Russia's western exclave located between Poland and Lithuania. Originally there was an Old Prussian fort called Twangste, meaning 'Oak Forest'. But during the conquest of the Teutonic Knights in 1255, this settlement was destroyed and

A _____ . The city B _____ the Bohemian King Ottokar II. The literal meaning of Königsberg is the 'King's Mountain'. As a Baltic port city, it successively became the capital of the monastic state, the Duchy of Prussia (1525–1701) and East Prussia. Königsberg remained the coronation city of the Prussian monarchy, though the capital was moved to Berlin in 1701. Between the 13th and the 20th centuries, the majority of inhabitants spoke German, but the multicultural city also

C _____ the Lithuanian and Polish cultures. The city was a publishing centre of Lutheran literature and it was in there that the first-ever books were printed in the 16th century, including the first Polish translation of the New Testament, the first book in Lithuanian and the first Lutheran catechism. Königsberg was a university city, home of the Albertina University which was founded in 1544. The city developed into D _____ , being the residence of world famous philosophers, scholars, writers, such as Immanuel Kant, E. T. A. Hoffmann and others. The city had been the capital of the former German province of East Prussia before the end of World War II E _____ the Soviet Union and was renamed 'Kaliningrad'. Few traces of the former Königsberg remain today, F _____ during World War II. But the city's historic charm is still felt if you look about attentively.

1. when the city was joined to

2. had a great influence on
3. replaced with a new fortress named Königsberg
4. an important German intellectual and cultural centre
5. was named in honor of
6. one of the biggest ports
7. as Königsberg was heavily damaged

A	B	C	D	E	F

Задание 2.

Грамматика, лексика.

Прочитайте приведённые ниже тексты. Преобразуйте, если необходимо, слова, напечатанные заглавными буквами в конце строк, обозначенных номерами 7-12, так, чтобы они грамматически соответствовали содержанию текстов. Заполните пропуски полученными словами. Каждый пропуск соответствует отдельному заданию из группы 7-12.

The birthplace of the First Prince of Wales

7) Caernarfon, an ancient British fortress in North Wales, has great historical associations. It was built _____ off English might over Wales.	SHOW
8) Edward I of England was the first king who set his sight on some thing that no English ruler _____ (ever) to do. Invading Wales he wanted the castle to become the centre of this conquest.	MANAGE
9) The castle, begun in 1283, is the largest of the great Edwardian Welsh defences. It took thousands of craftsmen to build it. Caernarfon _____ the city for more than 700 years reminding of those past times.	DOMINATE
10) The castle survived the _____ rebellion in the history of Wales.	BLOODY
11) In order to stop it forever, as the legend says, Edward I promised the Welsh that he _____ 'a prince born in Wales, who spoke no word of English'. But then, to their surprise, he produced his infant son, who had been born at the castle.	NAME
12) It was here that Edward I _____ his son Prince of Wales in 1301.	PROCLAIM

Задание 3.**Письмо.**

Ответьте на вопросы. Отвечая на вопросы, дайте развернутый ответ (2-3 предложения на каждый вопрос).

- 1) What is it like where you live? Do you like living there? Why?
- 2) Do you get many tourists visiting your area?
- 3) Do most people in Russia prefer to live in a city or in the countryside?
- 4) Would you recommend your hometown to people with children? Why?
- 5) Does your hometown have many cultural facilities? How do people in your hometown prefer to spend their free time?

Тема: Досуг (кино, театр, книги, и др.)

Создание презентаций по теме : «Мой любимый актер, писатель, и др.»

Выполните упражнение:

Поставьте глаголы в скобках в правильную форму будущего времени.

Пример: Hurry up! The plane *arrives* (arrive) at 7.30.

1. There's no point in running now. We _____ (miss) the bus anyway.
2. Yes, I'll come out this evening. I _____ (not/work).
3. You can relax. The match _____ (not/start) until four o'clock.
4. I _____ (go) to the market this afternoon. Do you want anything?
5. Are you OK, Donna? You look like you _____ (faint).
6. You realise that the boss _____ (not/like) this, don't you?
7. I _____ (cook) dinner this evening - as usual.
8. She _____ (look) for a new flat next year.
9. Don't worry. The shops _____ (not close) until eight o'clock tonight.

Составление словаря по теме. Работа над грамматическим материалом.

T

Развитие устной речи: монологическое высказывание по теме. Примерное высказывание по теме.

My hobby

Hobby is what a person likes to do in his spare time. Hobbies differ like tastes. If you have chosen a hobby according to your character and taste you are lucky because your life becomes more interesting. The most popular hobby is doing things. It includes a wide variety of activities from gardening to traveling, from chess to volleyball. Both grown-ups and children are fond of playing different computer games. This hobby is becoming more and more popular. Making things include drawing, painting, handicrafts. Many people

collect something - coins, stamps, compact discs, toys, books. Some collections have some value. Rich people often collect paintings, rare things and other art objects. Often such private collections are given to museums, libraries.

As for me, I like to listen to music. 3 months ago my parents bought me a compact disc player and I decided to collect compact discs. I like different music, it should be good. I collect discs of my favourite groups and singers. I carefully study the information printed on discbooklets. I try to find everything about my favourite singers. Also I like to watch music programmes on TV. I want to keep up with the news in the world of music.

Of course, I like to spend my spare time with my friends. We talk about all sorts of things (politics, teachers, girls). We discuss films, books, TV programmes. In fine weather we like to be in the open air. We find a nice place somewhere in the forest. We make a fire, bake potatoes and have a lot of fun. When the weather is bad, my friends come to my place. We have a good time together.

Тема: Новости, средства массовой информации

Составление словаря по теме. Активизация лексики в устной речи. Развитие устной речи в беседе по теме. Чтение текста с полным пониманием. Составление связного монолога-высказывания. Работа над устной речью монологическое высказывание по теме.

Чтение, перевод и пересказ текста

Mass media. Different ways to know the world

There are many different ways to get knowledge about our big world. It is mass media, travelling, museums, meeting with interesting people, etc.

People all over the world enjoy books. Books are our friends and teachers. We can learn a lot of interesting and useful things from the books.

Many people choose traveling as the way to know the world. I enjoy it too. It's very fun and interesting! Every year I travel to another place than last year, and I like it: new places - new impressions!

The mass media have done and continue doing much to excite an interest in every aspect of the country's life. The mass media are the various ways by which information and news is given to large numbers of people, especially television, radio, newspapers and magazines. The mass media now play an important role in shaping our opinions.

I think, it is impossible to imagine our life without newspapers. Millions of copies of them appear every day. Many people subscribe to two or more newspapers; others buy newspapers at the newsstands.

There are national daily newspapers, such as the "Izvestiya", and the "Komsomolskaya Pravda". There are also national weekly newspapers, such as the "Argumenty i Fakty" and the "Nedelya". Most national newspapers express a political opinion, and people choose them according to their political beliefs.

Most newspapers contain news, detailed articles on home and international affairs, reviews of books, art and TV shows. Many of them also cover sports events.

In the USA daily newspapers are published in 34 different languages. The daily newspapers are of two kinds: quality and popular. A quality paper is a serious newspaper, which publishes articles and commentaries on politics. A popular paper contains many

photographs; its articles are often sensational and mostly deal with private life of famous people.

"The Wall Street Journal" is a quality paper. It is a business newspaper with the largest circulation in the country. There are also newspapers in the USA, which are famous all over the world for their quality. "The New York Times" is "the world's top daily".

Match the words with their definitions.

- 1 journalist _____
- 2 editor _____
- 3 the media _____
- 4 copy _____
- 5 inform _____
- 6 reader _____

- a This is a single newspaper
- b He/She reads a magazine or newspaper
- c This person is in charge of a newspaper
- d This means to give information
- e Television, newspapers, magazines, etc
- f He/She writes articles for a newspaper

2. Complete with the following words.

weekly	editor	journalist
news	informal	impossible

- 1 He decides which articles to publish – he's the _____.
- 2 I watch the _____ at 8 o'clock every night.
- 3 Finish my project by tomorrow morning? That's _____!
- 4 She works as a _____ on a fashion magazine.
- 5 This is a _____ magazine – I get it every Wednesday.
 - 1 The language in an article for teenagers is usually _____.

3. Read the text and write 'R' for Right, 'W' for Wrong or 'DS' for Doesn't Say.

1 A Click Away

Everyone in my family has got a different form of media they like the most. For me, the best type of media is on the internet. It's so easy to read lots of different articles about different subjects. I don't know what I'd do without it!

2 Nice photo

My brother, however, likes magazines. Magazines haven't got a lot of news, but they've

got interesting articles and great pictures. The photography in magazines is usually fantastic. He particularly likes football magazines, because he can read about all his favourite football players.

3 TV viewer

My sister likes watching the news. She watches all sorts of programmes, like comedies, dramas, and films. But she also watches news programmes, and this helps her to stay informed of daily events without reading about them.

4 Morning radio

My mum enjoys hearing the news. She listens to the radio while she makes our lunches for school. She says it's the best way to get the news because you can do other things while you're listening to it. She doesn't watch television very often.

5 News in hand

My dad gets his news from one place only – newspapers. He really enjoys reading the newspaper every morning over his morning coffee. He thinks other forms of media are OK, but the experience is not the same. He says you can't hold a podcast or a webpage in your hands!

1 The writer doesn't enjoy surfing the internet. _____

2 His brother likes football magazines. _____

3 His sister watches lots of different programmes on TV. _____

4 His mother never surfs the internet. _____

5 His father drinks coffee every morning. _____

4. Complete each sentence with one or two words from the text.

1 The writer's brother loves reading _____ magazines.

2 The writer's sister watches comedies, dramas _____.

3 The writer's mother listens to the news on _____.

4 The writer's father gets a daily _____.

5 The writer's father enjoys holding the paper in his _____.

5. Circle the correct words.

Neil writes for a newspaper. He's been a(n) (1) *media* / *journalist* / *editor* for three years. His newspaper has (2) *informed* / *appeared* / *published* many of his articles. In the beginning, he thought it would be (3) *impossible* / *incapable* / *unable* to find a job. There are lots of good writers and he was

(4) *unbelievable* / *imperfect* / *unsure* if he could write. But the

(5) *reader* / *editor* / *journalist* of the newspaper loved Neil's work and gave him a job.

6.

Circle the correct answer (A, B or C).

2 He wants a job in _____ – either in TV or newspapers.

- A) the media
- B) internet
- C) a copy

3 The magazine's _____ are mostly women.

- A) readers
- B) copies
- C) celebrities

4 _____ on the link at the bottom of this webpage.

- A) Print
- B) Click
- C) Publish

5 The editor has _____ me that I will write the fashion articles.

- A) repeated
- B) remembered
- C) informed

6 I love writing so I think I would be a good _____.

- A) teen
- B) reader
- C) journalist

7 My dad gets a _____ paper – he reads it every morning at breakfast.

- A) daily
- B) weekly
- C) monthly

8 Did you watch the _____ last night? There was an earthquake in China.

- A) news
- B) comedy
- C) cartoon

7. Read the text and write the headings in the correct spaces.

Morning radio News in hand TV viewer A click away Nice photo
--

1 _____

Everyone in my family has got a different form of media they like the most. For me, the best type of media is on the internet. It's so easy to read lots of different articles about different subjects. I don't know what I'd do without it!

2 _____

My brother, however, likes magazines. Magazines haven't got a lot of news, but they've got interesting articles and great pictures. The photography in magazines is usually fantastic. He particularly likes football magazines, because he can read about all his favourite football players.

3 _____

My sister likes watching the news. She watches all sorts of programmes, like comedies, dramas, and films. But she also watches news programmes, and this helps her to stay informed of daily events without reading about them.

4 _____

My mum enjoys hearing the news. She listens to the radio while she makes our lunches for school. She says it's the best way to get the news because you can do other things while you're listening to it. She doesn't watch television very often.

5 _____

My dad gets his news from one place only – newspapers. He really enjoys reading the newspaper every morning over his morning coffee. He thinks other forms of media are OK, but the experience is not the same. He says you can't hold a podcast or a webpage in your hands!

8. Read the text and circle the correct answer (A, B or C).

1 What's a good heading for Paragraph (1)?

- A) Internet information
- B) TV time
- C) Listen carefully

2 What is a good heading for Paragraph (2)?

- A) TV Viewer
- B) The media
- C) Football mad

3 What is a good heading for Paragraph (3)?

- A) TV time

- B) I love comedy
- C) Weekly magazine

4 What is a good heading for Paragraph (4)?

- A) Listen up!
- B) Talk time
- C) Surfing the net

5 What is a good heading for Paragraph (5)?

- A) Internet news
- B) Old-fashioned media
- C) Fantastic photos

Тема: Природа и человек (климат, погода, экология). Воспитание экологической культуры.

Введение и отработка новой лексики по теме. Пересказ темы «Защита окружающей среды»

Environmental protection

The planet Earth is only a tiny part of the universe, but it's the only place where human beings can live. People always polluted their surroundings. But until now pollution was not such a serious problem. People lived in uncrowded rural areas and did not have pollution – caused by machines. With the development of crowded industrial cities, which created huge amounts of pollutants, the problem has become more important. Today our planet is in serious danger. Acid rains, global warming, air and water pollution, and overpopulation are the problems that threaten human life on Earth. Our forests are disappearing because they are cut down or burnt. If this trend continues, one day we won't have enough oxygen to breathe.

The seas are in danger. They are filled with poison: industrial and nuclear wastes, chemical fertilizers and pesticides. The Mediterranean is already nearly dead; the North Sea is following its fate. The Aral Sea is about to disappear. If nothing is done about it, one day nothing will be able to live in the seas. Every ten minutes one kind of animal, plant or insect dies out forever. If nothing is done about it, one million species that are alive today may soon become extinct. Air pollution is another serious problem. In Cairo

just breathing the air is dangerous – equivalent to smoking two packs of cigarettes a day. The same holds true for many Russian cities.

Factories emit tons of harmful chemicals. These emissions have disastrous consequences for our planet. They are the main reason for the greenhouse effect and acid rains.

And even greater threat are nuclear power stations. We all know how tragic the consequences of the Chernobyl disaster are.

Fortunately, it's not too late to solve these problems. We have the time, the money and even the technology to make our planet a better, cleaner and safer place. We can plant trees and create parks for endangered species. We can recycle litter. Individuals and groups of people can work together to persuade enterprises to stop polluting activities.

Climate in Great Britain

The Climate in the UK is mild and temperate due to the influence of the Gulf Stream. The south-western winds carry the warmth into Britain. The climate in Britain is usually described as cool, temperate and humid.

The weather is so changeable that the English often say that they have no climate but only weather. It is natural for them to use the comparison “as changeable as the weather” of a person who often changes his mood or opinion about something. The weather is the favourite topic of conversation in the UK.

The English also say that they have three variants of weather: when it rains in the morning, when it rains in the afternoon and when it rains all the day long. Sometimes it rains so heavily that they say “it rains cats and dogs” The driest period is from March to June and the wettest months are from October to January.

During a normal summer the temperature sometimes rises above 30 degrees in the South. Winter temperatures below 10 degrees are rare. It seldom snows heavily in winter, frost is rare. Snow may come but it melts quickly. January and February are usually the coldest months, July and August the warmest.

This humid and mild climate is good for plants. Trees and flowers begin to blossom early in spring.

a. Fill in blanks with the correct word:

1. the weather is so _____ that the English often say that they have no climate but only weather
2. the _____ months are from October to January.
3. it seldom snows _____ in winter, the frost is rare.
4. this humid and mild climate is good for _____

b. match the antonyms:

1. warm severe

2. the driest	cold
3. mild	to fall
4. to rise	unchangeable
5. changeable	the best
6. melt	less
7. usually	freeze
8. more	the wettest
9. above	unusually
10. the worst	below

c. Answer the questions:

1. What are the main features of the climate in the UK?
2. Why is the weather the favourite topic of conversation in Britain?
3. What do the British usually say about their climate and weather?

Тема: Образование (система образования в России, англо- говорящих странах), непрерывное образование, языковое образование, значение иностранного языка в современном мире.

Прочитать, перевести и составить сравнительную таблицу систем образования в разных странах.

'Education in Russia'

Citizens of Russia have the right to education which is guaranteed by the Constitution and ensured by the broad development of compulsory secondary education, vocational, specialised secondary and higher education, by the development of correspondence and evening courses, by the provisions of state scholarships, grants and privileges for students.

In Russia there is a nine-year compulsory education, but to enter a university one has to study two years more. School-starts at the age of six for Russian children. But most of them have learnt letters in kindergarten which is now part of primary school. Primary and secondary schools together comprise eleven years of study. Every school has a "core curriculum" of Russian, mathematics, sciences, PT. A variety of subjects are taught at lyceums and gymnasiums.

After finishing secondary school, lyceum or gymnasium one can go on to higher education. All applicants must take competitive examinations. Entrance examinations are held in July and August. Higher educational institutions are headed by Rectors. Vice-rectors are in charge of the academic and scientific work. Higher educational institutions train undergraduates and graduate students in one or several specialisation's. The faculties are headed by the Deans. There are departments within faculties. The system of higher education in Russia is going through a transitional period. The main objectives of the reform are: decentralisation of the higher education system, development of the autonomy of higher educational institutions, expansion of academic freedoms of faculties and

students, development of new financial mechanism. All Russian schools until recently were state-subsidised.

In the terms of the ration of students to the total population Russia ranks among the top ten countries in the world. The Russian educational policy is a combination of economic and social objectives. An educated person contributes more to the society and education on the other hand gives a person the prospect for professional advance. The citizens of Russia show a great concern for education for themselves and their children.

Institutions of higher education include: technical training, schools, teachers training colleges, universities which offer master's and doctoral degrees programmes.

The faculties have specialised councils for conferring advanced academic degrees.

Education in Britain

In England and Wales compulsory school begins at the age of five, but before that age children can go to a nursery school, also called play school. School is compulsory till the children are 16 years old.

In Primary School and First School children learn to read and write and the basis of arithmetic. In the higher classes of Primary School (or in Middle School) children learn geography, history, religion and, in some schools, a foreign language. Then children go to the Secondary School.

When students are 16 years old they may take an exam in various subjects in order to have a qualification. These qualifications can be either G.C.S.E. (General Certificate of Secondary Education) or "O level" (Ordinary level). After that students can either leave school and start working or continue their studies in the same school as before. If they continue, when they are 18, they have to take further examinations which are necessary for getting into university or college.

Some parents choose private schools for their children. They are very expensive but considered to provide a better education and good job opportunities.

In England there are 47 universities, including the Open University which teaches via TV and radio, about 400 colleges and institutes of higher education. The oldest universities in England are Oxford and Cambridge. Generally, universities award two kinds of degrees: the Bachelor's degree and the Master's degree.

Education in the USA

There are five types of schools in the US educational system. They are: kindergarten, elementary school, middle school, high school and private school. Children go to kindergarten when they are 5 years old They go to elementary school from ages 6 through 11 (1-5 grades), middle school from ages 12 through 14 (6-8 grades) and high school from ages 15 through 19 (9-12 grades).

About 90 percent of all children attend public school, which is free. The other 10 percent go I private schools, which often include religious education. They are similar to the public schools but parents must pay for their children to go to these schools. About half of all private schools are run by Catholics.

In the United States, education is mainly the responsibility of state and local governments, not the national government. The amount of money spent on education differs from state to state. The subjects studied also differ a little. The school year usually

runs from September to June. At the high school level, there are some specialized schools. They include schools that emphasize vocational subjects like business or auto mechanics. Most high schools are general schools. High school students are often involved in the non-academic activities that their school offers -for example, in drama clubs, sports teams, or the school newspaper.

Выполнение грамматических упражнений по теме «Модальные глаголы»

Complete the following sentences using the most appropriate forms of the verbs.

1. Jack has got a headache. He ... sleep well recently.

- a) can't
- b) couldn't have
- c) hasn't been able to

2. I ... sleep for hours when I was a little girls.

- a) could
- b) am able to
- c) can

3. Tom ... play tennis well but he ... play a game yesterday because he was ill.

- a) couldn't, could
- b) can, was able
- c) can, couldn't

4. I didn't want to be late for the meeting. We ... meet at 5 sharp.

- a) were to
- b) had to
- c) could

5. Where are my gloves? — I ... put them on because it's cold today.

- a) can't
- b) have to
- c) needn't

6. You ... take an umbrella today. The Sun is shining.

- a) needn't
- b) mustn't
- c) can't

7. I'm sorry, you didn't invite me to your birthday party. You ... invite me next time.

- a) must
- b) should
- c) need to

8. Well, it's 10 o'clock. I ... go now.

- a) can
- b) has to
- c) must

9. You ... smoke so much.

- a) would
- b) can't
- c) shouldn't

10. We have got plenty of time. We ... hurry.

- a) must
- b) needn't
- c) should

Тема: Культурные и национальные традиции, краеведение, обычаи и праздники

Составление словаря по теме. Отработка лексики в устной речи. Работа над грамматическим материалом. Чтение текстов с опорой на сноски. Рассказ о традициях в Великобритании. Работа над устной речью: монологическое высказывание по теме

Чтение, перевод и пересказ текста:

Holidays in Great Britain

There are fewer public holidays in Great Britain than in other European countries. They are Christmas Day, Boxing Day, New Years Day, Good Friday, Easter Monday, May Day, Spring Bank Holiday, and Summer Bank Holiday. Public holidays in Britain are called bank holidays, because the banks as well as most of the offices and shops are closed.

The most favourite holiday is Christmas. Every year the people of Norway give the city of London a present. It's a big Christmas tree and it stands in the Trafalgar Square.

Before Christmas, groups of singers go from house to house. They collect money for charities and sing carols, traditional Christmas songs. Many churches hold a service on the Sunday. before Christmas.

The fun starts the night before, on the 24th of December. Traditionally this is the day when people decorate their trees. Children hang stockings at their beds, hoping that Father Christmas will come down the chimney during the night and fill them with toys and sweets.

Christmas is a family holiday. All the family usually meet for the big Christmas dinner of turkey and Christmas pudding. And everyone gives and receives presents. The 26th of December, Boxing Day, is an extra holiday after Christmas. Its the time to visit friends and relatives.

New Years Day is not such favourable in Britain than Christmas. But in Scotland Hogmanay, New Years Eve is the biggest festival of the year.

Besides public holidays, there are some special festivals in Great Britain. One of them takes place on the 5th of November. On that day, in 1605, Guy Fawkes tried to blow up the Houses of Parliament and kill King James I. He didn't succeed. The King's men found the bomb, took Guy Fawkes to the Tower and cut off his head.

Since that day the British celebrate the 5th of November. They burn a dummy, made of straw and old clothes, in a bonfire and let off fireworks. This dummy is called a "guy" (like Guy Fawkes).

Примерная контрольная работа

Раздел 1. Reading**Trafalgar Square**

Trafalgar Square is the geographical center of London. It was so named to commemorate Admiral Nelson's victory at the Battle of Trafalgar. In the middle of the square there is a very famous monument Nelson's Column with the statue of Lord Horatio Nelson on the top. The Column is over 170 feet high. Its pedestal is decorated with bas-reliefs of famous naval battles. At the base of Nelson's Column are four great lions.

Trafalgar Square has become famous as a point for all kinds of demonstrations, marches and political meetings.

Each year in December, the people of Norway send a gift of an enormous Christmas tree to Britain which is erected in Trafalgar Square. This is thanks for Britain's part in liberation during the Second World War.

True or False:

1. Trafalgar Square is the geographical center of Madrid.
2. It was so named because of victory at the Battle of Trafalgar.
3. On the top of column there is the statue of Lord Horatio Nelson.
4. The Column is over 160 feet high.
5. At the base of Nelson's Column are five great lions.

Раздел 2 Grammar and vocabulary.

1	Russia is ... country in the world.	
	a. the strongest	c. the largest
	b. the most large	d. larger
2	In its narrowest part the English Channel is called ...	
	a. La Manche	c. the Thames

	b. the Strait of Dover	d. the Severn
3	Northern Ireland is a part of....	
	a. Great Britain	c. the Irish Republic
	b. the UK	d. the USA
4	The United Kingdom is a ... monarchy.	
	a. absolute	c. constitutional
	b. state	d. democratic
5	The climate on the British Isles is generally....	
	a. severe	c. continental
	b. hot	d. mild
6	Russia ... a vast territory.	
	a. occupies	c. is occupied
	b. occupy	d. occupied
7	The USA... by the Pacific Ocean and the Atlantic Ocean.	
	a. was surrounded	c. is surrounded
	b. surrounded	d. surrounds
8	The wealth of new Zealand ... agricultural activities.	
	a. due to	c. is due to
	b. due	d. is due
9	The USA... Canada.	
	a. borders with	c. borders on
	b. borders	d. is bordered on
10	Turner is a famous	
	a. English artist	c. British poet
	b. American painter	d. American writer
11	Moscow is ... city in Russia.	
	a. the largest	c. the larger
	b. large	d. vast
12	... can't call London a typical English city.	
	a. Nobody	c. Somebody
	b. One	d. None
13	Washington is situated... Potomac River.	
	a. on the	c. on a
	b. on	d. at the
14	Tourists come ... the Statue of Liberty.	
	a. seeing	c. see
	b. to see	d. saw
15	The word "downtown"...the city centre in NY	
	a. connote	c. connotes
	b. doesn't connote	d. don't connote
16	The first performance was...	

	a. a failure	c. failed
	b. failure	d. the failure
17	He ... many awards, including an Academy Award.	
	a. won	c. win
	b. had win	d. shall win
18	A landscape is a picture of....	
	a. people	c. houses
	b. still life	d. countryside
19	The story was s	
	a. they asks to publish it	c. they asked to publish them
	b. they asked to publish	d. they asked to publish it
20	“Quality” newspapers publish analytical articles on...	
	a. light	c. sensational
	b. different	d. serious
21	Fleet Street was known as home for many....	
	a. newspapers	c. TV stars
	b. television programmes	d. celebrities
22	The League of Nations was the ... of UFO	
	a. forerunner	c. follower
	b. forefather	d. starting point
23	Broadway is the ... street in New York with many sights.	
	a. long	c. most long
	b. longer	d. longest
24	... recent years, a special effort has been made to reach decisions through consensus.	
	a. on	c. within
	b. in	d. at
25	Franklin D. Roosevelt was the first... the term "United Nations".	
	a. use	c. used

b. to use	d. was used
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Раздел 3 Give some information about cultural traditions in the UK.

Сделать доклад или презентацию по теме.

Тема: Общественная жизнь (повседневное поведение, профессиональные навыки)

Составление словаря по теме. Тренировка употребления лексики в беседе по теме. Развитие диалоговой речи, обоснование своего мнения по прочитанному. Работа над устной речью монологическое высказывание по теме

Youth Problems

Today it is fashionable to speak about teenage problems. A few years ago alcohol, fights, murders and other kinds of violence were more problems of adults rather than young people.

But now, as official reports admit, violence, AIDS, drugs and alcohol are more and more associated with youngest. For many children from poor families violence, drinking problems and all that is associated with poverty becomes more and more real.

The Government surveys show that every fifth teenager who was arrested for criminal actions, was younger than 14 and couldn't be sent to prison. Almost half of teenagers have an experience with drugs, alcohol and sex under age of 16. A lot of teenagers who have drug or alcohol addiction almost never believe that they are dependent. These things are often combined with family and school problems.

What has gone wrong? Some specialists explain that the changes of our society, the system of our life force young people to choose their own lifestyle. On the one hand, our society agrees that 15-17-years old people are old enough to be responsible for what they do and gives them quite a lot of freedom and rights. On the other hand, most adults think that teenagers are too young to be taken seriously. This misunderstanding has produced many problems. Actually, a lot of teenagers say that their parents let them do anything they want and are quite indifferent to their problems. Many teenagers get upset or depressed when they can't solve their problems. As a result, it makes them believe that there is only one way out - to stop living and commit suicide.

No doubt, the teens' problems will increase. And young people should feel that they are cared about.

Тема: Научно-технический прогресс

Составление словаря по теме. Активизация лексики в устной речи. Чтение текстов с опорой на словарь. Работа над грамматическим материалом. Отработка лексики в устной речи. Развитие устной речи: монологическое высказывание.

Great Inventions

Television (1920s)

The invention that swept the world and changed leisure habits for countless millions was pioneered by Scottish-born electrical engineer John Logie Baird. It had been realised for some time that light could be converted into electrical impulses, making it possible to transmit such impulses over a distance and then reconvert them into light.

Motor Car (late 19th Century)

With television, the car is probably the most widely used and most useful of all leisure-inspired inventions. German engineer Karl Benz produced the first petrol-driven car in 1885 and the British motor industry started in 1896. Henry Ford was the first to use assembly line production for his Model T car in 1908. Like them or hate them, cars have given people great freedom of travel.

Electricity

The name came from the Greek word for amber and was coined by Elizabeth I's physician William Gilbert who was among those who noticed that amber had the power to attract light objects after being rubbed. In the 19th century such great names as Michael Faraday, Humphry Davy, Alessandro Volta and Andre Marie Ampere all did vital work on electricity.

Photography (early 19th Century)

Leonardo da Vinci had described the camera obscura photographic principle as early as 1515. But it was not until 1835 that Frenchman Louis Daguerre produced camera photography. The system was gradually refined over the years, to the joy of happy snappers and the despair of those who had to wade through friends' endless holiday pictures.

Telephone (1876)

Edinburgh-born scientist Alexander Graham Bell patented his invention of the telephone in 1876. The following year, the great American inventor Thomas Edison produced the first working telephone. With telephones soon becoming rapidly available, the days of letter-writing became numbered.

Computer (20th Century)

The computer has been another life-transforming invention. British mathematician Charles Babbage designed a form of computer in the mid-1830s, but it was not until more than a century later that theory was put into practice. Now, a whole generation has grown up with calculators, windows, icons, computer games and word processors, and the Internet and e-mail have transformed communication and information.

Aeroplane

The plane was the invention that helped shrink the world and brought distant lands within easy reach of ordinary people. The invention of the petrol engine made flight feasible and the American Wright brothers made the first flight in 1903

I.

II. Прочитайте текст. Дополните предложения, приведенные ниже, только одним вариантом в соответствии с содержанием текста. Выделите выбранный вариант.

1. An independent project
2. President's nickname
3. Loved by everyone

4. What's the connection?
5. Inventive people
6. A noble deed
7. A new brand
8. A true friend

A. Today we can hardly imagine our world without this eager listener and loyal friend, the teddy bear. But how did he come into creation? Why is it called Teddy? Why not Harry or Joe or Jane? The story goes back to 1902, when Theodore Roosevelt was President of the United States. The President was called Theodore, but the press and the people fondly called him Teddy. He didn't like the name, but accepted it. It made him seem more informal to the people he served.

B. In November 1902, President Roosevelt, visiting Mississippi, decided to go out hunting for the day. After several hours he still hadn't had anything. Then one of his helpers discovered a lost bear cub wandering through the woods. Catching it, he tied it to a tree - here was the President's trophy for the day! But Roosevelt couldn't bring himself to shoot the cub, and ordered it to be set free.

C. The newspapers were filled with cartoons depicting him with a bear. The story became legend. The cartoon was seen by Mr. and Mrs. Michtom, who owned a candy store in New York. Using one of the cartoons as a guide they quickly made a little toy bear cub. They put it in their shop window with a handwritten notice saying 'Teddy's Bear'.

D. The Bear was such a hit with the public that the Michtoms designed and produced a bear to be presented to the White House, accompanying a request to use the President's name for their toy bears. Roosevelt gladly gave his permission. The rest is history! The Bears sold like wildfire, and within a year, the Michtoms closed their candy store, and founded the Ideal Novelty and Toy Co - still one of the biggest toy firms in the world.

E. Meanwhile across the ocean, in Germany Richard Steiff was working for his aunt, Margaret Steiff, in her toy business. Richard, a former art student often visited the Stuttgart Zoo to draw animals. In 1902, the Steiff firm made a toy bear based on Richard's designs. This bear first appeared at the 1903 Spring Toy Fair at Leipzig, but nobody seemed interested. It was only as Richard was packing away the stand at the end of the fair, that an American toy buyer, who knew about the growing interest in "Teddy's bears" in the States, came up to him and ordered 3000 bears to sell them in the US.

F. Within a few years of invention, Teddy Bear-mania had swept the world. In America, society ladies carried their teddies everywhere, and children had their pictures taken with their favourite toys. Roosevelt adopted the bear cub as his mascot for a successful re-election campaign.

G. Since then the Teddy Bear has become popular all over the world. It is courageous, wise and peaceful, and always willing to listen - a true comforter in times of trouble. Over

the years, the toy has taken many shapes and varieties, but it remains a teddy bear, named after a president who wouldn't kill a bear cub on a hunting trip.

Тема: Профессии, траектории карьеры, профессиональный рост

Чтение, перевод текста, составление рассказа о себе по аналогии

My Future Profession Is A Teacher

My name is Rita. I'm 16 years old and I study at the College. I know that soon I will have to decide which profession to choose in the future. For many teens of my age it's a big problem, but not for me. I have always wanted to become a teacher and I'm not going to change my mind. Many people nowadays say that it's not a profitable profession, but for me it's a matter of pleasure, not money. I like spending time with smaller children and sharing with them. Even when I was only 5 or 6 years old, I liked teaching our neighbor's children. I already knew some letters and numbers, so I wanted to share my knowledge. To achieve a better result I used a small blackboard and a chalk. In my opinion, teaching is a noble and rewarding profession. I think that it's a great pleasure to see the results of your striving afterwards. Of course, I understand that it can be hard to prepare interesting lessons, to treat each child individually, to write pages of planning. However, when you see how children progress, you understand that it was worth it. Speaking about my most favourite subjects, I should mention Russian and English languages. There is a prestigious Pedagogical University not far from us, where I can study at the Philological Faculty. I'm definitely into the humanities, so I should make a good language teacher. Hopefully, I will succeed in this profession, as it's my dream job. Another reason why I think I will be a good teacher is my love for studying. Teachers are people who study all their life. Our school teachers say I'm a willing and diligent student. So, I think I'm on the right track.

ДИФФЕРЕНЦИРОВАННЫЙ ЗАЧЁТ.

STUDENT'S LIFE

I.

In two weeks I'll finish my first year at Cambridge. Let me tell you something about student's life and my impressions of it.

The students are mainly English, but there are many others. Particularly so in the block of rooms in which I live, four my neighbours include a Chinese studying Law, an Indian studying English, Canadian studying History and a Frenchman studying Science.

The rooms have a pleasant outlook over the College gardens. There is a very small gas-stove on which we make coffee or tea. It is a popular tradition here to invite friends in the afternoon for tea, hot buttered toast and jam. To each room there is a manservant who with a womenservant, known as a “bedder”, keep it clean.

In the old days when Colleges were religious institutions the students were clergymen (священник) and their life was much more strict and disciplined than now. Friendship with young ladies was not allowed and the only women inside the college were washerwomen. The legend is that these had to be “old and ugly”.

The students eat their meals in the College dining-hall. At some Colleges there is an interesting tradition. It is known as “sconing”. If a student comes late to dinner or he is not correctly dressed, or if he breaks one of the laws of behavior, then the senior student orders him to be “sconed”.

A large silver cup, known as “scone cup”, filled with beer is brought and placed in front of him and he must drink it in one attempt without taking the cup from his lips (it holds two and a half pints, or 1.5 litres). If he can do it, then the senior student pays for it, if not, the cup is passed and the student who has been “sconed” must pay for it. In general the discipline is not strict.

a) Ответьте на вопросы:

1. Is Cambridge a multinational university? Can you prove it?
2. What tradition is popular among the students at Cambridge?
3. What are students “sconed” for?

b) Agree or disagree with these sentences:

4. There is a very small microwave oven on which the students make coffee or tea.
5. To each room there is a manservant who with a womenservant, known as a “bedder”, keep it clean.
6. In the old days when Colleges were religious institutions the students were clergymen (священник) and their life was much more free than now.

Раздел II**I. Choose the right variant:**

7. Частная школа:

A) a private school B) a public school C) a primary school

8. Детский сад.

A) creches B) a school C) a kindergarten

9. Вступительный экзамен:

A) to pass an exam B) an entrance examination C) a general examination

10. Среднее образование:

A) pre-school education B) higher education C) secondary education

11. Ученик:

A) a student B) a child C) a pupil

12. учебный план:

A) curriculum B) schedule C) course of studies

13. воспитание:

A) education B) upbringing C) teaching

14. развитие:

A) treatment B) pavement C) development

15. аспирант:

A) bachelor B) postgraduate C) master

16. журнал (классный):

A) register B) list C) course

II. Translate into English:

17. Среднее образование является обязательным в Великобритании.

18. Чтобы поступить в университет, ты должен сдать вступительные экзамены.

19. Родители должны платить за обучение своих детей в частных школах.

20. Для маленьких детей существуют садики и детские дошкольные учреждения.

21. Выпускники школ могут поступать в университеты.

22. Учитель должен не только обучать детей, но и воспитывать.

23. Ответственность и любовь к детям – главные качества нашей профессии.

24. В учебный план включаются новые предметы.

25. Правила поведения в школе обязательны для учащихся.

26. Большое внимание уделяется изучению иностранных языков.

III. Answer the questions:

27. Do you like your college? Explain your answer.

28. Why have you chosen your profession?

29. What subjects in your curriculum will help you to educate children?

30. What kinds of teaching activities are the most important in your opinion?

31. Is it difficult to choose the right attitude to pupils?

IV. Translate into Russian:

32. School-leaving examinations.

33. Secondary education.

34. The admission to higher schools.

35. The main obligation of the parents is to provide good living conditions for their children.

36. Teaching is a respected profession.

Y. Choose the suitable statement.

1. School should help children develop their skills, teach them, and prepare for adult's life.
 - A. Children have the right to education and development
 - B. Children have the right to leisure
 - C. Children have the right to health and health care.
2. Nobody can open children's letters and listen to their phone calls
 - A. All children have the right to name and nationality at birth.
 - B. Children have the rights to information
 - C. Children have the right to privacy
3. All children should have the rights whatever (несмотря на) their race, sex, language, religion, disability or family background.
 - A. All children have the right to name and nationality at birth.
 - B. All children have the right to non-discriminations.
 - C. Children have the rights to information.
4. Children can get information, especially that would make their life better.
 - A. Children have the rights to information
 - B. Children have the right to protection
 - C. Children have the right to education and development
5. The Government should protect children from harm, cruelty and dangerous drugs.
 - A. Children have the right to privacy .
 - B. Children have the rights to information.
 - C. Children have the right to protection .

YI. Match the words in the columns logically.

- | | |
|---------------------------|-----------------------------------|
| 1. Robert Louis Stevenson | a. Winnie – the - Pooh |
| 2. Pamela Travers | b. The Lord of the Rings |
| 3. Arthur Conan Doyle | c. Alice in Wonderland |
| 4. Charles Dickens | d. Harry Potter |
| 5. Joanne K. Rowling | e. Mary Poppins |
| 6. Alan Milne | f. Peter Pan |
| 7. Joan Ronald Tolkien | g. Jane Eyre |
| 8. Lewis Carrol | h. Treasure Island |
| 9. Charlotte Bronte | i. The Adventures of Oliver Twist |

Критерии оценивания

При выставлении оценки по окончании экзамена учитываются следующие критерии оценки:

Оценки **«отлично»** заслуживает студент, имеющий твердые практические знания по темам, предусмотренным рабочей программой курса, уверенно владеющий навыками устной речи в рамках, предусмотренных рабочей программой курса, а также владеющий навыками применения грамматических конструкций, изучаемых в соответствии с рабочей программой.

Оценки **«хорошо»** заслуживает студент, в основном имеющий практические знания по темам, предусмотренным рабочей программой курса, владеющий основными навыками устной речи в рамках, предусмотренных рабочей программой курса, а также владеющий основными навыками применения грамматических конструкций, изучаемых в соответствии с рабочей программой. При этом допускаются незначительные ошибки или недочеты, не меняющие смысл высказывания и не влияющие на успешность коммуникации.

Оценки **«удовлетворительно»** заслуживает студент, имеющий представления об основном практическом содержании курса, предусмотренном рабочей программой, в общем, владеющий навыками устной речи в рамках, предусмотренных рабочей программой курса, а также в основном владеющий навыками применения грамматических конструкций, изучаемых в соответствии с рабочей программой. При этом допускаются грамматические, фонетические или иные ошибки, хотя и затрудняющие коммуникацию, но дающие возможность добиться поставленной цели.

Оценка **«неудовлетворительно»** выставляется студенту, знания, умения и навыки которого не соответствуют вышеперечисленным критериям.