Фонд
оценочных средств

по дисциплине «Практическим по культуре речевого общения первого иностранного языка»

Уровень высшего образования

БАКАЛАВРИАТ

Направление подготовки
45.03.02, 531100 Лингвистика
(код и наименование направления подготовки)

Школьное лингвистическое образование
Дополнительное лингвистическое образование
(наименование направленности (профиля) образовательной программы)

Квалификация
бакалавр

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Фонд оценочных средств предназначен для контроля знаний обучающихся по направлению подготовки Лингвистика, профили «Школьное лингвистическое образование», «Дополнительное лингвистическое образование» по дисциплине «Практикум по культуре речевого общения первого иностранного языка».

Фонд оценочных средств рассмотрен и утвержден на заседании кафедры

Теории и практики английского языка и межкультурной коммуникации
наименование кафедры

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Зам. декана ГФ по учебной работе — Баудинова Н.А.
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1. Перечень компетенций, с указанием этапов их формирования в процессе освоения образовательной программы

Компетенции/контролируемые этапы	Показатели	Наименование оценочного средства
ОПК-4. Способен осуществлять межъязыковое и межкультурное взаимодействие в устной и письменной формах, как в общей, так и профессиональной сферах общения	**Знать:** - нормы межкультурного общения на иностранном языке, составляющие социокультурной компетенции и лингвострановедческих знаний **Уметь:** - вести успешную коммуникацию на иностранном языке - применять знания в области географии, истории, политической, социальной, и культурной жизни страны изучаемого языка **Владеть:** - основами речевой этики и речевой культуры навыками взаимодействия с участниками профессиональной сферы общения	Эссе, коллоквиум, аннотирование

Раздел 2. Технологическая карта дисциплины

ТЕХНОЛОГИЧЕСКАЯ КАРТА ДИСЦИПЛИНЫ

Курс 4, Семестр 7, Количество ЗЕТ – 3, Отчетность – зачет

Название модулей дисциплины согласно РПД	Контроль	Форма контроля	зачетный минимум	зачетный максимум	график контроля
Модуль 1					
Правильное питание. Расстройство пищевого поведения.	Текущий контроль	устный опрос, проверка домашнего задания, проверка вокабуляра, ролевая игра, презентация, СРС – эссе	6	11	6
	Рубежный контроль	Коллоквиум	7	12	
Модуль 2					
Культура стран изучаемого языка. Субкультуры	Текущий контроль	устный опрос, проверка домашнего задания, проверка вокабуляра, ролевая игра, презентация, СРС - топики	7	12	11
	Рубежный контроль	Аннотирование	7	12	

Модуль 3					
Знаменитые люди. Слава в 21 веке.	Текущий контроль	устный опрос, проверка домашнего задания, проверка вокабуляра, ролевая игра, презентация, СРС - эссе	6	11	18
	Рубежный контроль	Презентация	7	12	
ВСЕГО за семестр			40	70	
Промежуточный контроль (Экзамен)			20	30	
Семестровый рейтинг по дисциплине			60	100	

Курс 4, Семестр 8, Количество ЗЕТ – 5, Отчетность - экзамен

Название модулей дисциплины согласно РПД	**Контроль**	**Форма контроля**	**зачетный минимум**	**зачетный максимум**	**график контроля**
Модуль 1					
Трудоустройство	Текущий контроль	устный опрос, проверка домашнего задания, проверка вокабуляра, ролевая игра, презентация,	4	7	26

		СРС - эссе			
	Рубежный контроль	Сообщение по теме	4	7	
Модуль 2					
Городская жизнь	Текущий контроль	устный опрос, проверка домашнего задания, проверка вокабуляра, ролевая игра, презентация, СРС - топики	4	7	28
	Рубежный контроль	Письменный перевод	4	7	
Модуль 3					
Opinions and stereotypes. My future profession	Текущий контроль	устный опрос, проверка домашнего задания, проверка вокабуляра, ролевая игра, презентация, СРС - топики	2	4	29
	Рубежный контроль	Лексический тест	2	4	
Модуль 4					
Style and	Текущий	устный опрос,	2	3	31

fashion. Shopping	контроль	проверка домашнего задания, проверка вокабуляра, ролевая игра, презентация, СРС - топики			
	Рубежный контроль	Аудирование 1	4	7	
Модуль 3					
Цензура в искусстве и СМИ	Текущий контроль	устный опрос, проверка домашнего задания, проверка вокабуляра, ролевая игра, презентация, СРС - топики	4	7	30
	Рубежный контроль	Аудирование	4	7	
Модуль 4					
Путешествия	Текущий контроль	устный опрос, проверка домашнего задания, проверка вокабуляра, ролевая игра, презентация, СРС - топики	4	7	32

	Рубежный контроль	Грамматический тест	4	7	
Модуль 7					
Архитектура	Текущий контроль	устный опрос, проверка домашнего задания, проверка вокабуляра, ролевая игра, презентация, СРС - топики	4	7	34
	Рубежный контроль	Эссе	4	7	
ВСЕГО за семестр			40	70	
Промежуточный контроль (Зачет)			20	30	
Семестровый рейтинг по дисциплине			60	100	

Раздел 3. Типовые контрольные задания или иные материалы, необходимые для оценки планируемых результатов обучения по дисциплине, характеризующих этапы формирования компетенций в процессе освоения образовательной программы

2. What makes a good party?
3. London
4. Kyrgyz holidays
5. Food and eating customs around the world
6. My favourite dish
7. Newspapers in our life
8. Time management and daily life
9. News and propaganda
10. Travelling
11. Films
12. Bringing children up
13. Old age and problems associated with it
14. Style and fashion
15. The role of books in our life
16. The importance of learning foreign languages
17. What is love?
18. My future profession
19. Schooling in England
20. My favourite painter and his picture
21. The greatest inventions of the 20^{th} century
22. The greatest geographical discoveries
23. Shopping
24. Events that impressed me
25. Exchange programs
26. My most treasured possessions
27. Giving up bad habits
28. Marriage and romance
29. Vegetarianism
30. The influence of money on people's life
31. Unemployment
32. Generation gap
33. Marriage: love or money?
34. An only child

35. Traffic problems in a city
36. Art in our life
37. Being on a visit
38. My favourite English writer
39. Tourism
40. Cosmetic surgery
41. My favourite work of art
42. Advertising
43. Student life
44. My dream house
45. At the hospital
46. Appearance and character
47. A city I'd like to visit
48. Sightseeing of Bishkek
49. Science in our life
50. Environmental problems
51. Climate and weather in Great Britain
52. Ambitions
53. Crime and punishment
54. Means of communication (radio, TV, Internet)
55. Problems in Kyrgyz education
56. Human rights
57. Gender equality
58. Political system (USA, UK, RU, KG)
59. National art: painting, architecture, theatre and films (USA, UK, RU, KG)
60. National holidays (USA, UK, RU, KG)
61. National cuisine (USA, UK, RU, KG)
62. Intercultural communication
63. National character
64. Cognitive aspects of human
65. Power of words
66. Charity in modern world
67. Music is the universal language of mankind (USA, UK, RU, KG)
68. Problems of migration
69. Adoption
70. Non-verbal communication
71. Natural calamities
72. Terrorism
73. Literature in USA
74. Literature in UK

75. Ambitions
76. Globalization
77. Mass media. Journalism
78. Artificial intelligence
79. Space
80. Aging
81. Religion
82. Euthanasia
83. National art in KG

Примерные контрольные работы по грамматике английского языка (грамматический тест), рубежный контроль

Grammar test #1

1. Insert some, any, much, many.

1. There isn't … milk left. 2. How … potatoes are there? 3. There are … biscuits on the packet. We don't have to buy ... 4. How … water is there? There are 3 litres. 5. There is … tea in the teapot. 6. There isn't … fruit juice in the fridge. 7. Do you want … soda? 8. There aren't … good films on at the cinema. 9. Can I have … chocolate biscuits, please? 10. How …. money is there in your pocket? 11. There aren't … eggs to make the omelette. 12. How … carrots are there for the salad? 13. There isn't … champagne for the party.

2. Choose the correct option.

1. There (is/ are) (some/any) coffee in the cup. 2. (Is there/ Are there) (some/any) chocolates? 3. (How much/ How many) bananas (is there/ are there) in the bowl? 4. (There isn't/ aren't) (some/ any) ice cream left. 5. (How much/ How many) people (is there/are there) in your class? 6. (There is/There are) (some/any) special cakes for tea. 7. (There is/ There are) two pairs of scissors on the table.

3. Translate into English.

1. Наш город самый красивый и самый зеленый в республике. 2. Ваша аудитория больше и светлее, чем наша. 3. У нас сегодня меньше занятий, чем вчера. 4. Эта задача более трудная. 5. Он отвечал лучше, чем другие Студенти.

4. Correct the mistakes in these sentences.

1. There are a lot of milk in the bottle. 2. There are some new film on at the cinema. 3. There is no computers in the class. 4. There is much water in the sea. 5. There is a lot of good pupils in our class. 6. Are there in the table any pencils? 7. Who there is at the door? 8. How many pencils are there in your bag? 9. What are there in the water? 10. There is a bag on the desk?

5. Translate the sentences.

1. В этом журнале есть несколько интересных статей. 2. Много веков назад вокруг Сити была стена. 3. Сколько гостей будет на обеде? 4. В этой группе мало студентов. 5. В

холодильнике есть масло, молоко, сыр, но нет мяса. 6. На этой стороне улицы есть кинотеатр. 7. В комнате были стол, два стула, и диван. 8. В семье много детей, и поэтому всегда много работы по дому.

6. Form special questions using the question words in brackets.

1. There are five swimming pools in our town. (How many) 2. There are seven cats in the picture. (How many) 3. There is some bread in the kitchen. (What) 4. There are 17 boys and 12 girls in our class. (How many) 5. There is a big book on the shelf. (What) 6. There are 50 houses in our street. (How many) 7. There is a tall tree in our school yard. (What) 8. There are many big cats in this zoo. (How many) 9. There are two cafes in our street. (How many) 10. There is an apple tree in our garden. (What) 11. There are two beds and two desks in our room. (How many)

7. Translate the sentences.

1. Ваш брат намного старше вас? – Нет, он моложе меня. 2. Чем больше вы будете читать, тем скорее расширите свой словарь. 3. Он чувствовал себя все лучше и лучше. 4. Ваша память нисколько не лучше моей. 5. Какие из этих книг вам больше всего нравятся? 6. Москва зимой для него была всегда привлекательнее, чем летом.

Grammar test #2

1. Translate into English.

1. Я встретила его вчера. Мы боялись опоздать на поезд. К счастью, на углу нашей улицы мы увидели такси и приехали на вокзал вовремя. 2. Летом я вам не писал, так как потерял ваш адрес. 3. На прошлой неделе я написал ей два письма, но ответа не получил. 4. Когда вы перевели эту трудную статью? 5. Что вы делали вчера: переводили статью или писали сочинение?

2. Ask wh-questions to the words in bold type.

1. I work **at an office**. 2. We usually have our English **in the evening**. 3. We write **a lot of sentences on the blackboard**. 4. **After classes I go home**. 5. They usually **go to the ofice in the morning**.

3. Write the following sentences in the negative form.

1. They had their breakfast at the university dining-room. 2. He wanted to go to Moscow during the holidays. 3. The students went on an excursion last week. 4. First spring flowers appeared in the fields in April. 5. Last night I got a letter from my parents.

4. Write these sentences as reported questions using the words given. Make all necessary changes.

1. “What’s your name?” he asks. (want to know) 2. “When does the train leave?” he asks. (ask) 3. “Did the police report the crime?” the judge asks. (inquire) 4. “Are you enjoying yourself?” he asks. (wonder) 5. “Are you hungry?” she asks. (want to know)

5. Complete the following sentences.

1. She asks if … . 2. She wants to know if … . 3. He wonders if … 4. He inquires whether… .5. He is interested to know if… .

6. Translate into English.

1.Я не буду сегодня купаться, вода в озере слишком холодная. 2. Зачем ты оставил молоко на столе? Оно может прокиснуть в такую жару. 3. Раньше дома отапливали углем и дровами, а теперь газом. Это гораздо экономичнее, т.к. запасы газа в нашей стране достаточно велики, а угля добывается все меньше и меньше. 4. На завтрак я обычно ем тосты с джемом или овсянку на воде. – Как невкусно! 5.Я только недавно узнала о том, что стекло делается из песка. 6. На ужин мы ели картошку с мясом. – Представляю, сколько лишнего веса вы набрали.

7. Insert the article if necessary.

1. … teachers are like weather, one minute good, one minute bad. 2. Opening … fridge door, Jake took out … beer, opened it and drank … cold beer from … bottle, enjoying it; … beer always tasted better from … bottle. 3. After … light supper she went to … bed early. Almost immediately she fell into … sound sleep, and it was … dreamless sleep for most of … night. Then just as … dawn was breaking she awakened with … start and sat bolt upright in … bed.

Grammar test #3

1. Translate into English.

1. Было уже темно, когда мы подошли к дому; дул сильный ветер и становилось все холоднее и холоднее. 2. Ты можешь вспомнить, что ты делал в то время? 3. Он проснулся, так как возле его кровати звонил телефон.4. Мы сели на скамейку. Рядом с нами два мальчика о чем-то громко разговаривали. Один из них задавал вопросы, а другой отвечал. Под деревом играли две девочки. По дорожкам парка гуляли студенты. 5. Шел дождь, когда я вышел из дома.

2. Use the verbs in the correct form.

1. I'll phone you as soon as she (to appear), but I don't know when she (to return). 2. We'll start when she (to be) ready, we just wonder when she (to be) ready. 3. If I (to be free) tomorrow night, I (to go) to the concert. 4. I (to tell) you as soon as I (to know). 5. Unless he (to arrive) soon, we (to have to) go without him.

3. Translate into English.

1. Я вижу двух студентов и слышу их голоса, но не понимаю, на каком языке они говорят. Возможно, это какой-то восточный язык, а я не знаю восточных языков. 2. Этот человек, конечно, очень хорошо говорит по-английски, но мне трудно понимать его, так как он говорит очень быстро, а я знаю язык недостаточно хорошо. 3. Осенью в Петербурге часто идет дождь. 4. Молодой человек, с которым разговаривает журналист,– известный художник. 5. Она всегда жалуется на своего сына, когда бы я ни встретил ее.

4. Use the verbs in the correct form

1. The sun (to rise) in the east and (to set) in the west. 2. – What's that terrible noise? – My neighbour (to drill) the wall. He (to do) it every weekend. 3. She (to show) the latest collection of new designs tonight. 4. "I (to starve), and my feet (to kill) me. I (to want) to have a rest," complained Grandma. 5. We (to have) a very lazy holyday. We (to play) tennis, (to visit) friends, the children (to swim) and (to sunbathe).

5. Translate into English.

1. Ей интересно, будут ли эти цветы хорошо расти, если она посадит их в тенистом месте. 2. – Если Борис бросит пить и курить, то это пойдет ему на пользу. – Интересно, сможет ли он это сделать. 3. Если я сделаю неверный шаг, мне придется отвечать за это. 4.Без твоей улыбки солнышко не будет сиять, и если солнце не будет сиять, птицы не будут петь. А если птицы не будут петь, люди не будут счастливы. А если человек не будет счастлив, мир будет скучным и безжизненным! 5. Никто не может сказать мне точно, будет ли врач работать сегодня.

6. Write these sentences as reported questions.

1.”Do you like Marlon Brando?” she asked. 2. “Are you enjoying yourself ?” he asked. 3. “Does your father work here?” she asked. 4. “Are you a foreigner?” she asked. 5. “Did you invite Judy and Pat?” he asked. 6. “Have you hurt yourself?” she asked.

7. Insert the article if necessary.

1. This hotel opens only in … late spring, when the snow melts in the mountains, and welcomes tourists till … autumn. In … winter one can’t get there by any means. 2. Being used to … soft Italian winter he could hardly bear … severe continental climate. 3. I want to spend … autumn in the Crimea and I want to go there at the end of … summer. 4. In … autumn of 1986 we parted forever as we thought. 5. I don’t remember such … cold winter in our region. 6. That year … winter was warm but snowy, which was favourable for the harvest of … coming summer. 7. It was early … spring when Jennifer broke their engagement.

Grammar test #4

1. Translate into English.

1. Ты весь день будешь пользоваться компьютером? Он мне тоже нужен. 2. Хотела бы я знать, чем будет заниматься мой брат, пока нас не будет дома. Боюсь, что целыми днями он будет лежать на диване и смотреть телевизор. 3. Я надеюсь, что напишу дипломную работу к концу учебного года. 4. К тому времени, как ты доберешься домой, пицца будет приготовлена. 5. Где и когда я снова увижу тебя?

2. Use the right form of the verbs in brackets.

1. – You (see) Jane today? – Yes, I (see) her at about nine, but I not (see) her since then. 2. Nelly (go) to America on holiday ten years ago, and she (live) there ever since. 3. Alex (have) an enormous amount of work last week. 4. We (have) a very busy week. We need a break. 5. I (not to see) anything of Helen lately. When you (to see) her last? – I (to meet) her two days ago. I (think) that she (to change) very much.

3. Translate into English.

1. Мы решили на прошлой неделе, что будущим летом мы все поедем в Крым.2. Она сказала, что ее коллеги всегда дают ей прекрасные советы. 3. Сестра сказала, что хочет приехать к нам сама. 4. Я знала, что она очень занята. 3. Никто не знал, что вы ждете здесь. Пойдемте в дом. 5. Я знала, что она работает на заводе, что у нее есть муж и двое детей, что семья у нее очень дружная и она счастлива.

4. Use the right form of the verbs in brackets.

1. He said he (be) awfully sorry for the things he (do). 2. By next morning, the snow that (to begin) in the night (to turn into) a blizzard so thick that the last class of the term was cancelled. 3. He admitted that it (be) too long since he (see) them. 4. He (to take) a room at the hotel where Ann and he (to stay) on their first visit to London. 5. When she (to enter) the house at dinner-time and (to find) Pete gone she (to know) what (to happen).

5. Write these sentences as reported statements.

1. "Only children know what they are looking for," said the little prince. 2. "I cannot play with you," the fox said. 3. "I'll be on my way," said the little prince. 4. "I can carry you farther than a ship," said the snake. 5. "I'm looking for friends," said the little prince. 6. "You must be very patient," said the fox. 7. "Men have forgotten this basic truth," said the fox.

6. Insert the article if necessary.

1. I dislike having breakfast in … bed. After it … bed is full of crumbs. 2. … bed was so hard that Richard wasn't able to fall asleep despite being dead tired. 3. … small country school where he taught was below his ambition. 4. Her parents made her go to … musical school, which she hated with all her heart. 5. Not all children go to … kindergarten, but every child must go to … school. 6. … school was near my house but … University is far from it. 7. Though we went to … school together, we never were close friends.

7. Translate into English.

1. Почему дети до сих пор не в постели? Уже 12 часов! 2. Ирина пододвинула стол поближе к кровати, чтобы слышать каждое слово отца. 3. Анна работала медсестрой в городской больнице и училась в вечерней школе. 4. Наша компания регулярно жертвует деньги местной больнице. 5. Тюрьма стояла на острове, до которого раз в день ходил катер. 6. Дилан пробыл (to serve) в тюрьме всего полсрока (half his time).

Grammar test #5

1. Use either Infinitive or the Participle I instead of the verbs in brackets.

1. How could you let them (fool) you? 2. He glanced back and saw a man (follow) him. 3. I could smell the coffee (boil). 4. He felt something (hit) him on the leg.5. After an hour's rest he felt strength slowly (come) back to him. 6. The policeman saw the man (stop), (look around) and (enter) the bar.

2. Translate into English.

1. Я чувствую, что ты не согласен со мной и это меня огорчает. 2. Я чувствовал, что что-то двигалось в комнате, и увидел большую бабочку, летавшую под люстрой. 3. Мы слышали, что он уехал в Лондон. 4. Я слышал, что ты прекрасно танцуешь. 5. Они услышали, как сработала ночная сигнализация, и увидели двух охранников, бежавших к входу в банк.

3. Make up sentences using complex object.

1. speak, I, have heard, of his boyhood, never, him. 2. hated, to argue, people, he, things, about, of no importance. 3. this, dangerous, to be, think, a case, do, you? 4. you, don't, worry, that, let. 5. without, her, let, my mother, go, a word.

4. Translate into English.

1. Его письма обычно заставляли ее смеяться. 2. Учитель заставил нас переписать диктант. 3. Я знаю, что он – один из лучших хоккеистов. 4. Люди ожидают, что этот политик реально поможет им. 5. Его заставили выступить в суде, и все ожидали, что он скажет, что он видел. 6. Я уступил ей свое место. 7. Внезапно он отпустил мою руку.

5. Use the right form of the verbs in brackets.

1. Midnight came and went while Harry (read) and (reread) a passage and (not take in) a word of it. 2. They all (have) a drink while they (wait). 3. Their trunks (arrive) from Hogwarts while they (eat) lunch. 4. I (know) it was useless before I (open) my mouth. 5. “Keep your wand out,” she (tell) Harry, as they (enter) Wisteria Walk. 6. Seamus (dress) at top speed next morning and (leave) the dormitory before Harry even (put on) his socks. 7. “Don't you go feeling guilty!” (say) Hermione sternly, after Harry (confide) some of his feelings to her. 8. Sirius (speak) only after he (return), closing the kitchen door behind him. 9. As soon as he (go) Cowperwood (say) to the maid in attendance, “Go get me some hot water.” 10. As this thought (occur) he (wheel around) and (stare back) down Privet Drive.

6. Translate into English.

1. Он пытался собрать воедино информацию, полученную из разных источников. 2. Я не могу помочь вам советом, поскольку у меня нет всей необходимой информации по этому вопросу. 3. Том вернул тебе деньги, которые занимал в прошлом месяце? 4. Новость, которую ты нам сообщил, давно уже всем известна. 5. Деньги – кореньвсегодурного.

7. Insert the article if necessary

1. We've received … information that Black might still be using his old motorcycle. 2. “I shall need your help. I shall need all … information you can give me.” 3. Every few minutes there was a call from some newspaperman or editor requesting … information. 4. She was fastening a white lace tie about her throat when the housemaid brought up … information that Mr. Hurstwood wished to see her. 5. Food was so hard to get and … money in the Yankee’s wallet would not last forever. 6. “I’ll marry him,” she thought coolly. “And then I’ll never have to bother about … money again.” 7. … advice seems to be the only thing I can give you at present. Listen to it, for it’s … good advice. 8. “He's always given us … great advice!” 9. “Or are you afraid he might not take very seriously … advice of a man who has been hiding inside his mother's house for six months?” 10. … bad news certainly traveled swiftly. 11. At last, … news came from the south to the strained town and it was … alarming news, especially to Scarlett. 12. He wanted to know how far … news of his criminal deed had spread.

Grammar test #6

1. Translate into English.

1. Чем больше вы будете находиться на открытом воздухе, тем лучше у вас будет здоровье. 2. Эта проблема не так серьезна, как вам кажется.3. Я слышал оба доклада. Первый был значительно интереснее второго. 2. Этот текст еще более трудный, чем тот, который мы переводили на днях. 4. Мы вынуждены были отложить поездку за город, так как погода становилась все хуже и хуже. 5. Она была гораздо моложе своей сестры и менее веселая.6. Он сильный, он может поднять ящик и в три раза тяжелей. 7. Сегодня вдвое холодней, чем вчера.

2. Use the right form of the verbs in brackets.

1. A gray-haired man (sit) at the table in front of me who (be) famous as a traveler several years ago and (be) now no less famous as a writer. 2. The teacher (say) his pronunciation (improve) after he (work) several times in the lab. 3. I (see) this play a long time ago and (not re-read) it for a long time. I (forget) it. 4. A) My friend Vanessa just (start)a new cookery course and she (love) it. At the moment she (stay) at her sister's flat until she (find) a place of her own. Vanessa (enjoy) entertaining, so she always (invite) people round. B). Last week I (visit) her for dinner. I (see) Vanessa for over a month and (look forward) to it. Vanessa (cook) when I (arrive), so I (offer) to help her. C). It (be) a great evening, I always (enjoy) good food and company. Tonight I (cook) for her. I (make) my speciality.

3. Translate into English.

1. – Твой английский становится все лучше и лучше. – Да, я занимаюсь с утра до ночи. 2. Посмотри, что ты сделал! Ты не мог бы быть поосторожнее? 3. – Прошлым летом часто шел дождь, не правда ли? – Да, но, как правило, летом здесь редко идет дождь. 4. После того, как он увидел это собственными глазами, он поверил, что чудо действительно произошло. 5. Нас не будет в Москве в августе. Мы будем гостить у родственников в Екатеринбурге.

4. Change the following from Direct into Reported Speech.

1. "Where did you gather these plants?" the teacher asked. 2. "Do you like to read English books?" Kate asked me. 3. "We bought this thing a week ago," mother said to me. 4. "Water freezes below 0 °C," he said. 5. "As soon as I hear from him, I'll let you know," my neighbor said to me.

5. Translate into English.

1. Я чувствовал, что что-то двигалось в комнате, и увидел большую бабочку, летавшую под люстрой. 2. Я чувствую, что ты не согласен со мной, и меня это огорчает. 3. Я считаю его экспертом в этой области. 4. Я слышал, что ты прекрасно танцуешь. 5. Вы видели, как бежали эти два мальчика?

6. Insert the article if necessary.

1. It was … cold Saturday morning at … beginning of … month. … first snap of … frost was in … air, after … mild October of … Indian-summer weather. But nonetheless, it was … sparkling day, sunny, with … bright blue sky. 2. … marmalade is usually made from … oranges. It is usually eaten for … breakfast with … toast. 3. He had ordered … chilled white wine; it was … young wine and it was … perfect choice. 4. It was … beautiful night, warm, balmy, gentle. … ink-black sky was sprinkled with … stars, and there was … hazy full moon.

7. Translate into English.

1. Интересно, когда они вернутся. 2. Я подожду, пока он окончит свой рассказ, а потом попрошу его ответить на мой вопрос. 3. Я зайду к вам перед тем, как уеду из Москвы. 4. Я не знаю, когда я получу от нее ответ, но как только я получу его, я немедленно вам позвоню. 5. Если она позвонит, и нас не будет дома, спросите ее, зайдет ли она к нам вечером.

Grammar test #7

1. Complete the following sentences using *could* ***or*** *was/were able to****.***

1. The swimmer was very tired but he … reach the shore before he collapsed. 2. When I arrived everyone was asleep. Fortunately I … wake my sister and she let me in. 3. He was very strong; he … ski all day and dance all night. 4. The town was full of visitors, and we didn't know where we would spend the night, but at last we … find two vacant rooms in a small hotel. 5. Before his illness he … work fourteen hours a day if he had to. 6. The woman … describe the pickpocket to the police; she told them he was a thin little man, wearing a dirty raincoat. 7. I was a long way from the stage. I … see all right but I … not hear very well.

2. Translate the sentences, using different forms of *can* ***and*** *be able to****.***

1. Когда он приехал в Лондон, он мог вести переговоры с фирмами без переводчиков. 2. Он сказал, что не может дать ответ, пока не обдумает вопрос как следует. 3. Было так темно, что мы ничего не видели. 4. Ты не сможешь перевести название, пока не прочитаешь всю статью. 5. Хотя пилот был тяжело ранен, он смог объяснить, что произошло. 6. Мы не смогли вчера достать билеты на матч. 7. Она много занималась и смогла сдать экзамен.

3. Translate into English.

1. Не могли бы вы дать мне консультацию сегодня? 2. Пожалуйста, брось письмо в почтовый ящик по дороге на работу. 3. Ты не поможешь мне перевести эту статью? 4. Пожалуйста, скажите мне, где я должен выйти, чтобы попасть на стадион. 5. Не могли бы вы одолжить мне немного денег? 6. Будьте добры, помогите мне выбрать подарок жене. 7. Пожалуйста, позвони в кассу и закажи билет на самолет.

4. Use *must not* ***or*** *do not have to* ***in the following sentences.***

1. I've already finished all my work, so I … study tonight. 2. In order to beagood shop assistance, you … be rude to a customer. 3. You … introduce me to Dr. Gray. We've already met. 4. Do you have a stamp? – Uh-huh. Here. – Thanks. Now I … go to the post-office to buy stamps. 5. Tommy, you … say that word. That's not a nice word. 6. We … go to the concert if you don't want to, but it might be good. 7. A person … get married in order to lead a happy and fulfilling life.

5. Fill in the blanks with *have to* ***or*** *be to* ***in correct tense forms.***

1. They … to light a fire to cook their supper. 2. The arrangement was that you … to give your views and I … to say what I thought of them. 3. He set off to the school where he … to write examinations for entry to the University. 4. When I got home I found I had left my olive oil in front of the notice-board and I … to return to collect it. 5. He always puts off doing what he … to do until it … to be done. 6. We … to leave on Monday, but because of a two days' delay with the visas we … to book tickets for Wednesday. 7. There is nothing strange in what he did. It … to be expected. 8. The Finnish woman who … to work for Finch has not arrived yet.

6. Translate the sentences into Russian.

1. Again I have to have tinned food for dinner! 2. Just think of the arrangements that have to be made. And the people we have to fetch. 3. He had to raise his voice to be heard through the rising gale. 4. He had to submit to his fate. 5. From now on, my son, you'll have to earn your own living.

7. Translate into English.

1. – Можно взглянуть на этот документ, инспектор? – Боюсь, что пока нет. 2. Она решила, что может воспользоваться машиной отца. 3. На оленей можно охотиться только лишь в определенное время года. 4. Ребенок поинтересовался, можно ли ему посмотреть еще два мультика. 5. Решение может быть очень простым, можешь мне поверить.

8. Make the following sentences interrogative and negative.

1. Mr. Bucket has to support his elderly parents. 2. They had to turn to a private detective. 3. We'll have to admit that she is right. 4. These contracts have to be filled. 5. She had to study hard last semester.

Grammar test #8

1. Change the following sentences into the Passive Voice, giving 2 variants where possible.

1. Someone will read you another chapter next time. 2. They gave my little sister a ticket, too.3. They promise us higher wages.4. They will ask us all several questions.5. She will look after the little girl well.6. Somebody taught him French and gave him a dictionary.7. People will simply laugh at you for your trouble.

2. Translate into English.

1. Ему каждый день рассказывают что-нибудь интересное. 2. Меня всегда хвалят дома. 3. Каждую субботу папе показывают мои оценки. 4. Мне дают сок каждое утро. 5. Меня часто приглашают в кино. 6. Моей сестре часто помогают в школе. 7. Почему эти правила всегда забывают?

3. Change the following sentences into the Passive Voice.

1. You must do three of these exercises tomorrow. 2. You can find the book you need in any library. 3. You can cross the river on a raft. 4. I can easily forgive this mistake. 5. The doctor says they must take her to the hospital. 6. We must send the letter at once. 7. You must return the books the day after tomorrow.

4. Translate into English.

1. Нам объяснили, как работает этот аппарат. 2. Его так хорошо описали, что мы сразу поняли, что это он. 3. Письмо было продиктовано мне по телефону. 4. Сообщение повторялось каждые полчаса. 5. Тебе объясняли значение этих слов? 6. Заказчикам предложили новые условия контракта. 7. Об этом законе физики лишь упомянули, он не был объяснен студентам.

5. Ask questions indicated in the brackets.

1. Such equipment is sold in special shops. (In what shops?) 2. These files must be returned in two hours. (When?) 3. This picture gallery was destroyed by the fire. (How?) 4. The money will be spent on medicine. (On what?) 5. The telephone was invented by Alexander Graham Bell. (Who?) 6. This work can be done in two days. (In how many days?) 7. Rice is grown in every country. (Where?)

6. Translate into English.

1. Комнаты нужно регулярно проветривать. 2. Кошку надо кормить рыбой. 3. Ребенку надо давать фрукты. 4. Как можно перевести это слово? 5. Эту картину можно повесить над камином. 6. Руки надо мыть перед каждым приемом пищи? 7. Куда можно поставить чемоданы?

7. Translate into English, using the proper article.

1. Да он может оказаться новым Моцартом! Он так талантлив! 2. Айвазовский прекрасно бы дополнил это собрание морских пейзажей. – Я знаю, что Айвазовский есть в коллекции Дормана, но согласится ли он продать его? 3. Мишель, возьми трубку. Тебя какая-то Лидия Бернс. Голос знакомый, но имя мне ничего не говорит. 4. Его мать была замужем за одним из Бернстайнов. – Уж не тех ли самых Бернстайнов с западного побережья?

8. Insert the correct article where necessary

1. Still, he couldn't complain. He had even bought himself __ Porsche last year with a big Christmas bonus. 2. "But at least you have the details of about thirty paintings. Are they good paintings?" "__ Van Gogh, __ several Cezannes. Two wonderful canvases by __ Matisse, and a number of paintings by __Picasso, __Braque and __Marie Laurencin." 3. After all no man can be __ Don Juan unless women are interested in him. 4. She's betrayed him, refused to acknowledge him. What __ Judas. 5. Someone to see you, __ Mr Lambert. __ MrsKasteliz. She doesn't have an appointment but she wondered if you might have a few minutes to spare.

Grammar test #9

1. Change the following sentences into the Passive Voice.

1. Don't come in! The professor is examining students. 2. Can I read the article? – No, the secretary is typing it. 3. When the fire brigade came, the fire had destroyed the building. 4.The athlete has shown much better results since this coach trains him. 5. The interpreter is translating their conversation rather well. 6. The president of the board has signed the document. 7. The company was developing a new project.

2. Translate into English.

1. Этот роман уже переведен на пять языков. 2. Обед варили, когда я пришел домой. 3. Книги уже принесли из библиотеки? 4. Этот кинотеатр был построен до того, как мы приехали сюда. 5. Дома над ней посмеялись. 6. О вас только что говорили. 7. Колю как раз спрашивают.

3. Open the brackets.

1. He said that Grandmother's letter (to receive) the day before. 2. Two new engineers just (to introduce) to the head of the department. 3. Don't come into the compartment. The berth (to fix) now. 4. The plan (approve)? – No, it (discuss) now. – How long it (discuss)? 5. This work (do) before you went to Moscow? 6. The business day was in high gear: the mail (look) through, documents (type), letters (answer), talks (hold).

4. Translate into English.

1. К вечеру работа была закончена. 2. Кто вам сказал, что соглашение было подписано? 3. На нашей улице строят новый кинотеатр. 4. Мне еще ничего об этом не говорили. 5. Дети не ложились спать, пока елка не была украшена. 6. Послушай! Играют какую-то очень знакомую мелодию. 7. Результаты уже объявили?

5. Use the verbs in bold type in the Passive Voice. Make all necessary changes.

1. **Have** you **sent** for the doctor? 2. **Are** they still **discussing** the question? 3. **Had** they **serviced** his car by the weekend? 4. **Will** they **have built** the school by the end by the 1st of September? 5. **Have** you **finished** the work? 6. **Are** they **making** a lot of new experiments in their laboratory? 7. **Are** they still **painting** tea cups by hand?

6. Translate into English using the proper article.

1. Сэр Кристофер Рен, великий английский архитектор, построил не только собор Св. Павла, но и множество других замечательных зданий в Лондоне. 2. Мой отец, шофер-дальнобойщик, редко бывает дома. 3. Какой сюрприз! Сегодня я случайно встретил Олега Петрова, одного из моих одноклассников, о котором ничего не слышал уже много лет. 4. Могу я поговорить с мистером Уаттом, старшим менеджером вашего отдела? 5. Жанна, студентка медицинского колледжа, мечтает стать пластическим хирургом. 6. Художник Айвазовский известен, в основном, как создатель морских пейзажей. 7. Какой скандал! Сюзан, единственная дочь известного политика, оказалось наркоманкой.

7. Insert the correct article where necessary.

1. Clyde supposed that he, __nephew of__wealthy Griffits', should be admitted to high society. 2. __ George Washington, __ first president of the USA, was __ commander-in-chief of the American army during the war for independence. 3. Few people know that __ Voltaire is only a pen-name of __ great French writer and philosopher who was in reality __ son of __ FransuaArue, __ public notary. 4. __ Vladimir Nabokov, __ Russian writer and __ Nobel prize winner, spent most of his life far from his native land. 5. I think,__ Mr. Parker, __ leading light in this field of medicine, will be able to help you. 6. Whom have you been talking with? – This is __ Mr. Smirnov, __ professor of philosophy and __ dean of our department.

Grammar test #10

1. Open the brackets using the correct tense form.

1. Yesterday he was caught red-handed. When I came in, he (to smoke). 2. Although she tried to apply some make-up, we could see that Vicky (to cry). 3. When they got to their dacha, they discovered that water (to leak) through the roof. 4. Everybody looked unhappy. They (to discuss) the Concorde's crash. 5. By the smell in the room and his guilty expression I could tell that Stephen (to smoke). 6. Although she tried to hide her face, we could see that Vicky (to cry). 7. When Denny joined in the conversation, they (to discuss) the latest events in the Balkans. 8. When they got to their dacha, they discovered that water (to leak) through the roof. There were pools on the floor.

2. Translate into English.

1. Что это здесь происходит, мальчики? Вы что, дрались? 2. Когда отец пришел домой, мы с мамой уже час готовили обед. 3. К маю будет пять лет, как он водит эту машину. 4. Мы слушали тебя очень внимательно последние два часа, и теперь мы уверены, что ты говоришь правду. 5. Когда я вошел в комнату, все замолчали. Я понял, что они говорили обо мне. 6. В доме чудесно пахло. Мама с утра пекла пироги. 7. Ты можешь мне все рассказать. Ты доверяла мне все свои секреты с тех пор, как научилась говорить.

3. Translate into English using the correct form of the Future tense.

1. Не беспокойся, платье сошьют к выпускному вечеру. 2. В июле будет год, как они женаты. 3. К концу года цены на бензин вновь вырастут. 4. Я сдам все экзамены к июлю. 5. К тому времени, как ты проснешься завтра утром, мы уже три часа будем лететь над Европой.6. Учительница обещает, что проверит наши контрольные работы к следующему уроку. 7. К первому сентября этого года я уже десять лет буду работать в этом университете.

4. Use the right form of the verbs in brackets.

A week later, Harry, Snape and Ron (1) (walk) across the Entrance Hall when they (2) (see) a small knot of people who (3) (gather) around the notice-board and (4) (read) a piece of parchment that just (5) (pin up). "They (6) (start) a Duelling Club!" (7) (say) Ron. "First meeting tonight! I not (8) (mind) duelling lessons, they (9) (may) come in handy one of these days. We (10) (go)?" Harry and Snape (11) (be) all for it, so at eight o'clock that evening they (12) (hurry) back to the Great Hall. "I wonder who (13) (teach) us? I hope it (14) (be) Frederick," saidSnape.

5. Make the following sentences passive.

1. Did they offer you a good job? 2. Why can't you tell them the truth? 3. Have you written a letter to Father? 4. People are talking a lot about this film. 5. What kind of explanation did they give you? 6. His father taught him mathematics. 7. We envy him his luck.

6. Ask special questions to the words in bold type.

1. The people **went** home after they **had finished** their work. 2. The lecture had begun **by the timeI entered the room**. 3. The children **had fallen** asleep before **we returned home**. 4. **The meeting** had begun when he came into **the room**. 5. They had finished **the construction of the stadium** by last year. 6. He **had studied English** before he came here.

Grammar test #11

1. Use the verbs in brackets in the required form.

1. English people don't like (tell) what to do. 2. When I go on holiday, I ask Mum (look after) my houseplants. 3. One more window remained (wash). 4. He was witty and clever and he made me (laugh). 5. Parenthood, someone once said, is the only 24-hour-a-day job for which you can (not pay) overtime. 6. The case was urgent. The man had (operate on). 7. Well, sir, I want (take) my words back. 8. But what kind of rules might (require)? 9. The rules must (leave) to the Government to decide.

2. Translate into English, using Infinitives.

1. Эту паркеровскую ручку удобно держать, и пользоваться ею – настоящее удовольствие. 2. Этот прибор очень легко установить. 3. На нее приятно смотреть и очень легко иметь с ней дело. 4. Слова этой песни легко запомнить. 5. Часто Марию было трудно контролировать. 6. Хорошего управляющего, как вы, трудно найти. 7. Эти данные трудно раздобыть.

3. Complete the following sentences, using Infinitives.

1. ..... that is the question. 2. ..... is to believe. 3. ..... is my aim in life. 4. ..... would be madness. 5. ..... is everybody's wish.

4. Translate into English, using Infinitives.

1. – Ты будешь выступать следующим? – Нет, я буду выступать последним. 2. Почему это я всегда все узнаю последним? 3. Дэвид не тот человек, который может осчастливить женщину. 4. Вот программа, которую нужно утвердить. 5. У него потрясающая новость, которую он расскажет вам. 6. У него три сына, которых нужно вырастить. 7. У нас долгая жизнь, которой нужно наслаждаться.

5. Complete the following sentences, using Infinitives.

1. The secret of life is ..... . 2. My telephone number is ..... . 3. To travel means ..... . 4. The idea was ..... . 5. The main point is ..... . 6. This girl is ..... .

6. Translate into English, using Infinitives.

1. Ему пришлось повысить голос, чтобы быть услышанным. 2. Лучший способ потерять вес – изменить привычки в еде. 3. Она любит, когда ею восхищаются, фотографируют, пишут о ней в газетах. 4. Для нее курить – это поднимать самоуважение. 5. Жизнь слишком коротка, чтобы понапрасну терять время. 6. Новость была слишком хороша, чтобы поверить в нее. 7. Он недостаточно жесток, чтобы сказать ей это в лицо

7. Translate into Russian.

1. There is a time to fish and a time to dry nets. 2. TV-viewers now have the choice and freedom to select from various programmes and enjoy them when it suits them best. 3. This is a popular place to see and be seen. 4. The Rolex company were the first to develop the idea of a modern watch. 5. Don't worry about Tracey! She's got Keith to protect her. 6. I think there is something special in you ... a will to endure, to succeed no matter what. 7. Internet gives everyone the power to contribute. The power to share information and ideas. The power to move your business forward.

Grammar test #12

1. Translate into English.

1. Напрасно я брала сегодня зонтик. Дождя так и не было. 2. Холодильник полон. Тебе незачем идти за продуктами. 3. Зачем ты вымыла окна? Они же чистые. Не нужно было делать этого. 4. Вы нуждаетесь в отдыхе, не нужно отрицать, что вы переработали. 5. Я независим, и мне ни к чему просить денег у родителей. 6. Мне нужен был отдых от всей этой сумасшедшей жизни, и я уехал в Сочи. 7. Ни к чему было брать такси. От станции до моего дома рукой подать.

***2. Complete the sentences with* mustn't, needn't, don't (doesn't) have (to).**

1. You ..... drop it. It's very fragile. 2. You ..... accept a lift from a stranger. 3. Tomorrow's Sunday so she ..... get up early. 4. You ..... worry. All is going to be fine. 5. You ..... pay. It's free. 6. You ..... shout. I'm not deaf. 7. The old man retired so he ..... work anymore.

3. Translate into English.

1. Вам следовало давным-давно бросить пить и курить. Нужно было думать о своем здоровье смолоду. 2. Не следовало тебе настаивать. Тебе следовало сразу понять, что случай безнадежный. 3. Не вижу причин, почему вы должны расстаться. 4. Они должны действовать так, как им сказали. 5. Тебе следует купить это платье. Оно тебе идет. 6. Тебе

бы лучше остаться дома, похоже, будет дождь. 7. Тебе не следовало жениться на ней, это было большой ошибкой. 8. Я прошу прощения. Мне не следовало это говорить.

***4. Give advice in the following using the verb* should.**

1. My eyes are tired. 2. They quarrelled last night. 3. Bess's boyfriend is too young. 4. Mr. Snow has gone bankrupt. 5. The roses have faded. 6. I haven't been getting enough sleep lately. 7. I caught a cold last week. 8. Now I'm coughing and sneezing.

5. Fill in the blanks with a linkverb.

1. In the middle of the talk the line ..... dead. 2. She counted to one hundred to ..... cool. 3. The detective ..... motionless behind the door. 4. That dog ..... me crazy. 5. It ..... reasonable to me. 6. The words, unfortunately, ... unspoken. 7. To everybody's surprise, she ..... a feminist. 8. The book ..... open at the end. 9. The sounds ..... sharp and clear in the quiet of the evening. 10. But today, nothing was going to ..... wrong. 11. His face ..... from red to green like a set of traffic lights.

6. Translate from Russian into English, using correct link verb.

1. Подошла официантка, и обе женщины умолкли. 2. В чем дело? Ты вдруг так побледнела. 3. Он разорился. 4. Дом оставался пустым в течение двадцати лет. 5. Ребенок заболел на прошлой неделе. 6. У меня пересохло во рту. 7. У Гарри онемело все тело.

***7. Use the required form of the infinitive after* should.**

1. She is in town shopping. She should (to be) back at any moment. 2. I am very shocked indeed that you should (to feel) it necessary to lie to me. 3. Then he should (to laugh), but instead he heard himself saying, "Everything you say is quite true". 4. Tea is between half past five and six, and it should (to be) ready now. 5. He drove at great speed. He knew that about this hour the guests should (to arrive) at his house. 6. You should (to see) him yesterday on horseback. 7. While you are in our city you should (to use) every opportunity to see its wonders.

Grammar test #13

1. Use the verbs in brackets in the required form.

1. The dictionary seems (belong) to my great-grandfather. It appears (publish) ages ago. 2. The young man seemed (study) Marion, and she gave him a cold stare. 3. The country is considered (make) enormous progress this year. 4. The key to the grandfather clock was believed (lose) some twenty years before. 5. The book was believed (to lose) until the librarian happened (to find) it during the inventory. It turned out (to misplace). 6. He is supposed (to work) at the translation of the book for two years. 7. The patient seemed (to improve) lately.

2. Translate into English.

1. Мама, кажется, узнала правду и выглядит очень сердитой. 2. Они, кажется, не доверяют друг другу. 3. Экзамен, кажется, подходит к концу. 4. Они, кажется, не поддержали новый проект. 5. Он, казалось, всю жизнь мечтал об этой поездке. 6. Джек, кажется, учит немецкий всю жизнь. 7. Он, казалось, получал удовольствие от игры с детьми. Они были такие забавные.

3. Change the sentences into the negative form.

1. She seemed to know real life. 2. This man seemed to care for rules. 3. The boy seems to be healthy and happy. 4. He appeared to have learnt the results of the investigation. 5. Simon seemed to see and hear everything. 6. The waiter seemed to notice our anger.

4. Translate into English.

1. По-видимому, она согласилась поехать на экскурсию в ясную Поляну. 2. Эти картины будут обязательно выставлены на ближайшей выставке. 3. Об этом событии будут, безусловно, много говорить. 4. Вряд ли его можно заставить сделать что-нибудь, если он этого не захочет. 5. Если вы хотите поговорить с моей сестрой, позвоните ей сейчас по телефону. Она, наверное, дома. Она вряд ли будет дома завтра. 6. Он вряд ли окончит свою работу в этом году. 7. Очень вероятно, что мои родные поедут летом в Крым.

5. Transform the sentences so as to use the for complexes.

1. The most important thing is that we should stay cool. 2. This is the day which they shall remember for a long time. 3. He is the expert whom you should have consulted. 4. I shall leave some money so that they may spend it. 5. Martin sent his family to his parents' so that they could be safe there. 6. The days have become too short, so we can't walk as much as in the summertime. 7. Mr. Marshall's suggestion was that the contract should be signed without any delay.

6. Translate into English using for complexes.

1. Вам необходимо быть здесь завтра вечером. 2. Ему легко это сделать. 3. Что нужно было предпринять, должен был решить я. 4. Первое, что я должен был сделать, это выяснить, когда прибывает поезд из Москвы. 5. Вода была слишком холодной, чтобы мы могли купаться. 6. Нам трудно закончить эту работу в такой короткий срок. 7. Я жду, чтобы вы сказали мне что-нибудь приятное.

7. Paraphrase the following so as to use the complex subject.

1. The public do not walk on the grass (to expect) 2. The boy is a liar. (to know) 3. The plane reached the Crimea on time (to report) 4. This part of land was once under the sea. (to believe) 5. Several boys were riding on horseback across the field. (to see) 6. We don't play tennis in winter. (to suppose) 7. The theatre will go abroad next summer.

8. Translate into English.

1. Известно, что рассказами Чехова восхищается весь мир. 2. Из трех сестер Бронте Шарлотта считается наиболее талантливой. 3. Ожидают, что книга будет издана в этом году. 4. Говорят, что он давно живет на севере. 5. Полагают, что это изобретение поможет сэкономить много металла. 6. Говорят, что подготовка второго издания этого словаря подходит к концу. 7. Известно, что он является главой фирмы в течение последних десяти лет.

Grammar test #14

1. Replace the Russian words by suitable English equivalents in the correct form.

1. He said that the people (ожидающие врача) had been sitting here for a long time. 2. The person (ожидавший вас) has just gone. 3. (Рассказав все, что он знал) the witness left the box. 4. I didn't see in what direction the man (стоявший здесь) went. 5. (Постучав дважды и не получив ответа) he decided that there was nobody in.

2. Translate into English.

1. Пьеса, которая сейчас исполняется, очень популярна. 2. Взяв лист бумаги, он начал писать письмо товарищу, уехавшему в отпуск. 3. Увидев товарищей, пришедших проводить его, он подошел к ним. 4. Услышав шум, хозяин, спавший наверху, начал стрелять. 5. Письмо состояло из нескольких строк, написанных карандашом.

3. Use the suitable form of the Participle I of the verbs in brackets.

1. (to greet) her, he turned the key in the only door with a certain skill. 2. (to read) the telegram twice, he understood that the matter needed immediate attention. 3. Not for one moment did he show surprise at the wedding gift (to present) to him personally. 4. When (to fill in a form), you must write your name and address clearly. 5. She poured out another cup of tea for herself, and (to taste) it, continued talking.

4. Translate into English.

1. Поцеловав детей, он ушел на работу. 2. Они вошли в комнату, громко разговаривая. 3.Опоздав на поезд, мы были вынуждены ждать на станции около часа. 4. Подумав, что письмо срочное, секретарь решил отправить его авиапочтой. 5. Попрощавшись со всеми, он вышел из комнаты.

5. Fill in the blanks by Participle I or Participle II of the verb in brackets.

We could hear the noise of furniture (to move) upstairs. 2. The monument (to erect) on this square will be soon unveiled. 3. I cannot forget the story (to tell) by him. 4. They listened breathlessly to the story (to tell) by the old man. 5. One can't fail to notice the progress (to make) by our group during the last term.

6. Complete the following sentences using the construction have something done.

1. I must get to the optician's to ... . 2. She went to the dentist ... 3. The piano is out of tune. You must ... . 4. Peter's wife can't stand his beard. So he is going to the barber's to ... . 5. We need a special cake for the wedding. We must go to the confectioner's to ... .

7. Translate into English.

1. Мне подарили новые серьги. Нужно проколоть уши. 2. Им доставили пиццу в номер. 3. Им должны установить новую копировальную машину в четверг. 4. Вам нужно подписать все бумаги, прежде чем идти к юристу. 5. Реклама говорит, что если хочешь иметь ослепительную улыбку, нужно отбелить зубы. – мне нужно их сначала запломбировать.

8. Translate into Russian.

1. "Oh, hello!" Hagrid said, smiling, having located the source of the noise. 2. What?" Ron asked, having stopped mid-sentence at the look on Harry's face. 3. "Anyway, what's up, Harry?"

Hermione continued, as they walked down a flight of stairs lined with portraits of old witches and wizards, all of whom ignored them, being engrossed in their own conversation. 4. But you came out of the maze last year, having watched Cedric Diggory die, having escaped death so narrowly yourself. 5. He spotted it at once: a dazed and ruffled-looking barn owl was sitting outside on the kitchen sill, having just collided with the closed window.

Grammar test #15

1. Use either infinitive or the gerund of the verbs in brackets.

1. You must remember (call) at the baker's on your way home because we need (buy) some bread and biscuits. 2. I'm sure you won't regret (buy) the car, even though it needs (paint) and (oil). 3. I regret (say) that he's clean forgotten ever (promise) me a job.4. I don't remember (take) my wallet out of my bag, but I must have done it when I stopped (buy) a paper. 5. As I told you, he's rather deaf, so don't forget (try) (shout) if he doesn't answer the door at first. 6. I've considered (ask) him (raise) my salary but I don't think he can afford (do) it. 7. If you've finished (use) the typewriter, I'd like (borrow) it for a while, so that I can get used to (type) on that machine.

2. Translate into English.

1. Мы полагаемся на то, что все придут вовремя. 2. Она отвечает за то, чтобы все папки были в порядке. 3. Родители против того, чтобы дети устраивали шумную вечеринку. 4. Я совсем не возражаю, чтобы вы пользовались моим принтером. 5. Никто не требует, чтобы вы принимали участие в переговорах. 6. Не отрицайте, что Чарльз вмешался в это дело. 7. Я помню, как Кэрол однажды сказала, что она пишет романы.

3. Complete the sentences using gerunds. Add the necessary preposition.

1. Doctors dedicate themselves ..... . 2. Pessimists are always complaining ..... . 3. There is no chance ..... . 4. Has anyone succeeded ..... ? 5. A musical person takes pleasure ..... . 6. Why didn't you take the trouble ..... ? 7. Vegetarians are opposed ..... .

4. Translate into English.

1.Он забыл, что звонил мне, и позвонил во второй раз и в конце разговора сказал: "Не забудь позвонить мне вечером". 2. Перестань укорять меня. Ведь мы остановились, чтобы поговорить. 3. Если вы хотите усовершенствовать свой английский, вы можете попытаться смотреть фильмы. 4. Когда я был ребенком, я имел обыкновение ломать многие игрушки. 5. Полы нужно натереть, ковры пропылесосить, а окна помыть. 6. Сожалею, что сказала вам это. 7. С сожалением сообщаю вам, что самолет опаздывает на два часа.

5. Fill in the blanks with "not" or "without"

1. … wanting to stir up bad memories, he said carefully, "I got the impression you didn't have a very good childhood." 2. The cause of your tiredness is an emotional problem. Or you could be depressed … knowing it. 3. Closing her eyes, she tried to push the fear away, … understanding why she was so frightened. 4. It's easy to get injured in a football match … knowing how it happened. 5. … willing to take "no" for an answer, Norris came up with a plan. 6. … knowing quite how to begin, she started in a roundabout way. 7. The boy made it home … running into more trouble. 8. Not a day went by … her thinking of them. 10. … giving him a chance to say another word, Meredith walked rapidly to the elevator.

6. Use the correct form of the Gerund

1. He is very secretive. He avoids (ask) any personal questions or (ask) any even by his closest friends. 2. He wasn't used to (ignore). 3. This T-shirt is quite clean, it doesn't need (wash) yet. 4. Nick admitted (tell) a lie. And he didn't mind (reprimand) for it. 5. Don't try to stop me from (tattoo). 6. The sick man agreed to (take) to hospital.

7. Translate into Russian.

1. For a split second, Harry considered telling Ron that he wouldn't tell him a single word, that he could try a taste of being kept in the dark and see how he liked it. 2. On the contrary, they all looked rather taken-aback at being addressed as though they were five years old. 3. He was sick of it; sick of being the person who is stared at and talked about all the time. 4. Harry resumed his frantic scouring of the pitch for the Snitch, keeping one eye on Malfoy in case he showed signs of having spotted it. 5. By six o'clock that evening, however, even the glow of having successfully asked out Cho Chang could not lighten the ominous feelings that intensified with every step Harry took towards Snape's office.

Grammar test #16

1. Open the brackets using the correct form of the Subjunctive Mood.

1. He failed to appreciate our difficulty. He (behave) differently if he (realize) the situation. 2. He often asks me about you. If you (come) to see him tonight, he (be) delighted. 3. Why did you leave so hurriedly? If you (stay) there for another week, he (finish) your portrait.4. Why do you always talk in such a scornful manner? If I (be) in your shoes, I (not be) so rude.5. If you (smoke) less, you (feel) much better. 6. I think that if you (tell) them that our invitation still stands, they (give) it another thought.

2. Translate into English.

1. Если бы мы тогда отговорили его от поездки за город, он бы не простудился. 2. Если бы это зависело от меня, я бы уговорил Петра остаться с нами. 3. У Анны хороший голос. Если бы она не была так застенчива, она бы принимала участие в этом концерте. 4. Если бы она не перепутала документы, все было бы сейчас в порядке.5. Если бы вы последовали моему совету, ваша пьеса произвела бы лучшее впечатление.

3. Join the sentences making them unreal.

1. He's getting fat. He doesn't take much exercise. 2. He smokes about 50 cigarettes a day. He is always coughing. 3. She goes to bed very late. She feels tired in the morning. 4. Marina went to the market too late. She couldn't buy any fresh strawberries. 5. You didn't sweep the room properly. It's dirty. 6. The play was boring. Some people didn't even watch it to the end. 7. Yuri didn't even try to do the job. It wasn't done.

4. Translate into English.

1. Если бы вы погуляли вчера вечером, вы бы сразу уснули. 2. Если бы я была завтра свободна, я обязательно погуляла бы с вами. 3. Если бы я сейчас была свободна, я бы гуляла в Летнем саду. 4. Вы встретили бы мою сестру, если бы сейчас гуляли в Летнем саду. 5. Вы бы чувствовали себя сегодня очень хорошо, если бы с нами вчера перед сном гуляли весь вечер. 6. Если бы вы любили прогулки, вы бы чаще с нами гуляли. Вы бы погуляли с нами вчера вечером, если бы знали, как красивы здесь белые ночи.

5. Translate the following sentences into Russian.

1. A deadly struggle for my soul would have broken the monotony nicely. 2. If he had had to give them a name, he supposed he would have called them horses, though there was something reptilian about them, too.3.Harry had the impression that a full-scale riot could have broken out under her nose and she would have ploughed on with her speech.4.Most of you would have failed had this been your examination.5.Of course, she would have been expecting him to ask her out after what had just happened...the thought made his stomach clench painfully.6. “I don't know what would have happened if it hadn't been for you, Harry,” she said in a muffled voice.

6. Replace the infinitives in brackets by the correct form of the Subjunctive Mood.

1. If the storm not (rage) so furiously last night, many trees not (break). 2. I (go) and (live) in the tropics if only I (can). 3. What we (do) if television not (invent)? 4. If the laws of nature not (break), the situation (be) different. 5. Australia (be) a delightful country to live in if it not (be) so far. 6. He not (catch) a cold if he not (drink) so much cold beer in the pub yesterday. 7. If I not (pay) all my bills before leaving the hotel, I not (be) penniless now. 8. If we (know) how dangerous the expedition was, we (refuse). 9. Ratchel (pass) the interview on Friday if she (know) a second foreign language. 10. She (wear) this frock tonight if she not (put on) so much weight lately. 11. If the fellow not (leave) the city, the police (arrest) him.

7. Translate into English.

1. Если бы ты любил меня, то выполнял бы все мои желания. 2. Если бы мы знали, что делать, то действовали бы решительно. 3. Если бы ты не бездельничал всю свою жизнь, то был бы богат сейчас. 4. Студенты забывали бы очень многое, если бы им не приходилось время от времени сдавать экзамены. 5. Если бы вы пригласили хорошего врача, когда заболели, то вы никогда не попали бы в больницу.

Grammar test #17

1. Translate into English.

1. Он, кажется, начинает сердиться. 2. Такое ощущение, что этот человек знает все европейские языки. Говорят, что он выучил их во время путешествий. 3. Говорят, комиссия пересмотрела программу и сейчас разрабатывает план ее реализации. 4. Предполагается, что в этом месте будет построен новый город. 5. Никто не ожидал, что холода наступят так рано. 6. Вам, кажется, не нравится его предложение. 7. Вряд ли он станет делать что-нибудь, чего он не хочет.

2. Open the brackets and use the required form of the Infinitives.

1. The sound of the phone ringing seemed (wake) every nerve in my body. 2. The children seem (eat) ever since they arrived, as if they had been starved before. 3. She appeared (cross-question) me. 4. Twenty years seem (pass) so quickly! 5. He appeared (see) the light and decided to drop in. 6. Here, in a small village, the world seems (construct) on a smaller scale. 7. The river was reported (overflow) the banks and (advance) towards the city.

3. Translate into English using Gerunds or Infinitives.

1. Он привык жить один. 2. Раньше мы жили в пригороде, а теперь переехали в центр. 3. Видя наши затруднения, он предложил нам помочь. 4. Ты помнишь, говорил ли ты с ней об этой проблеме? 5. Сообщаю вам с сожалением, что вы не сдали экзамен. 6. Она настаивала на том, чтобы поговорить со мной немедленно. 7. Ясожалею, чтопропустилэтотспектакль.

4. Complete the sentences using gerunds or infinitives.

1. I am used to (чтобыменяуважали). 2. We can't afford (купить) such an expensive piece of furniture. 3. Doyouhaveanyobjectionsto (чтобы вам рассказали эту историю)? 4. Wearetiredof (нам говорят одно и то же). 5. He tried (посылать) her flowers and (писать) her letters, but it had no effects. 6. My friend is thinking of (продатьдом). 7. Did you remember (позвонитьсекретарю)?

5. Translate into English using correct forms of the Participles.

1.Сильно простудившись, он вынужден был пропустить несколько лекций. 2. Потеряв квитанцию (thereceipt), он не смог получить посылку. 3. Мальчик боялся идти в библиотеку, потому что не вернул книги вовремя. 4. Попрощавшись со всеми, он вышел из комнаты. 5. Информация, собранная экспедицией, была отослана в институт географии. 6. Он вышел, не желая принимать участие в обсуждении этого вопроса. 7. Не прочитав нужную литературу, он не смог ответить на вопрос преподавателя.

6. Replace the infinitives in brackets by appropriate Participles.

1. They reached the peak at dusk, (to leave) their camp with the first light. 2. They put up for the night at a temporary camp, (to leave) it at dawn. 3. (to write) and (to leave) a note with the porter, he said he would be back in a half-hour. 4. (to write) in an archaic language, the book was difficult to read. 5. The children looked wonderingly at the elephant, never (to see) such a huge animal. 6. "Don't lose your things, little boy," said a man (to pick up) the gloves (to drop) by the boy. 7. (to be) away so long he was happy to be coming back.

7. Translate into English.

1. Сейчас она прекрасно понимает, что если бы вышла замуж за Бориса, то они были бы несчастливы. 2. Какие красивые цветы! Если бы я не дотронулась до них, то никогда бы не подумала, что они искусственные. 3. Если бы не это глупое замечание Майкла, Джейн не обиделась бы. 4. Если бы она умела хорошо готовить, то ее муж был бы счастлив. 5. Розы стояли бы гораздо дольше, если бы ты добавила в воду две столовые ложки сахара. 6. Если бы она носила короткие юбки, то выглядела бы моложе. 7. Не будь дело таким серьезным, Давид не нанял бы частного сыщика.8. Если бы она пристегнула ремень безопасности, то инспектор не оштрафовал бы ее. 9. Все было бы сейчас прекрасно, если бы я не провалилась на последнем экзамене.

Grammar test #18

1. Open the brackets using the correct form of the Subjunctive Mood.

1. Samantha looks as if she (to fall) in love. 2. Daniel felt as if he (to be reprimanded), as if he (let down) his friends. 3. Molly dropped the bracelet instantly, as if it (to be) red-hot coals. 4. We began talking as though we (to be) old friends, as if we (to know) each other for many years. 5. For a second she hesitated as if she (take) the last chance to refuse. 6. Don't act as if you (care) nothing for my feelings. 7. Erik looks as if he (to be) at peace with himself and the universe.

2. Translate into English.

1. Почему ты ведешь себя так, словно что-то скрываешь от нас или словно совершил что-то плохое? 2. Лектор начал говорить медленно и красноречиво, словно старался с самого начала завоевать внимание аудитории. 3. Я уже взрослый. Почему ты все еще обращаешься со мной так, словно я ребенок? 4. В комнате был такой аромат, словно в ней был миллион роз. 5. Пирог был таким необычным на вкус, словно в него положили все пряности Востока. 6. Будь я на твоем месте, я бы попытался вести себя так, словно ничего и не случилось. 7. Он понимающе улыбнулся, словно прочитал мои мысли и знал обо всем.

3. Complete the following sentences.

1. The inspector behaved as though _____ . 2. The child was scared as though _____ . 3. She looked nervous as if _____ . 4. You are asking so many questions as if _____ . 5. She always looks smart as though _____ . 6. Dan always interrupts people as if _____ . 7. Thesheriffspokefirmlyasif _____ .

4. Translate into English.

1. А не пора ли вам детки идти в школу? 2. Какой стыд! Тебе давно пора выучить английский алфавит! 3. – Не пора ли тебе сменить майку и джинсы? – А не пора ли тебе перестать делать мне замечания? 4. Это плохая идея! Тебе давно пора понять, что я не приму ее. 5. Тебе давно пора поменять свое отношение к браку. 6. Давно пора тебе сказать ей, что ты думаешь о ней. 7. А не пора ли нам вытащить торт из духовки? Он может подгореть.

5. Translate into English.

1. Как жаль, что он пришел так поздно. 2. Жаль, что вы не обращаете внимания на свое произношение. 3. Жаль, что вы упустили такой шанс. 4. Жаль, что сегодня идет дождь. 5. Жаль, что я не живу поблизости от института. 6. Жаль, что вы не посмотрели этот фильм. 7. Жаль, что он такой легкомысленный.

6. Open the brackets using the correct form of the Subjunctive Mood.

1. She wished at that moment she (to send) for him. 2. “I wish I (to be) there with you”, he said with deep regret. 3. She says she wishes I (to be) a thousand miles away. 4. I wish she (not to look) so sad. 5. The professor wishes I (to study) harder. 6. We wished he (not to come) so late yesterday. 7. I wish you (to see) the play. It was a great success.

7. Translate into English.

1.Я теперь жалею, что не послушался его совета. 2. К сожалению, они еще ничего не знают. 3. К сожалению, они уже знают об этом. 4. Я бы очень хотела быть сейчас в Лондоне. 5. Обидно, что вас не поняли. 6. Хоть бы он перестал курить в спальне! 7. Как бы мне хотелось говорить по-английски так же хорошо, как он

Grammar test #19

1. Complete the phrases, using the Subjunctive Mood in subject clauses.

1. It’s ironic ..... . 2. It is so unusual ..... . 3. It was doubtful ..... . 4. Isn’t it strange ..... ? 5. Wasn’t it recommended ..... ? 6. It’s quite natural ..... . 7. Isn’t it shocking ..... ?

2. Translate into English, using the Subjunctive Mood in subject clauses.

1. Очень странно, что она отказалась от такой работы. 2. Возможно ли, что она наконец согласилась издать свои мемуары? 3. Сомнительно, чтобы он ее критиковал. Он же с ума по ней сходит. 4. Желательно, чтобы мы обсудили все свадебные приготовления в семейном кругу. 5. Удивительно, что они решили пожениться. Они знают друг друга всего три дня. 6. В этом мире совершенно необходимо, чтобы мы помогали друг другу. 7. Возможно ли, что он передумает и присоединиться к нам?

3. Replace the infinitives in brackets by the correct form of the Subjunctive Mood.

1. It was suggested that the students consider the shifty nature of the mood. 2. It is strange that he (to say) such a thing; it’s not like him. 3. It’s absolutely necessary that I should see them before you do. 4. It was unbelievable that the tourists (to cover) this distance in so short a time. 5. It is most strange that she (to choose) such a profession. 6. Is it possible that he (to be) so rude when he met you? 7. It is requested that each member contribute ten dollars.

4. Translate into English, using the Subjunctive Mood.

1. Мой совет таков, что вам нужно бросить курить. 2. Рекомендация врача заключалась в том, чтобы мне перейти на диету. 3. Я предлагаю, чтобы мы организовали пикник в воскресенье. 4. Почему ты настаиваешь на том, что ты должен сдавать экзамен досрочно? 5. Порядок таков, что вы прежде всего должны зарегистрироваться. 6. Их требование заключалось в том, чтобы собрание было отложено. 7. Приказ директора заключался в том, чтобы отчет был готов к понедельнику.

5. Paraphrase the sentences, using the Subjunctive Mood.

1. “He must be expelled from school,” the principal demanded. 2. “You must work more in the laboratory,” the teacher suggested. 3. “Do not tire yourself,” the doctor recommended. 4. The strikers wanted their political and economic demands to be satisfied. They insisted on it. 5. The captain ordered the passengers to leave the desk. 6. The teacher advised the students not to start on the new assignment before they had corrected their mistakes. 7. His father strongly recommended him to join the navy.

6. Complete the given phrases using the Subjunctive Mood in predicative and object clauses.

1. We advise ..... . 2. They insist ..... . 3. The speaker demanded ..... . 4. His proposal is ..... . 5. The president ordered ..... . 9. The women requested ..... . 12. The order was ..... .

7. Translate into English, using the Subjunctive Mood.

1. Скажи мне еще раз твой точный адрес, чтобы я больше не ошибался. 2. Я дам тебе эту книгу, чтобы ты мог выписать из нее несколько отрывков. 3. Я сообщаю тебе обо всех этих вещах, чтобы мы могли понять друг друга. 4. Здесь нужно идти очень осторожно, чтобы не упасть. 5. Он изложил план очень подробно, чтобы все было ясно и не вызывало сомнений. 6. Мы пошли погулять, чтобы я мог увидеть лес до того, как стемнеет. 7. Я пригласил всех своих родственников на юбилей, чтобы никто не обиделся.

Grammar test #20

1. Translate into English.

1. Не может быть, чтобы он был дома вчера в это время. 2. Неужели он сказал вам об этом? 3. Не может быть, чтобы он спал сейчас. 4. Не может быть, чтобы они уехали, не попрощавшись с нами. 5. Не может быть, чтобы она вам так ответила. 6. Не может быть, что он столкнулся (collide) с другой машиной. Он такой осторожный водитель. 7. Вряд ли он забыл о своем обещании, я напоминала ему об этом вчера. 8. Он не мог прочитать эту книгу так быстро, она слишком трудна для него. 9. Разве мог кто-нибудь подумать, что он выиграет матч?

2.Choose the correct variant.

1. His German is very poor. He must (study/be studying/have studied) very hard.2. His German is very good, he must (study/be studying/have studied) very hard. 3. His German is considerably improved, he must (study/be studying/have studied) hard during his holiday. 4. He must (study/be studying/have been studying) German these two years, his German is rather rich and fluent. 5. She must (have taken/be taking/have been taking/ a bath at that moment that's why she did not answer your call. 6. She must (be/be being/ have been) at home now, we saw her leaving the office. 7. She must (be/be being/have been) at home, she can't go away because there is no one to look after her sick mother.

3. Translate into English.

1. Не может быть, чтобы он был такой жестокий! Не мог он этого сделать. 2. Где она может быть? Неужели она все еще делает покупки? 3. У него есть слабые стороны, это верно. И все-таки не мог он вас так подвести. 4. Не может быть, чтобы редактор не заметила этой ошибки. 5. Я тебе не верю, ты не мог не узнать меня. Неужели я так изменилась. 6. Неужели вы его неправильно поняли? Ведь так четко все объяснил. 7. Неужели вы не нашли время, чтобы поговорить с сыном? 8. Он просто не мог этого сделать! Он не может быть настолько глуп!

4. Make the following sentences opposite in meaning using the words given below.

1. He must be very competent in economics. 2. Brian must have been very experienced in mountaineering. 3. They must have realized the danger. 4. The committee must have been informed of the coming changes. 5. Everybody must have done the wrong thing.6. The fax must have reached him at last. 7. The detective must have understood the policeman’s words. 8. The poor thing must have been aware of it all the time. 9. The landlady must have been very careful in choosing the tenants.

5. Open the brackets using the right form of the infinitive after the verb must.

1. He looks intelligent. He must (be) a good chess player. 2. They must still (play chess), they really must (make) a break. 3. Ted looks upset. He must (lose) the game again. 4. The friends must (play) chess non-stop the whole day. 5. “Something must (keep) the children,” said Aunt Molly. “They must still (look) for the dog.” 6. She went red in the face. She must (offend). 7. He must never (be) poor. How should he know what poverty is? 13. The Dean must (misunderstand) me. I didn’t really mean that. 15. She must really (make) your life unbearable all these years.

6. Translate into English.

1. Он, должно быть, очень силен. Посмотрите на его бицепсы. Он, по всей видимости, тренируется уже много лет. 2. Ты не должна приходить домой так поздно. Ты, должно быть, не можешь понять, что это опасно. 3. Он, должно быть, не узнал ее. Жизнь, вероятно, была сурова к ней. 4. Диктор, должно быть, неправильно произнес это трудное японское имя. 5. – Марина, по всей видимости, ждет нас у клуба. – Да, и ждет, должно быть с шести часов. 6. Луиза, должно быть, опять влюбилась. 7. Это, должно быть, была любовь.

Grammar test #21

1. Translate from Russian into English.

1. Вы, возможно, приняли меня за сестру. Мы близнецы. 2. Я, может быть, совершаю ошибку, но я не вижу другого выхода. 3. Он, вероятно, опаздывает. Застрял, наверное, где-нибудь в пробке. 4. Вы могли бы оказать им финансовую помощь. Теперь они обанкротились. 5. – Ты мог бы быть более отзывчивым, дорогой. – Уж какой есть. 6. Я не уверена, но, возможно, они встретились на чьей-то свадьбе. 7. Она выглядит так, словно ничего не случилось. Она, вероятно, не слышала последних новостей.

2. Use the required form of the infinitive in brackets after the verb may (might).

1. – Might I (trouble) you, madam? – You might (knock)! 2. At least you might (phone) your parents more often. Why don't you? 3. Fashions may (change), but style remains. 4. What a fuss! You really might (spare) me all this! 5. It appeared much better than it might (expect). 6. – How did the boy manage the task? – Not bad, it might (be) worse. 7. For all I hear he may still (live) in that old house of his. 8. I thought you might (discover) it accidentally during your last visit. 9. "All right this time," he said. "But you be more careful in future, young man, it might (be) a very serious matter."

3. Paraphrase the following, using** can**or** may**in the necessary form.

1. Nobody believes that they have left the country for good. 2. Nobody believes that he built the house all by himself. 3. Evidently they didn't notice us, or they would have greeted us. 4. Is it possible that he should have been so tough? 5. We are upset that he didn't apologize. 6. She is crying, perhaps the boss was rude to her. 7. I'm annoyed she didn't offer to help. 8. Daniel wished you had warned him.

4. Translate from Russian into English.

1. Ты могла бы, по крайней мере, посоветоваться с сестрой. 2. Ты мог бы купить мне эту книгу. Ты знал, что она мне нужна. 3. – Почему Кати еще нет? – Возможно, она придет позже. – Она могла бы предупредить нас, что она опаздывает. 4. Вы могли бы дать мне об этом знать заранее. 5. Возможно, они все еще сдают экзамен. 6. Я уже целый час ищу свою записную книжку. Не может быть, чтобы я ее потерял. – Возможно, ты оставил ее у телефона-автомата. Я видел, как ты вынимал ее. – Ты мог бы давно уже сказать мне об этом.

5. Use the required form of the infinitive in brackets after the verb may (might).

1. Oh, Tom, she exclaimed, your boots are muddy! You might (to go) by the side door. 2. He was very ill. He may (to die). 3. Then why on earth all this secrecy? – One never knows who

may (to listen). 4. Of course I'm too young to be a really good writer yet, but I try hard, and one day I may (to achieve) something. 5. What's happened to the dog? – It isn't here. Dan may (to take) it with him. 6. There was no sign of John in the street. Of course, I said to myself, he might (to detain) at his office. 7. You might at least (to take) your younger brother for a walk sometimes. 8. You might (get to know) your friends better by this time.

6. Translate from English into Russian

1. She might have been said to be imagining herself in love, when she was not. Women frequently do this. 2. You have a streak of pride and independence that might have ruined all. 3. "These disappearances seem to me to be linked. The Ministry disagrees – as you may have heard, while waiting outside my office." 4. "Bear in mind," she said quickly and quietly, her eyes on the scroll in his hand, "that channels of communication in and out of Hogwarts may be being watched, won't you?" 5. "He is now responding to concerns voiced by anxious parents, who feel the school may be moving in a direction they do not approve of," said junior Assistant to the Minister, Percy Weasley.

Grammar test #22

1. Translate into English.

1. Я бы извинился, если бы чувствовал, что я не прав. Но я так не чувствую. 2. Он бы сам занялся этой проблемой, если бы не заболел. 3. Я бы побыл здесь подольше, если бы не был так занят. 4. Сейчас я бы уже звонил ему, если бы не забыл номер его телефона. 5. Если бы она не перепутала документы, все было бы сейчас в порядке. 6. Если бы вы последовали моему совету, ваша пьеса произвела бы лучшее впечатление. 7. Если бы мы повернули направо на светофоре, мы были бы уже дома.

2. Use the right form of the verbs in brackets.

1. Tim studies hard. He hopes he (give) the highest grades this semester. 2. The lost children just (find) in the park. 3. The new computer system (install) at the moment. 4. I (teach) to play chess by the time I was four. 5. If all the money in the world (collect) and (divide) equally among all the people living on the Earth, each of us (give) three million dollars. 6. Don't worry! By the time we meet again, all your problems (solve). 7. This city (bomb) heavily in the war.

3. Translate into English.

1. Очень важно, чтобы вы использовали каждую возможность упражняться в разговорном английском. 2. Странно, что вы не поняли лекцию, она была очень проста. 3. Вам не кажется сомнительным, чтобы она забыла о таком важном деле? 4. Невероятно, чтобы они прошли такое расстояние за такое короткое время. 5. Перед тем как переводить текст, рекомендуется сначала прочитать его до конца. 6. Я требую рассмотреть документ сегодня. 7. Меня удивляет, что столько внимания было уделено вопросам, которые, на мой взгляд, несущественны.

4. Complete the sentences using gerunds or infinitives.

1. Did you enjoy (смотреть игру)? 2. He made a note in his diary not to forget (купить газету). 3. I remember (что разговаривал с ним). 4. The translation needs (редактировать). 5. We used (дружить) when at school. 6. If everything else fails, try (читать) the instruction. 7. I'll try

(починить) car tomorrow. 8. Why does he avoid (чтобы его видели)? 9. He objected to (быть посланным в командировку).

5. Use the right form of the verbs in brackets.

1. He hastened back home in the hope that the guests (not to go) all yet. 2. I don't think I ever (to see) you before. 3. She felt that her friend (not to want) to disturb her. 4. He telephoned his wife to the office to say that her brother (to return) from abroad. 5. An old friend rang up to ask her brother if he (to have) a good time in the USA. 6. She knew that he (to be worried) by the letter. 7. She couldn't understand why he (to tell) her such a lie.

6. Translate into English.

1. Ну, наконец ты открыла. Я звоню уже 10 минут. – Я не слышала, что ты звонишь. Я мыла посуду. 2. Вы перебили меня, и я не помню, где остановился. 3. Он сказал, что работал в саду. Он посадил два розовых куста. 4. В сентябре будет десять лет, как я работаю в этом институте. 5. На кухне шумела вода. Алиса мыла посуду. 6. Извини, у меня мокрые руки. Я мыла посуду. 7. Они закончили писать и обсуждали, кто отправит письмо. 8. – Почему ты зеваешь? – Я спал.

7. Use the right form of the verbs in brackets.

1. The old grandfather clock (stop) in 1990 and not (work) since. 2. What you (do) tonight? You (make up) your mind where to go? 3. You (look) so pale! What's the matter? You (see) a ghost? 4. Where you (get) that black eye? You (fight)? 5. They (move) to the country last year so that their children (grow up) away from the city traffic. 6. The road through the city centre (repair) at the moment so we (take) the longer way which seldom (use). 7. When you (listen) how he (speak), you (understand) what his brother (mean). He not (change) at all since we last (meet) him.

8. Use the right form of the verbs in brackets.

1. Tim studies hard. He hopes he (give) the highest grades this semester. 2. The lost children just (find) in the park. 3. The new computer system (install) at the moment. 4. I (teach) to play chess by the time I was four. 5. If all the money in the world (collect) and (divide) equally among all the people living on the Earth, each of us (give) three million dollars. 6. Don't worry! By the time we meet again, all your problems (solve). 7. This city (bomb) heavily in the war.

Grammar test #23

1. Use the right form of the verb in brackets.

1. We live in the life that we (to create). 2. What's been going on? Why you (not to answer) my letters? 3. Diana and I (sit) in the library on Sunday morning, reading the newspapers. Or rather, she (read), I merely (to glance) through them. 4. When I came back home, my family already (to have) dinner and now (to watch) the film. 5. Later that afternoon, Derek put down the script he (read). 6. Whenever I think of you, I (to remember) the shadow of your smile. 7. Next Sunday, the Prime Minister (celebrate) ten years in power. 8. By the time you start writing your test I (to finish) mine.

2. Translate into English.

1.Мальчик, должно быть, выбрал книгу сам. Если бы ему помогли взрослые, они никогда не посоветовали бы ему взять такую скучную книгу. 2. Вашему другу давно следовало бы пойти к врачу. Если бы он прошел курс лечения, он бы уже выздоровел. 3. Делегация

может прибыть в любую минуту. Вам следует очень быстро подготовить все необходимые документы. Если бы я знал об этом раньше, я бы предупредил вас. 4. Ваш сын, должно быть, занимается уже 5 часов подряд. Вам следует заставить его погулять. У него может разболеться голова, если он будет продолжать работать без отдыха. 5. Возможно, он не знал о собрании. Он бы обязательно пришел.

3. Fill in the correct Participle form.

1. (Be) the child of poor people, he often went to bed hungry. 2. (To take) a deep breath and (to take) no notice of those present I announced the news. 3. (To see) a great fire in my childhood, I dread any kind of fire. 4. (Not to know) their telephone number he couldn't warn them. 5. (Hear) your side of the story, I'm at a loss whose side to take. 6. He was sitting in an armchair (read) a magazine.7. (Hear) the footsteps, I rushed to open the door. 8. (Not to see) each other for ages, they had a lot to talk about.9. (To hear) my voice Norman was edging backwards but (to see) me approach he changed his mind. 10. (To see) the fire I stopped dumbfounded.

4. Translate into English using correct verbal.

1.Не зная правил игры, они ушли, не приняв в ней участия. 2. Услышав новости, которые были потрясающими, она не могла не расплакаться от счастья. 3. Малыш перестал плакать, только лишь когда мать остановилась, чтобы купить ему шоколадку. 4. Всегда неприятно, когда человек разговаривает, не глядя вам в глаза. 5. Наши партнеры, работавшие в Нидерландах, сейчас работают в Бельгии.

5. Use either the Infinitive or the Gerund of the verbs in brackets.

1. I forgot (lock) the door of my apartment this morning. 2. He forgot (tell) these jokes many times before. 3. Tom's tomato crop always failed. Finally he quit (try) (grow) tomatoes in his garden. 4. Would you like (go) (dance) tonight? 5. There is a regulation which forbids (smoke) in hospitals. 6. Wouldn't you prefer (stay) in this evening? 7. He'll never forget (meet) Mary for the first time. 8. I am trying (give up) smoking. 9. When I was a student, I had to get used to (read) a lot. 10. Don't forget (meet) the children after school. 11. The piano needs (tune). 12. If you want to improve your French, you can try (watch) French films. 13. When I was a kid, I used (play) with my neighbours' children.

6. Translate into English.

1. Хозяин начал представлять гостей друг другу, словно они никогда раньше не встречались. 2. – Не могу противостоять искушению задать вам очень личный вопрос. Можно? – Вам следовало давно это сделать. У меня нет секретов, которые я мог бы скрывать. 3. Мы стояли на пустынной улице, не зная что делать. Нужно было найти место, чтобы провести ночь. 4. Вы только посмотрите! Лекарство, выписанное врачом, совершило чудо. Малыш выглядит так, словно он абсолютно здоров, словно он не был болен целую неделю. 5. Мы были счастливы, что нам вручили дипломы. 6. Рок-концерт должен был состояться на стадионе, но, поскольку начался ливень, его перенесли на закрытую арену. 7. Хотел бы я быть садовником и превращать нашу землю в огромный цветущий сад.

7. Use the right form of the verb in brackets.

1. We shall start when she (to be) ready, we just wonder when she (to be) ready. 2. She'll talk to the dean if she (to see) him, but I doubt if she (to see) him today. He's away. 3. Please, tell me if

you (to get) some news from them. – I'm not sure if we (to get) any more news from them. 4. If we (to win) the game, we'll have a celebration, but we are not sure if we (to win) or (to lose). 5. He says he (to look in) to see us before he (to leave) our town. 6. I'd like to know when Dan (to be) back. 7. Give my love to Laura if you (to see) her. 8. I don't think we (to finish) our work in time unless you (to help) us.

Примерные тексты для письменного перевода (рубежный контроль)

ТЕКСТ №1

On an early evening in May of 1963, a young man with his hand in his pocket walked briskly up New York's Third Avenue. The air was soft and beautiful, the sky was darkening by slow degrees from blue to the calm and lovely violet of dusk. There are people who love the city, and this was one of the nights that made them love it. Everyone standing in the doorways of the delicatessens and dry-cleaning shops and restaurants seemed to be smiling. An old lady pushing two bags of groceries in an old baby pram grinned at the young man and hailed him: "Hey, beautiful!" The young man gave her a half-smile and raised his hand in a wave.

She passed on her way, thinking: He's in love.

He had that look about him. He was dressed in a light grey suit, the narrow tie pulled down a little, his top collar button undone. His hair was dark and cut short. His complexion was fair, his eyes a light blue. Not an extraordinary face, but on this soft spring evening, on this avenue, in May of 1963, he was beautiful, and the old woman found herself thinking with a moment's sweet nostalgia that in spring anyone can be beautiful... if they're hurrying to meet the one of their dreams for dinner and maybe dancing after. Spring is the only season when nostalgia never seems to turn bitter, and she went on her way glad that she had spoken to him and glad he had returned the compliment by raising his hand in half-salute.

The young man crossed Sixty-third Street, walking with a bounce in his step and that same half-smile on his lips. Part way up the block, an old man stood beside a chipped green handcart filled with flowers—the predominant colour was yellow; a yellow fever of jonquils and late crocuses. The old man also had carnations and a few hothouse tea roses, mostly yellow and white. He was eating a pretzel and listening to a bulky transistor radio that was sitting kitty-corner on his handcart.

ТЕКСТ №2

Molly Arrington was a junior at Iowa State pursuing her dream of becoming a marine biologist when a single, shattering event altered forever the course of her life's journey.

Her father, Walter, was a devout farmer who adored the rich, black Iowa soil and all the creatures on earth who derived life from it and who shared with his children, Bobby and Molly, an abiding love affair with nature and the earth. He refused to use pesticides, preferring instead to plant an extra acre "to take care of the critters," raised no creatures for slaughter – cows for milk, chickens for eggs, two steers for breeding calves – and took in every stray dog and cat that passed their door. Eight dogs of every size and breed and half a dozen alley cats shared the two-storey farmhouse with them.

The first time Walter Arrington witnessed, through the miracle of television, napalm bombs engulf and devour a verdant Vietnamese forest, he got physically ill. He was so appalled by the nightly display of human misery and earthly destruction that he refused to watch television reports from the embattled land, even during the year his son served there.

Athena Arrington had died at the age of thirty-six and not unexpectedly. Walter Arrington had married her knowing there was a time bomb in her chest – a congenitally malformed heart – and death would be persistent and always a heartbeat away. But he adored her and was devoted to making her life as happy and full as possible. When Athena died, her three loving survivors walked the tilled rows in the moonlight and sprinkled her ashes by hand over the farm she loved. Molly was twelve and Bobby was fifteen at the time. It was a memory Molly cherished for the field had become a living, nurtured memorial to her mother.

ТЕКСТ №3

Judge Jack Spalding had, as his twilight years approached, been devastated by two tragedies. His beloved Jenny, a soft-spoken and demure lady of the South who adored his crusty nature and to whom he had been married for thirty-seven years, had been cruelly injured in a car wreck and had lingered comatose for almost a month before dying. The second tragedy was of his own making. Never much of a drinker, the Judge had succumbed to a life-long, but until then controlled, addiction to playing the ponies. In a wild spree after Jenny died, he had lost thirty thousand dollars to bookmakers in a single month. His reputation and his place on the bench were threatened and a distinguished career dangled from the fingers of the bookies.

Spalding had been saved by the devotion of defence counsels, prosecutors, cops, newspaper reporters, law clerks, librarians, and politicians, all of whom respected his fairness and his wisdom on the bench and who understood his madness. At a closed benefit dinner, they handed the Judge an envelope with the necessary pay-off in cash – and then, after he had settled his debts, his friends in the vice squad had busted all the bookies who had taken advantage of the revered jurist in his dark hours.

The judge had quit cold turkey and, since that night had never placed a dime on the steeds. Instead, he placed imaginary bets each day, keeping elaborate records on every race, track, jockey and horse in the circuit. Without the presence of the wager, he became a seer of the tracks, a man who collaborated wisdom, insight and a staggering knowledge of statistics into a ten-year winning streak. He dutifully recorded all the information in a thick leather journal, a book so feared by the bookmakers, that they had once banded together and offered him six figures if he would burn it. He, of course, refused but assured them he would neither give tips nor impart his vast knowledge of the game to anyone else. In ten years, the Judge had gathered an imaginary fortune of over a million dollars, all of it on paper.

ТЕКСТ №4

Springheel Jack. I saw those two words in the paper this morning and my God, how they take me back. All that was eight years ago, almost to the day. Once, while it was going on, I saw myself on nationwide TV – the Walter Cronkite Report. Just a hurrying face in the general background behind the reporter, but my folks picked me out right away. They called long-distance. My dad wanted my analysis of the situation; he was all bluff and hearty and man-to-man. My mother just wanted me to come home. But I didn't want to come home. I was enchanted.

Enchanted by that dark and mist-blown strawberry spring, and by the shadow of violent death that walked through it on those nights eight years ago.The shadow of Springheel Jack.

In New England they call it a strawberry spring. No one knows why; it's just a phrase the old-timers use. They say it happens once every eight or ten years.

At New Sharon Teachers College, the strawberry spring began on 16 March 1968. The coldest winter in twenty years broke on that day. It rained and you could smell the sea twenty miles west of the beaches. The snow, which had been thirty-five inches deep in places, began to melt and the campus walks ran with slush. The Winter Carnival snow sculptures, which had been kept sharp and clear-cut for two months by the sub-zero temperatures, at last began to sag and slouch.

And when night came the fog came with it, moving silent and white along the narrow college avenues and thoroughfares. The pines on the wall poked through it like counting fingers and it drifted, slow as cigarette smoke, under the little bridge down by the Civil War cannons. It made things seem out of joint, strange, magical. The unwary traveller would step out of the juke-thumping, brightly lit confusion of the Grinder, expecting the hard clear starriness of winter to clutch him ... and instead he would suddenly find himself in a silent, muffled world of white drifting fog, the only sound his own footsteps and the soft drip of water from the ancient gutters. You half expected to see Gollum or Frodo and Sam go hurrying past, or to turn and see that the Grinder was gone, vanished, replaced by a foggy panorama of moors and yew trees and perhaps a Druid-circle or a sparkling fairy ring.

ТЕКСТ №5

As the train carried Scarlett northward that May morning in 1862, she thought that Atlanta couldn’t possibly be so boring as Charleston and Savannah had been and, in spite of her distaste for Miss Pittypat and Melanie, she looked forward with some curiosity toward seeing how the town had fared since her last visit, in the winter before the war began.

Atlanta had always interested her more than any other town because when she was a child Gerald had told her that she and Atlanta were exactly the same age. She discovered when she grew older that Gerald had stretched the truth somewhat, as was his habit when a little stretching would improve a story; but Atlanta was only nine years older than she was, and that still left the place amazingly young by comparison with any other town she had ever heard of. Savannah and Charleston had the dignity of their years, one being well along in its second century and the other entering its third, and in her young eyes they had always seemed like aged grandmothers fanning themselves placidly in the sun. But Atlanta was of her own generation, crude with the crudities of youth and as headstrong and impetuous as herself.

The story Gerald had told her was based on the fact that she and Atlanta were christened in the same year. In the nine years before Scarlett was born, the town had been called, first, Terminus and then Marthasville, and not until the year of Scarlett’s birth had it become Atlanta.

When Gerald first moved to north Georgia, there had been no Atlanta at all, not even the semblance of a village, and wilderness rolled over the site. But the next year, in 1836, the State had authorized the building of a railroad northwestward through the territory which the Cherokees had recently ceded. The destination of the proposed railroad, Tennessee and the West, was clear and definite, but its beginning point in Georgia was somewhat uncertain until, a year later, an engineer drove a stake in the red clay to mark the southern end of the line, and Atlanta, born Terminus, had begun.

ТЕКСТ №6

Drew Ballinger was a straightforward quiet fellow. He was devoted to his family, particularly to his little boy Pope, who had some kind of risen hornlike blood blister on his forehead that his eyebrow grew out of and around in a way to make you realize the true horrors of biology. He worked as a sales supervisor for a big soft-drink company and he believed in it and the things it said it stood for with his very soul. He kept a copy of the company history on his living room coffee table at home, and the only time I ever saw him get mad was over a rival and newer company's sales claims having to do with its drink's weight-reducing properties. "Goddamned liars," he had said. "They've got just as many calories as we have, and we can prove it."

But Lewis and I were different, and were different from each other. I had nothing like his drive, or his obsessions. Lewis wanted to be immortal. He had everything that life could give, and he couldn't make it work. And he couldn't bear to give it up or see age take it away from him, either, because in the meantime he might be able to find what it was he wanted, the thing that must be there, and that must be subject to the will. He was the kind of man who tries by any means – weight lifting, diet, exercise, self-help manuals from taxidermy to modern art – to hold on to his body and mind and improve them, to rise above time. And yet he was also the first to take a chance, as though the burden of his own laborious immortality were too heavy to bear, and he wanted to get out of it by means of an accident, or what would appear to others to be an accident. A year or two before, he had stumbled and crawled for three miles to get out of the woods and back to his car and then driven it home using a stick to work the gas because his right ankle was so painfully broken. I visited him in the hospital mainly because he had asked me to go to the woods with him and I hadn't been able to go, and I asked him how he felt. "It's luxury," he said. "For a while I don't have to lift weights, or work out on the bag."

ТЕКСТ №7

Not long ago, Yelena S. Chizhova was engaged in what has become a standard winter pastime for Russia's middle class: taking the sun at a giant resort hotel in Egypt. She and a girlfriend, who also grew up in St. Petersburg, joined the river of people flowing into the warehouse-sized dining hall, its tables heaped with steaming meat and pastry.

And then something passed over them like a shadow. The women felt so uneasy that they had to step away for a moment, and Ms. Chizhova asked her friend what she was thinking about. But she did not need to ask; what the two women had in common was relatives who had died of starvation during the 872-day siege of Leningrad, as St. Petersburg was then known, when army engineers set off explosives in the fields and shoveled corpses into the craters.

For a moment, Ms. Chizhova had the strange feeling that she was seeing the piles of food through the eyes of her dying relatives. Born in 1958, she learned the official version of the siege from Soviet textbooks, which cast it as a patriotic triumph. The truly terrible facts sifted down to

her when she eavesdropped on her mother and great-grandmother, who lost most of their family in the siege, as they talked quietly over cups of tea.

Those snatches of conversation are at the core of her novel, "Time of Women", which recently won the Russian Booker Prize, the most prestigious literary award in the country. Ms. Chizhova tells the story of three elderly women raising a small girl in a communal apartment of the early 1960s, where the ordinary business of dishes and laundry is interrupted by memories of purges and famine.

It is an earthbound and frankly emotional novel, especially in a literary scene long dominated by the cerebral trickery of postmodernism. Ms. Chizhova is hoping that Russian artists are ready – finally – to address the good and evil of the Soviet past. Under Brezhnev, people averted their eyes from that past out of fear; under Vladimir V. Putin, she said, it was replaced by apathy.

ТЕКСТ №8

Goodman was a dark-haired and handsome man despite the scars of battle he so proudly wore: a slightly flattened nose, scar-tissue eyebrows, a bent ear, a right hand so weakened by broken bones that he could barely pet a cat without wincing, and the permanently septum-deviated nasal passages indigenous to prize-fighters. He spoke like a man with perpetual cold, yet when the occasion demanded, he could call up his 132 I.Q. points and orate as eloquently as any aspiring young barrister. He was two years younger than Martin Vail and three quarters of law school and the bar exam away from realizing his dream. It might never have happened had it not been for Marty Vail.

Goodman had grown up fuelled by two passions, boxing and the law, professions not that disassociated. He was as entranced by the eloquence of the court-room as he was by the vulgarity of the ring; his heroes were legends, Clarence Darrow, William O. Douglas, Muhammad Ali and Sugar Ray Leonard. A meager and bored college student, he depended on the sport – which had provided him hero status in high school and a scholarship to the state university – to get by. Once graduated, he turned pro in the belief that he could box his way through law school. His idol became Martin Vail, who had already carved himself a little niche in local posterity with a half dozen spectacular court wins. When he could, Goodman sat in front row, watching Vail perform legal magic and Vail, a boxing fan, spotted the young fighter in the court-room. They became friends and Vail became mentor to the pugilistic law student.

February 3, 2005. He was matched against a slow, slough-footed, lumbering, musclebound ox named George Trujillo, who called himself the Tampa Nugget and who had the grace of an ostrich. The true joys of punch and feint, footwork, speed and agility, all had passed Trujillo by; he had moved up the card on brute force alone. He could hit him like a hammer and he had an iron jaw.

Примерные тексты для проведения изложения (рубежный контроль)

ТЕКСТ №1

The power of imagination

Mr. Brown got to a hotel late in the evening after a long journey. He asked the hall-porter whether there were any vacant rooms in the hotel. At that moment another traveller came to the hotel and asked the hall porter for a room, too. The only vacant room was a double room, that is, a room with two beds in it.

"Do you mind if you spend the night in that room together?" the hall-porter asked. "It'll be less expensive for you, you'll each pay half".

At first the travellers didn't like the idea, but just then it began raining hard, and they were too tired to go to another hotel, so they changed their minds. They spoke to each other and then told the porter that they agreed to spend the night in the same room. Their things were carried in, and soon the two men went to sleep to the accompaniment of the rain. Suddenly Mr. Brown was woken up by a loud noise. It was quite dark.

"What's the matter?" Mr. Brown asked in surprise. "Is anything the matter?"

In a weak voice the second traveller answered, "I'm sorry, but I had to wake you up. I've got asthma. I feel very bad. In addition I've got a terrible headache. If you don't want me to die, open the window quickly".

Mr. Brown jumped out of bed and began looking for his matches, but couldn't find them in the dark, and the sick man went on moaning, "Air, air … I want fresh air. I'm dying."

Mr. Brown still couldn't find the matches, so he tried to find the window. It took him some time, and at last he thought he had found it. But he was unable to open it. As the voice of the traveller grew weaker and weaker, Mr. Brown in horror took a chair and broke the window with it. The sick man immediately stopped moaning and said that he was very grateful and felt much better. Then the two of them slept peacefully until morning.

When they woke up next morning, they were surprised to see that the only window in the room was still closed, but the large looking glass was broken to pieces.

ТЕКСТ №2

Future businessman

Buttonwood Street, Philadelphia, where Frank Cowperwood spent the first ten years of his life, was a lovely place for a boy to live in. There were trees in the street — a lot of them. Behind each house there was a garden with trees and grass and sometimes flowers.

The Cowperwoods, father and mother, were happy with their children. Henry Cowperwood, the father of the family, started life as a bank clerk, but when Frank, his elder son, was ten, Henry Cowperwood became a teller at the bank.

The brokers knew him as representing a well-known firm and considered him to be a most reliable person.

Young Cowperwood took an interest in his father's progress. He was quite often allowed to come to the bank on Saturdays, when he would watch with great interest the quick exchange of bills. He wanted to know where all the different kinds of money came from, and what the men did with all the money they received. His father, pleased at his interest, was glad to explain. At home also he listened to considerable talk of business and financial adventure. Frank realized that his father was too honest, too careful. He often told himself that when he grew up, he was going to be a broker, or a financier, or a banker, and do some of the risky things he so often used to hear about.

Just at this time there came to the Cowperwoods an uncle, Seneca Davis, who had not appeared in the life of the family before.

Henry Cowperwood was pleased at the arrival of this rather rich relative, for before that Seneca Davis had not taken much notice of Henry Cowperwood and his family. This time, however, he showed much more interest in the Cowperwoods, particularly in Frank.

"How would you like to come down to Cuba and be a planter, my boy?" he asked him once.

"I am not so sure that I'd like to," replied the boy.

"Well, that's frank enough. What have you against it?"

"Nothing, except that I don't know anything about it."

"What do you know?"

The boy smiled, "Not very much, I guess."

"Well, what are you interested in?"

"Money."

He looked at Frank carefully now. There was something in the boy ... no doubt of it. "A smart boy!" he said to Henry, his brother-in-law. "You have a good family." And with these words he gave the boy a ten-dollar gold piece with which to start a bank-account.

ТЕКСТ №3

Living in the countryside can be very difficult for teenagers. Their nearest friend lives miles away and it's impossible to get into the town to go shopping or attend a club. 13-year-old Fiona Timson, who lives in Carneath in Wales, says 'Everyone else in my class seems to have such interesting weekends. They meet each other by chance when they're out shopping, and they decide there and then to do something cool together. That never happens to me.' Fiona's mum, Helen, realises it's a problem. 'We moved here because it was quiet and we knew we wouldn't have to worry about her going out alone. But we possibly made the wrong choice. Fiona hardly ever leaves home, not because she's scared, but because there is simply nowhere for her to go. The village is tiny, and most of the people living here are old. I can't drive her around because we only have one car, and my husband uses it for work.' Fiona can't spend the evening with friends because the last bus to Carneath is at ten past five in the afternoon. She even has to leave her school orchestra practice early in order to catch it.

The *Country Kids* organisation aims to help children like Fiona, and their families. A grant from Country Kids gives families money for four taxi rides per month, up to a distance of twenty five miles each. This allows children like Fiona to attend an after-school club once per week or visit friends on Sundays. Country Kids also organizes trips to theatres and sports events in nearby cities at weekends. The parents don't have to do anything. A minibus comes directly to the house and picks the kids up.

To qualify for a grant from Country Kids, children must be between the ages of eleven and sixteen, and live in a village with a population of less than 1000 people. The village must be more than twenty miles from a town. The family's income must also be below a certain level. For Fiona's schoolfriend Emma, who lives in nearby Dolbury with a population of 894, it's perfect. Unfortunately, Fiona misses out. The population of Carneath is 1159.

The number of families applying to Country Kids for a grant is increasing, and its president, Judith Sankey, is finding it more and more difficult to find funding. 'There are so many great organisations looking for money. A lot of people feel that curing diseases and helping animals is more important than the work we do, so they prefer to give their money to them. We're always worrying that we won't be able to carry on. But the families we help really do appreciate what we do, so I hope the organisation can continue to run in the future.

ТЕКСТ №4

Fresh Air Will Kill You

Smog, which was once the big attraction of Los Angeles can now be found all over the country from Buttee, Montana to New York City, and people are getting so used to polluted air that it's very difficult for them to breathe anything else.

I was lecturing recently, and one of my stops was Flagstaff, Arizona, which is about 7,000 miles above sea level.

As soon as I got out of the plane, I smelled something peculiar.

“What's that smell?” I asked the man who met me at the plane.

“I don’t smell anything,” he replied.

“There's a definite odor that I’m not familiar with,” I said.

“Oh, you must be talking about the fresh air. A lot of people come out here who have never smelled fresh air before. It’s supposed to be good for your lungs."

“I’ve heard that story before,” I said. “How come if it’s air, my eyes aren’t watering?”

“Your eyes don’t water with fresh air. That’s the advantage of it.”

I looked around and everything appeared crystal clear. It was a strange sensation and made me feel very uncomfortable.

My host, sensing this, tried to be reassuring. “Please don’t worry about it. Tests have proved that you can breathe fresh air day and night without its doing any harm to the body.” “You’re just saying that because you don’t want me to leave,” I said. “Nobody who has lived in a big city can stand fresh air for a very long time. He has no tolerance for it.”

“Well, if the fresh air bothers you, why don’t you put a handkerchief over your nose and breathe through your mouth?”

“Okay, I’ll try it. If I’d known I was coming to a place that had nothing but fresh air, I would have brought a surgical mask.”

We drove in silence. About fifteen minutes later he asked, “How do you feel now?”

“Okay, I guess, but I sure miss sneezing.”

“We don’t sneeze too much here,” the man admitted. “Do they sneeze a lot where you come from?”

“All the time. There are some days when that’s all you do.”

“Do you enjoy it?”

“Not necessarily, but if you don’t sneeze, you’ll die. Let me ask you something. How come there’s no air pollution around here?”

“Flagstaff can’t seem to attract industry. I guess we’re really behind the times. The only smoke we get is when the Indians start signalling each other. But the wind seems to blow it away.”

The fresh air was making me feel dizzy. “Isn’t there a diesel bus around here that I could breathe into a couple of hours?”

“Not at this time of day. I might be able to find a truck for you.”

We found a truck driver, and slipped him a five-dollar bill, and he let me put my head near his exhaust pipe for half an hour. I was immediately revived and able to give my speech.

Nobody was as happy to leave Flagstaff as I was. My next stop was Los Angeles, and when I got off the plane, I took one deep breathe of the smog-filled air, my eyes started to water, I began to sneeze, and I felt like a new man again.

ТЕКСТ №5

The Heart is a Lonely Hunter

This summer Mick realized something about her Dad she had never known before. It was a night in late August and she was in a big rush. Her Dad called her and she went into the front room. He was sitting slumped over his workbench.

«I got so much work to do I don’t know where to begin», he said. That was just the opposite to the truth and he knew it good as she did. He never had many watches to fix. Ever since he broke his hip and couldn’t work steady he had to be doing something every minute. She was in such a hurry that it was hard to stand still. Her Dad noticed this. He tried to say something

– but he had not called to tell her anything special. He only wanted to talk to her for a little while. He started to speak and swallowed. They just looked at each other.

That was when she realized about her Dad. It wasn't like she was learning a new fact – she had understood it all along in every way except with her brain. Now she just suddenly knew that she knew about her Dad. He was lonesome and he was an old man.

Because none of the kids went to him for anything and because he didn't earn much money he felt like he was cut off from the family. And in his lonesomeness he wanted to be close to one of his kids – and they were all so busy that they didn't know it. He felt like he wasn't much real use to anybody. That night she sat down in a chair by his bench and they talked a while. He talked about accounts and expenses and how things would have been if he had just managed in a different way. She stayed with him a good while that night. Even if she was in an awful hurry. Yet for some reason she couldn't tell him about the things in her mind – about the hot, dark nights.

Whenever she was in the dark she thought about music. While she walked along the streets she would sing to herself. And she felt like the whole town listened without knowing it was Mick Kelly. When she walked out in the rich parts of town every house had a radio. After a while she knew which houses tuned in for the programmes she wanted to hear. There was one special house that got all the good orchestras. And at night she would go to this house and sneak into the dark yard to listen.

ТЕКСТ №6

Moon Palace

Once we were outside, he had me steer him to one of the traffic islands in the middle of Broadway. It was a noisy spot, with cars and trucks lumbering along on either side of us, but Effing seemed oblivious to the commotion. He asked me if anyone was sitting on the bench, and when I assured him there was not, he told me to take a seat. He was wearing his dark glasses that day, and with his two arms wrapped around the bag and clutching it to his chest, he looked even less human than he usually did, as though he were an overgrown hummingbird who had just arrived from outer space.

«I want to go over my plan with you before we get started», he said. «The bank was no place to talk, and I didn't want that meddlesome woman earesdropping on us in the apartment. You've probably been asking yourself a lot of questions, and since you're going to be my cohort in this, it's time to spill the beans».

«I figured you'd get around to it sooner or later».

«It's like this, young man. My time is almost up, and because of that I've spent these past few months taking care of business. I've made out my will, I've written my obituary, I've tied up loose ends. There's only one thing that still bothers me — an outstanding debt, you might call it — and now that I've had a couple of weeks to think about it, I've finally hit on a solution. Fifty-two years ago, you will remember, I found a bag of money. I took that money and used it to make more money that's kept me alive ever since. Now that I've come to the end, I don't need that bag of money anymore. So what am I supposed to do with it? The only thing that makes any sense is to give it back».

«Give it back? But who are you going to give it to? The Greshams are dead, and it wasn't even theirs in the first place. They stole the money from people you never knew, from anon-

ymous strangers. Even if you managed to find out who they were, they're probably all dead now anyway».

«Precisely. The people are all dead now, and it wouldn't be possible to track down their heirs, would it?»

«That's what I just said».

«You also said that those people were anonymous strangers. Stop and think about that for a moment. If there's one thing this godforsaken city has in abundance, it's anonymous strangers, the streets are filled with them. Everywhere you turn, there's another anonymous stranger. There are millions of them all around us».

«You can't be serious».

«Of course I'm serious. I'm always serious. You should know that by now».

«You mean to say that we're going to walk around the streets banding out fifty-dollar bills to strangers? It will cause a riot. People will go crazy, they'll tear us apart.»

«Not if we handle it correctly. It's all a matter of having the right plan, and that's what we've got. Trust me, Fogg. It will be the greatest thing I've ever done, the crowning achievement of my life!»

ТЕКСТ №7

Gretel

«I am here. I am Marcus. May I come in?»

«I am here», said the voice within.

I turned the handle. The door was locked. This horrified me. Doors in the country were not locked except in the most unorthodox circumstances. Inside doors were never locked. The handle of a large iron key I had never seen before protruded from the brass-rimmed keyhole. I turned it. I opened the door. I fell in love.

Seated with upright but graceful decorum on a low armless cedar chair was the most exquisite being I had, or have since, seen. It was a girl of my age. Her dress was of yellow velvet, the immediate yellow of a sunflower. Her long straight hair, in an era when all hair seemed clipped or cropped, curled or marcelled, was to me the miracle of the miracle. It fell like a shawl of light over her shoulders. It was the hair of Rapunzel, of all immolated princesses, of all the children lost in the snow or woods of ballads. Her hands and arms and face were whiteness without name. Above her head, on the barred skylight, lay fallen petals of almond blossom. How grey their white. On the girl's lap sat a large doll dressed as she was. It wore a necklace of white beads.

With dark eyes, behind the surface of which were extra shadows, she watched me watching her. She did not move. Then, at last, her lips moved.

«I am Gretel» she said.

I told her again that I was Marcus.

«I am Gretel. She is Gretel.» She touched the doll's flaxen poll.

«A good idea,» I said. «And dressed like you! But she has beads.» I remembered my manners. «I'm sorry you've been sick. How soon will you be better?»

She did not answer, but continued to look at me, as I did at her. My love could find no words. Then inspiration came. I remembered that, among a handful of necklaces tossed to my sisters by mother, there was a white china one. «I have a present for you,» I said. How else express love, at twelve? How else at ninety, or ever? «I'll get it. I'll be back.» Although blinded, I was wide awake to the need for **chicanery.** I locked the door. If mother should escape Miss Stanway before I had decorated my idol with stolen **gewgaws,** the sin of disobedience would not be

discovered. I ran to the front veranda. Mother was still **enmeshed** in Miss Stanway's tough net of scandal. I stole the white necklace. I returned to the last room.

Gretel and Gretel sat as when I had first seen them, beneath the skylight ruled across by bars, and littered with the petals of spring. I held up the necklace, and smiled and smiled like a dog. And she smiled.

There are no words to describe how this addition of beauty to a beauty already overwhelming affected me.

Примерные задания для проведения лексического теста (рубежный контроль)

Лексический тест 1

1. Match the following words and definitions.

1	unmitigated	A	To move, drive or push smth forward
2	starry	B	An investigation of the opinions, behavior, etc. of a particular group of people
3	imposing	C	A person who lives in a particular place or district
4	propel	D	To finish an activity or complete smth in a good or suitable way
5	survey	E	That has existed or lasted for a long time
6	dusk	F	Absolute, complete
7	local	G	To admit, to accept that smth is true
8	iconic	H	The time of day when the light has almost gone, but it is not yet dark
9	to fare well	I	Shining like stars
10	to round out	J	To do more or better that sb else
11	to acknowledge	K	Competition
12	influx	L	Impressive to look at
13	longstanding	M	Deserving to receive attention, striking
14	to outdo	N	To be successful in a particular situation
15	rivalry	O	The fact of a lot of people, money or things arriving somewhere
16	notable	P	Acting as a sign or symbol of smth

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16

2. Insert the correct word

(unmitigated, starry, imposing, survey, dusk, local, to fare well, to round out, influx, to outdo, rivalry, notable)

1. Most of the directors are men, but Ms. Parker is a ……. exception.2. The party ……. in the last election. 3. The conference was an ……. disaster.4. The street lights go on at ……. 5. She ……. the tour with a concert at Cornegie Hall.6. Sometimes small firms can ……. big business when it comes to customer cargo.7. It was a beautiful ……. night.8. There was fierce ……. between the two companies to get the contract.9. As you see, there is a great ……. of tourists into the town in the summer monthes.10. A recent …….. showed 75 % of those questioned were in favour of the plan.11. I asked one of the ……. which way to go.12. The most …….. building of the city was ruined during the war, because hundreds of bombs were dropped on the city.

3. Guess the words from the text that are defined below.

An idea, a belief or an image you have as a result of how you see or understand smth: ……..
A young person or a child (informal): ……
Happening or done once in a year: …….
In the most important ways, without considering things that are less important: …….
Warm and pleasant (of the weather): …….
A person who answers questions, especially in a survey: …….
To produce a book, list, report, etc. by bringing together different items, articles, songs, etc.: ……..
The opinion that people have about what sb / smth is like, based on what has happened in the past: ……..
Depressing; sad and without hope: ……..
Connected with a large or capital city: ……..
Being the only one of its kind: ……..
Extremely attractive or impressive: ……
Extremely, unbelievably: ……..
Connected with or used for punishment, especially by law: ……

4. Give definitions of the following words and use them in the sentences of your own.

Classic image, a popular brand, respondent, longstanding reputation, plenty of supporters

5. Paraphrase the following phrases from the text.

1. Happiness is difficult to quantify, … 2. The gap between perception and reality … 3.… places in the world that lack the metropolitan flair … 4. … they smile from the heart. 5. You can see it in their open faces …

5. Arrange the following words into the pairs of synonyms.

Urban to lack unique notion to assemble to fascinate unbelievable to admit stunning exceptional follower unmitigated longstanding remarkable metropolitan twilight absolute finding dusk imposing balmy soft competition rivalry astonishing discovery notable to charm to compile old supporter to acknowledge incredible striking concept to be short of

Лексический тест 2

1. Match the words and definitions.

1	To scatter	A	To visit a particular place often
2	To surrender	B	To pass a plastic card through a special machine that is able to read the information that is stored on it
3	To fuel	C	To completely destroy a place or an area
4	To frequent	D	To increase something; to make something stronger
5	To swipe	E	To hide somebody or something
6	To dispel	F	To meet and spend time with people in a friendly way in order to enjoy yourself
7	To devastate	G	To risk harming or destroying something or somebody
8	To jeopardize	H	To admit that you have been defeated and want to stop fighting
9	To socialize	I	To make something, especially a feeling or belief, go away or

			disappear
10	To warrant	J	To make something necessary or appropriate in a particular situation
11	To conceal	K	To think about somebody or something until you understand them or it
12	To figure out	L	To throw or drop things in different directions so that they cover an area of ground

2. Guess the words from the text that are defined below.

Showing that something exists or has happened: …..
Strong pleasure that makes somebody do something that they do not want to do: …..
The desire to do or have something that you know is bad or wrong: …..
A result of something that has happened: …..
A person or business that sells goods to the public: …..
A supply of something that a country, an organization or a person has and can use, especially to increase their wealth: …..
The act of buying and using products: …..
Material made by weaving wool, cotton, silk, etc., used for making clothes, curtains, etc.: …..
A person who watches something that is happening but is not involved in it: …..
An extremely strong feeling of happiness and excitement that usually lasts only a shorttime: …..
The feeling of being extremely sorry for something wrong or bad that you have done: …..
Thinking too much about one particular person or thing, in a way that is not normal: …..

3. Fill in the blank with a suitable word. Use the correct form.

Remorse (2), item (2), telltale,devastating, assets, temporary, surrender, damage, enable, rampant,majority, scatter.

1. They … his ashes at sea. 2. The … smell of cigarettes told her that he had been in the room. 3. Every day this summer had been the same: the tension, the expectation, the … relief, and then mounting tension again.4. He was filled with … for not believing her. 5. But her anxiety did not seem to be shared by the … of students in the Hall.6. If anything had happened, it would surely have been the first … on the news. 7. The hijackers eventually … themselves to the police. 8. Her … include shares in the company and a house in France.9. The software … you to access the Internet in seconds.10. Unemployment is now … in most of Europe.11. The earthquake caused … to property estimated at $ 6 million.12. The man with the cold voice had killed a woman. He was talking about it without any kind of … – with amusement. He was dangerous – a madman.13. Oil spills are having a … effect on coral reefs in the ocean. 14. The computer was my largest single … of expenditure.

4. Give definitions of the following words and use them in the sentences of your own.

Shopping spree, to revolutionize, misconception, energizer, to figure out.

5. Arrange the following words into the pairs of synonyms.

Rampant, eventually, to undergo, momentary, self-reproach, appreciate, vanish, destruction, to supply, uncontrolled, to suffer, devastation, disappear, temporary, confusion, to justify, to scatter, to provide, finally, to disperse, remorse, embarrassment, to admire, to warrant.

Лексический тест 3

1. Match the words and definitions.

1	inept	A	To think with pleasure and excitement about something that is going to happen
2	akin	B	Likely to happen soon
3	imminent	C	To make a machine, etc. work or work at a higher level
4	versed	D	Acting or done with no skill
5	To keep sb on their toes	E	To show that you are proud and able to deal with anything
6	anticipate	F	Similar to
7	to tailor	G	To make or adapt something for a particular purpose, a particular person, etc.
8	To crank up	H	To deal with a situation, a person, an area of work or a strong emotion
9	To stand tall	I	Having a lot of knowledge about something, or skill at something
10	prosperity	J	To make sure that somebody is ready to deal with anything that might happen by doing things that are not expected
11	To handle	K	The state of being successful, especially in making money
12	reference	L	A letter written by somebody who knows you, giving information about your character and abilities, especially to a new employer

1	2	3	4	5	6	7	8	9	10	11	12

2. Guess the words from the text that are defined below

Expected to do something or to become something: …..

To be much better than other people and things: …..

A thing that you are given because you have done something good, worked hard, etc.: …..

To give somebody the desire, confidence or enthusiasm to do something well: …..

A feeling that somebody has done something wrong, illegal or dishonest, even though you have no proof: …..

(Of a job) at the lowest level in a company: …..

To say something again or in a different way, especially so that it is more clearly or strongly expressed: …..

The qualities, training or experience that make you suitable to do something: …..

The willingness to work hard and give your energy and time to a job or an activity: …..

Working hard at something because it is very important to you:….. (syncommited)

Excellent, wonderful: …..

Large in amount, value or importance:….. (syn considerable)

3. Fill in the blank with a suitable word. Use the correct form. 3 words are extra.

Akin to, to tailor, performance, substantial, prosperity, desperate, commitment, imminent, inspired, assuming, terrific, suspicion

1. The country is enjoying a period of peace and… . 2. The actors… the kids with their enthusiasm. 3. I have a sneaking… that she is not telling the truth. 4. A career as an actor requires one hundred per cent… . 5. I feel absolutely … today. 6. Most travel agents are prepared… arrangements to meet individual requirements. 7. Somewhere out there was a … man, cold, hungry, haunted. 8. … that he is still alive, how old would he be now? 9. She has shown enthusiasm in the … of her duties.

4. Give definitions of the following words and use them in the sentences of your own.

Stimulating, reputation, to master, previous, to fit in, creative, to earn a living

5. Arrange the following words into the pairs of synonyms.

Annual, recently, preceding, similar, name, to provide, reputation, committed, to employ, neat, not long ago, akin to, dedicated, substantial, to hire, previous, considerable, crucial, observe, yearly, tidy, to deliver, notice, essential

Лексический тест 4

1. Match the words and definitions.

1	to gravitate	A	to keep somebody's attention by being interesting, attractive, etc.
2	to lament	B	an idea, a belief, or an image you have as a result of how you see or understand something
3	to grieve	C	something that you think is more important than other things and should be dealt with first
4	to captivate	D	hesitating before doing something because you do not want to do it
5	priority	E	that is a basic or permanent part of somebody or something and that cannot be removed
6	diversity	F	unusual or surprising in a way that causes people to take notice
7	perception	G	able to change to suit new conditions or situations
8	inherent	H	to move towards smth/sb that you are attracted to
9	flexible	I	not done, seen, happening, etc. very often
10	reluctant	J	to feel very sad, especially because somebody has died
11	rare	K	a range of many people or things that are very different from each other
12	remarkable	L	to feel or express great sadness or disappointment about sb / smth

2. Guess the words from the text that are defined below.

Very enthusiastic about something (often a hobby): …
To put a lot of effort into making something successful or strong so that it will last: …
A large or important part of something: …
To pass information, knowledge, etc. to other people: …
To say or do something that makes somebody less frightened or worried: …
A new or difficult task that tests somebody's ability and skill: …
A large number of people or things: …

That can be herd clearly: …
A clear difference or contrast especially between people or things that are similar or related: …
That happened or began only a short time ago: …
Very successful and admired by other people: …
To recognize good qualities of somebody / something: …

3. Fill in the blank with a suitable word. Use the correct form.

to expose, incorporate, selection,comprehend, to quit, to mix, to betray, groan

1. They had to choose, from a wide … of food, the diet they would give a sick child. 2. By seven o'clock, the two tables … under dishes and dishes of Mrs. Weasley's excellent cooking 3. We want … the kids to as much art and culture as possible. 4. The new car design … all the latest safety features. 5. We only just started. We are not going … now. 6. He was offered money … his colleagues. 7. The infinite distances of space are too great for the human mind … . 8. The town offers a fascinating … of old and new.

4. Give definitions of the following words and use them in the sentences of your own.

To rely on, in decades, majority of freshmen, for balance, equal merit, to read ahead

5. Arrange the following words into the pairs of synonyms.

Straight, full, swap, shift, devote, current, abrupt, autonomous, option, inability, contemporary, accept, adopt, sudden, change, research, replace, comprehend, selection, complete, independent, incapability, direct, assign, realize, study.

Примерные задания для проведения аудирования (рубежный контроль)

Задание 1

1. Listen to the text "Holidays" and answer the questions that follow

I love holidays. They are the best thing in the world. The only problem is they are always too short. Even summer holidays at school aren't long enough. I recently had an eight-week holiday and it flew by. It seems as though time goes quickly when we are on holiday, and slowly when we are at school or work. I always really look forward to holidays – even one-day holidays are great. I live in a country that has many national holidays, so there's always a break around the corner. I feel sorry for some workers who only get two or three weeks holiday a year. They can't do anything or go anywhere. I love holidays even if I don't go away. Staying at home is just as good as going on holiday somewhere. Sometimes going on holiday is stressful.

1. How does the speaker characterize holidays?
2. What is the only problem with holidays?
3. What holidays at school aren't long enough?
4. How many weeks of holidays did the speaker have recently?
5. When does time go slowly?
6. How does time go when we are on holiday?
7. Are one day holidays great to the speaker?

8. In what country does the speaker live?
9. Who does he feel sorry for?
10. Does the speaker love his holiday if he doesn’t go away?
11. Is staying at home good?
12. What bad feature can going on holiday sometimes have?

Задание 2

1. Listen to the following text and fill in the gaps. Then answer the questions that follow.

(Li comes into the office and finds Rob very annoyed)
Li: Good _____, Rob.
Rob: Hi Li. I wish the morning was good but _____.
Li: Why not?
Rob: Well, I _____ to the office very _____ today to write a programme about _____.
Li: Interesting.
Rob: Yeah, but it's _____ me a headache because I don't really _____ art. I think I'm going to pull the plug _____ this idea!
Li: Pull the plug?
Rob: Yes. If I _____ the plug on this one I'll be _____ relaxed and _____ to write a programme about _____. They're the ones I like the best. I love new _____!
Li: No problem. I can ____ it _____.
Rob: *(surprised and concerned*) Oh, my _____ has been switched off! What's _____!?
Li: Here's the _____. I've just pulled it out. You can be more _____ now. There you go.
Rob: Oh Li, I didn't literally _____ "pull the plug out". In English, when we tell _____ we're going to pull the plug on _____, we mean we are going to stop _____ time or money on it. Let's listen to some _____.
Examples
Research on the new product was _____ very expensive so the company pulled the plug on the _____.
The play got really bad reviews and _____no one came to see it, but the _____ owner said he wouldn't pull the plug on it.
Li: OK. So you don't _____ to spend _____ on a programme you don't enjoy _____.
Rob: No, not really.
Li: So I might have done you a _____ by pulling the plug _____.
Rob: Well, _____. Yes, you're right Li. Thank you.
Li: OK. Now that you _____ more relaxed, I will plug it back in so you can ____ about… technology!
Rob: That's right. And I can start _____ the wonders of _____!
Li: That's a _____ idea. You see, you see, your _____ has just lit up with joy! Bye.
Rob: Bye.

Questions

1. How does Rob feel?
2. Why did Rob come to the office early?
3. What is Rob's attitude to art?
4. What is Rob's attitude to technology?
5. On what condition will Rob be more relaxed and inspired?
6. What does Rob love?
7. What does "to pull the plug" mean?
8. What is the 1st example about?
9. What is the 2nd example about?
10. What has Li done to Rob by pulling the plug out?
11. What did Li estimate as "a great idea"?

Задание 3

1. Listen to the text "Science" and answer the questions that follow

Science is one of the most important subjects we study at school. I loved it. I thought it was so interesting. Time in my science lessons went very quickly because I was always working on things and doing experiments. I liked all of the sciences, physics, biology and chemistry. I wish I continued studying science. I would love to be a scientist now. I think being a computer scientist would be great. Science is so important for our life and our world. All of the world's problems can be solved with science. We can go to different planets because of science. I hope governments pump lots of money into science so we have more and better scientists in the future. It's interesting to think about what future science will be like.

1. How does the speaker characterize science?
2. Why did he love science?
3. How did time go in his science lessons?
4. What was he doing during his science lessons?
5. What sciences does he mention?
6. Would he like to be a scientist now?
7. What does he think about being a computer scientist?
8. Why is science important for our world and life?

9. Where can we go because of science?

10. How can we have more and better scientists in the future?

11. What is interesting to think about?

Задание 4

1. Listen to the following text and answer the questions that follow.

Rob: Hello and welcome to The English We Speak with me Rob and a very hungry-looking Li.
Li: (mouth full of food) Hello.
Rob: Erm, Li, you're talking with your mouth full. Can you wait till lunchtime please?
Li: No I can't – I'm starving.
Rob: Well, be careful – you're making such a mess in here.
Li: Ever since I started jogging before work, I just have to eat a big snack mid-morning or I feel faint by lunchtime.
Rob: Well, maybe, but you know you're not supposed to eat food in the studio. It's a really bad idea – you could damage the equipment. Oh no – look! There's salad and mayonnaise all over the recording desk! Li, use your loaf!
Li: Use my loaf? Yes, that's a good idea. If I use bread, I can make a sandwich, which will be much tidier.
Rob: No, I mean use your brain – think about things before you do them!
Li: Eh?
Rob: Well, in English, if you are slightly annoyed with someone because they are doing something they haven't thought about properly, you can say 'use your loaf'.
Li: Oh I see. Loaf here is slang for head.
Rob: That's right. It's a little old-fashioned but it's still something you might hear. My parents or grandparents would use it for when I did something a bit… stupid.
Li: Here are some examples.
Examples
Old man: Use your loaf, son. Don't ride your bike on the motorway at night without lights. You'll get yourself killed.
Dad: Why oh why oh why were you playing football in your school trousers?! Use your loaf! You have holes in your knees again!
Child: Sorry, Daddy.
Li: So, 'use your loaf' means think about things before you do them otherwise you will make silly mistakes.
Rob: That's right. So Li, use your loaf and stop eating food in the studio.
Li: Yes, next time I'll use my loaf and eat sandwiches.
Rob: No, don't eat food of any kind in the studio – not even sandwiches.
Li: But sandwiches are nice and tidy.
Rob: No they're not. You'll get lots of little crumbs everywhere.
Li: How about an apple?
Rob: No! Juice might drip!

Li: A banana?
Rob: No Li... oh goodness!

Задание 5

1. Listen to the following text and fill in the gaps. Then answer the questions that follow.

_____ is a _____ for doing _____. It seems _____ is full of _____. The days _____ warmer so _____ spends _____ time outside. _____ is finishing, _____ the countryside becomes _____. I love _____ the new _____ in my _____ in spring. _____ watch the _____ grow and _____ I know _____ is over. _____ wonder what _____ like to _____ in countries _____ don't have _____ seasons. They miss _____ on what _____ like to _____ spring and _____ everything come _____. Spring has _____ be the _____ season. It _____ makes you _____ very positive _____ life. It's _____ good time _____ clean your _____ from top ___ bottom. We _____ this spring _____. Spring also _____ the weather _____ warmer and _____ can do _____ things outside.

1. What is everyone full of in spring?
2. Why does everyone spend more time outside in spring?
3. Why does countryside become greener in spring?
4. What does the speaker love watching in spring?
5. How does the speaker know that winter is over?
6. What does the speaker wonder?
7. What people miss out on what it's like to welcome spring and see everything come alive?
8. How does spring make one feel?
9. What is spring a good time to do?
10. What is spring cleaning?

Примерные тексты для аннотирования

(рубежный контроль)

How Can I Possibly Believe That Faith Is Better Than Doubt?

By Peter Wehner

New York Times, Dec. 25, 2017

Why is it that, according to Jesus, faith is better than proof? That's a question I've struggled to answer ever since I began my pilgrimage of faith as a young man. Sometimes it seemed more pressing, other times less so. It can intensify during periods of grief and pain, when faith may not offer much consolation or even make much sense in a world that seems random and cruel.

This question is compounded during periods like this one, when faith seems to distort reality rather than clarify it, when it's easily manipulated for low rather than high purpose and when some of those who claim to be people of faith act in ways that bring dishonor to it and themselves.

Why take a leap of faith, given all that? Insisting on a little more empirical evidence before you make the leap seems pretty reasonable.

Not seeing and still believing is held up by Jesus as a greater thing than seeing and believing. But I'm not sure I have ever fully grasped what it is about faith that makes it precious in the eyes of God. Recently, with the help of friends – pastors, theologians, authors, fellow believers – I've tried to deepen my understanding on that subject.

To start out, it's worth noting that treating Christian faith as different from proof doesn't mean it's antithetical to evidence and reason. Christianity is a faith that claims to be rooted in history, not abstract philosophy. St. Paul wrote that if Jesus was not resurrected from the dead, the Christian faith is "futile" and followers of Jesus are "of all people most to be pitied."

Christians would say, in fact, that reason is affirmed in Scripture – "Come now, and let us reason together," is how the prophet Isaiah puts it – and that faith properly understood is consistent with and deepens our understanding of reality. "Reason purifies faith," George Weigel, my colleague at the Ethics and Public Policy Center, told me. "Faith without reason risks descending into superstition; reason without faith builds a world without windows, doors or skylights."

But faith itself, while not the converse of reason, is still distinct from it. If it seems like that's asking too much – if you think leaps of faith are for children rather than adults – consider this: Materialists, rationalists and atheists ultimately place their trust in certain propositions that require faith. To say that truth is only intelligible through reason is itself a statement of faith. Denying the existence of God is as much a leap of faith as asserting it. As the pastor Tim Keller told me, "Most of the things we most deeply believe in – for example, human rights and human equality – are not empirically provable."

"The supreme function of reason is to show man that some things are beyond reason," is how Blaise Pascal put it. Something would not require faith if the proof of it was absolute. According to Philip Yancey, the author of "The Jesus I Never Knew," "Faith requires the possibility of rejection, or it is not faith."

Perhaps the key to understanding why faith is prized within the Christian tradition is that it involves trust that would not be needed if the existence of God were subject to a mathematical proof.

Every meaningful relationship – parent-child, spouse to spouse, friend to friend – involves some degree of trust. It is better and more vivifying to be the object of someone's trust rather than the last person standing after a series of logical deductions. That's true for us as individuals, and it can be true for God as well. Faith demonstrates human trust in him.

Some of those who witnessed the miracles of Jesus eventually sought to kill him. And Judas, one of Jesus' original disciples, betrayed him with a kiss. So sensory experience isn't enough to compel belief and allegiance.

Our most important forms of knowledge rarely come from logic or proof, according to Cherie Harder, the president of the Trinity Forum. Citing the work of the theologian Lesslie Newbigin, she says it comes through a more personal knowledge.

Faith can allow us to understand things in a different way than reason does, in a manner similar to what J.R.R. Tolkien meant when he said that pagan myths weren't lies but rather pointed toward deep truths. The imagination could be integrated into reason, he believed, in a way that helped us to see reality a bit more clearly. Reason is one way to perceive reality; faith – rooted not in partisan ideology but in grace and a sense of the sacred – is another.

There's one other difference between faith and reason. The latter can analyze things like quantum physics and modern cosmology. But what faith can do is to put our lives in an unfolding narrative in ways reason cannot. It gives us a role in a gripping drama, of which the Christmas story is one defining scene. It's a drama that includes sin and betrayal, redemption and grace; and ultimately it gives purpose to our lives despite the brokenness and pain we experience. This may mean nothing to you, but to people of faith, it can mean everything. If God is real, perhaps it should.

To emphasize faith is not to cast out doubt. In fact, it is precisely to take doubt seriously, but also to understand the doubter more completely – not just as a reasoning mind but as a full person, possessed of a divine spark that lets us see, now and then, right through the walls we have built between faith and reason.

In Pakistan, Yoga Rises Above Its Indian Origins

By Bina Shah

New York Times, Dec. 8, 2017

I first heard of yoga while I was growing up in Pakistan in the 1980s, with the arrival on the Karachi scene of a colorful personality called Professor Moiz Hussain. He had trained at the Yoga Institute in Mumbai, then branched out into alternative stress-reduction and healing techniques like reiki from Japan and NLP (neurolinguistic programming) from California. His Institute of Mind Sciences and Classical Yoga attracted a certain type of Karachi woman – affluent and well traveled – who was interested in developing her mind and body. Slowly at first, one teacher after another emerged to offer classes. Still, they had to be careful: The 1980s was a time of rigorous Islamization in Pakistan and cold hostility to India, and anything remotely associated with India or Hinduism was discouraged if not outlawed.

This particularly affected the arts, namely classical Indian dance; government officials banned public performances as both "vulgar" and "Indian"; Pakistani students of the art could not obtain visas to study under gurus in India, and local teachers had to immigrate to other countries because classical dance became so unpopular they could not attract students. (Only Kathak, with its Mughal origins in northwestern India before partition, was looked upon with a less jaundiced eye than the unabashedly Hindu-flavored Odissi or Bharatanatyam schools of dance.)

The way around this was to introduce yoga as a practice less spiritual than physical, but yoga classes in Karachi remained small, private and for a select few. Then, in the 1990s, when state-run television gave way to a profusion of private television channels, yoga found another outlet: breakfast and morning shows in which a physical activity segment aimed at housewives often included a 20-minute or half-hour yoga session. Sandwiched in between advice on the best foods for a baby and how to cook enticing meals for the household, a nonthreatening form of yoga – no extreme physical poses, just one that could be performed in modest clothing – was available to women in Pakistan with access to cable channels.

Viewers were encouraged to stretch and breathe to cultivate healthy bodies and minds, a goal not incompatible with the moderately conservative form of Islam practiced by 90 percent of Pakistanis. Yoga even began to come out into the open, with sessions held in public parks, where some teachers made mild comparisons between yogic meditation and Islamic reflection, or the poses in a simple sun salutation and the positions taken in salat, a ritual Islamic prayer. This opened up yoga to middle-class, conservative Pakistanis who might have remained hostile to the practice had it been presented as a purely Hindu or Indian ascetic discipline.

Today, yoga is immensely popular in all cities of Pakistan; a yoga teacher named Shamshad Haider claims to run 50 yoga clubs in Punjab, and International Yoga Day has been celebrated in Pakistan for three years in a row. Yoga is practiced all the way from Chitral in the north to Karachi in the south. There's a whole crop of younger teachers now equipped with training from India, Thailand and Bali, as well as from yoga schools in North America and Britain. Teachers at swank studios in Karachi attract students through Facebook pages and affiliations with the International Yoga Alliance.

Their classes incorporate styles from hatha, vinyasa flow, ashtanga, even power yoga and Bikram yoga. They use the Sanskrit names for the poses interchangeably with the English ones, and both women-only and mixed classes are popular. Meanwhile, yoga still appears on television, in schools and in park sessions, with women meditating while wearing shalwar kameezes, or full abayas and hijabs, and men with long beards and shalwar kameezes performing sun salutations next to men in track pants and T-shirts.

Yoga purists would probably bristle at the attempt to dissociate yoga from Hinduism or India, but it's not that different from what's happening to yoga in the West, with its hot yoga studios and aerial yoga and Yoga Asana championships. It also reminds me of what has been happening to Sufism, the mystical branch of Islam. In the West, Sufism has been disconnected from its Muslim roots and presented as a universal movement of peace and tolerance, the 13th-century Persian mystic Rumi portrayed as a lovelorn poet singing of love rather than a conservative Islamic cleric bent on forging a fierce connection with his creator. A necessary sacrifice, perhaps, to spread the universal message of peace, tolerance and love.

Pakistan, which was amputated from India in 1947, then lured by the promise of power and richness coming from the Middle East, has never been able to decide whether its identity is Arab or South Asian. After decades of trying to identify with a purely Islamic heritage and history, some Pakistanis are finally recognizing that their heritage is unique, informed by strains of

tradition and heritage from many geographical areas: Central Asia and Persia, as well as India and the Middle East.

Our current challenge is to reconnect with the many sources of our roots and heritage, while forging a new identity that will serve us well into the future. Pakistan recently unveiled a 1,700-year-old sleeping Buddha statue from an ancient Buddhist site in Bhamala, one of many that dot Pakistan's north and northwest – a strong testament to its pre-Islamic heritage. Progressive historians – admittedly in the minority still – are trying to educate Pakistani students about their country's ancient history and religions, after years of being told that Pakistan's history begins only with the invasion of Sindh by the Arab conqueror Muhammed bin Qasim in A.D. 711.

As I practice yoga in the crisp air of a mild Karachi winter, gazing out to the Arabian Sea, I can't help wondering whether some of this reconnection might come from yoga. We move in unison as our teacher calls out the Sanskrit names of the poses called asanas. Then the call to prayer begins to ring out from a nearby mosque and we fall silent, listening to the sound of our own breaths and the time-old Arabic words of the azaan. As soon as the practice is over, I'll roll up my yoga mat and go find my prayer mat. I've never felt so integrated, so connected to my Islamic heritage and my South Asian roots.

Does Religion Make People Moral?

By Mustafa Akyol
New York Times, Nov. 28, 2017

Over the past 15 years, my country, Turkey, has gone through a colossal political revolution. The traditional secular elite that identifies with the nation's modernist founder, Mustafa Kemal Ataturk, has been replaced by religious conservatives who, until recently, were largely powerless and marginalized. The religious conservatives have by now come to dominate virtually all institutions of the state, as well as the media and even much of the business sector. In short, they have become the new ruling elite.

This political revolution has had an inadvertent outcome. It has tested the ostensible virtues of these religious conservatives – and they have failed. They have failed this test so terribly that it raises the question of whether religiosity and morality really go hand in hand, as so many religious people like to claim.

The religious conservatives have morally failed because they ended up doing everything that they once condemned as unjust and cruel. For decades, they criticized the secular elite for nepotism and corruption, for weaponizing the judiciary and for using the news media to demonize and intimidate their opponents. Yet after their initial years in power, they began repeating all of the same behavior they used to condemn, often even more blatantly than their predecessors.

This is a familiar story: The religious conservatives have become corrupted by power. But power corrupts more easily when you have neither principles nor integrity.

Notably, some of the more conscientious voices among Turkey's religious conservatives criticize this ugly reality. Mustafa Ozturk, a popular theologian and a newspaper columnist, recently declared that religious conservatives are failing the moral test miserably. He wrote: "For the next 40 to 50 years, we Muslims will have no right to say anything to any human being about

faith, morals, rights and law. The response, 'We have seen you as well,' will be a slap in our face."

Another prominent theologian, the former mufti of Istanbul, Mustafa Cagrici, also wrote about "the growing gap between religiosity and morality." In the past, he noted, moral conservatives like him would argue that "there could be no morality without religion." But now, he wrote, "there should be no religion without morality."

Such discussions may look specific to contemporary Turkey, but they raise a question that is globally, timelessly relevant: Does religion really make people more moral human beings? Or does the gap between morality and the moralists – a gap evident in Turkey today and in many other societies around the world – reveal an ugly hypocrisy behind all religion?

My humble answer is: It depends. Religion can work in two fundamentally different ways: It can be a source of self-education, or it can be a source of self-glorification. Self-education can make people more moral, while self-glorification can make them considerably less moral.

Religion can be a source of self-education, because religious texts often have moral teachings with which people can question and instruct themselves. The Quran, just like the Bible, has such pearls of wisdom. It tells believers to "uphold justice" "even against yourselves or your parents and relatives." It praises "those who control their wrath and are forgiving toward mankind." It counsels: "Repel evil with what is better so your enemy will become a bosom friend." A person who follows such virtuous teachings will likely develop a moral character, just as a person who follows similar teachings in the Bible will.

But trying to nurture moral virtues is one thing; assuming that you are already moral and virtuous simply because you identify with a particular religion is another. The latter turns religion into a tool for self-glorification. A religion's adherents assume themselves to be moral by default, and so they never bother to question themselves. At the same time, they look down on other people as misguided souls, if not wicked infidels.

For such people, religion works not as cure for the soul, but as drug for the ego. It makes them not humble, but arrogant.

In legalistic religious traditions, like Judaism and Islam, this problem occurs when religion is reduced to the practice of rituals. Abiding by a legal code makes the believer feel upright in the eyes of God, even if she or he is immoral when dealing with fellow human beings.

An exceptional Jewish rabbi who lived two millenniums ago, Jesus of Nazareth, spotted this problem. Those practicing Pharisees who are "confident of their own righteousness and look down on everybody else," he declared, are not really righteous. Sinners who regret their failures, he said, are more moral than the pious who boast.

Stripping morality from religion can also occur when a belief system is reduced to a simple group identity. This kind of "us vs. them" mentality can corrupt and radicalize any religious community – Christians, Muslims, Hindus and Buddhists alike can become hateful militants when they see themselves as righteous victims. That trend is visible everywhere from the Buddhist monks cheering ethnic cleansing in Myanmar to the Hindu majoritarians who dominate Indian politics to the violent Muslim extremists in the Middle East.

Conscientious believers in every tradition need to stand against the toxic urges that turn religion into a hollow vessel of arrogance, bigotry, hatred and greed. Otherwise, more and more evil will be done in their faith's name. And more and more people will ask, as many young Turks are asking these days, what religion is really good for.

Why the U.S. Spends So Much More Than Other Nations on Health Care

By Austin Frakt and Aaron E. Carroll

New York Times, Jan. 2, 2018

The United States spends almost twice as much on health care, as a percentage of its economy, as other advanced industrialized countries – totaling $3.3 trillion, or 17.9 percent of gross domestic product in 2016. But a few decades ago American health care spending was much closer to that of peer nations.

What happened?

A large part of the answer can be found in the title of a 2003 paper in Health Affairs by the Princeton University health economist Uwe Reinhardt: "It's the prices, stupid."

The study, also written by Gerard Anderson, Peter Hussey and Varduhi Petrosyan, found that people in the United States typically use about the same amount of health care as people in other wealthy countries do, but pay a lot more for it.

Ashish Jha, a physician with the Harvard T.H. Chan School of Public Health and the director of the Harvard Global Health Institute, studies how health systems from various countries compare in terms of prices and health care use. "What was true in 2003 remains so today," he said. "The U.S. just isn't that different from other developed countries in how much health care we use. It is very different in how much we pay for it."

A recent study in JAMA by scholars from the Institute for Health Metrics and Evaluation in Seattle and the U.C.L.A. David Geffen School of Medicine also points to prices as a likely culprit. Their study spanned 1996 to 2013 and analyzed U.S. personal health spending by the size of the population; its age; and the amount of disease present in it.

They also examined how much health care we use in terms of such things as doctor visits, days in the hospital and prescriptions. They looked at what happens during those visits and hospital stays (called care intensity), combined with the price of that care.

The researchers looked at the breakdown for 155 different health conditions separately. Since their data included only personal health care spending, it did not account for spending in the health sector not directly attributed to care of patients, like hospital construction and administrative costs connected to running Medicaid and Medicare.

Over all, the researchers found that American personal health spending grew by about $930 billion between 1996 and 2013, from $1.2 trillion to $2.1 trillion (amounts adjusted for inflation). This was a huge increase, far outpacing overall economic growth. The health sector grew at a 4 percent annual rate, while the overall economy grew at a 2.4 percent rate.

You'd expect some growth in health care spending over this span from the increase in population size and the aging of the population. But that explains less than half of the spending growth. After accounting for those kinds of demographic factors, which we can do very little about, health spending still grew by about $574 billion from 1996 to 2013.

Did the increasing sickness in the American population explain much of the rest of the growth in spending? Nope. Measured by how much we spend, we've actually gotten a bit healthier. Change in health status was associated with a decrease in health spending – 2.4 percent – not an increase. A great deal of this decrease can be attributed to factors related to cardiovascular diseases, which were associated with about a 20 percent reduction in spending.

This could be a result of greater use of statins for cholesterol or reduced smoking rates, though the study didn't point to specific causes. On the other hand, increases in diabetes and low

back and neck pain were associated with spending growth, but not enough to offset the decrease from cardiovascular and other diseases.

Did we spend more time in the hospital? No, though we did have more doctor visits and used more prescription drugs. These tend to be less costly than hospital stays, so, on balance, changes in health care use were associated with a minor reduction (2.5 percent) in health care spending.

That leaves what happens during health care visits and hospital stays (care intensity) and the price of those services and procedures.

Did we do more for patients in each health visit or inpatient stay? Did we charge more? The JAMA study found that, together, these accounted for 63 percent of the increase in spending from 1996 to 2013. In other words, most of the explanation for American health spending growth – and why it has pulled away from health spending in other countries – is that more is done for patients during hospital stays and doctor visits, they're charged more per service, or both.

Though the JAMA study could not separate care intensity and price, other research blames prices more. For example, one study found that the spending growth for treating patients between 2003 and 2007 is almost entirely because of a growth in prices, with little contribution from growth in the quantity of treatment services provided. Another study found that U.S. hospital prices are 60 percent higher than those in Europe. Other studies also point to prices as a major factor in American health care spending growth.

There are ways to combat high health care prices. One is an all-payer system, like that seen in Maryland. This regulates prices so that all insurers and public programs pay the same amount. A single-payer system could also regulate prices. If attempted nationally, or even in a state, either of these would be met with resistance from all those who directly benefit from high prices, including physicians, hospitals, pharmaceutical companies – and pretty much every other provider of health care in the United States.

Higher prices aren't all bad for consumers. They probably lead to some increased innovation, which confers benefits to patients globally. Though it's reasonable to push back on high health care prices, there may be a limit to how far we should.

How I Lost Weight and Learned to Love Thanksgiving Again

By Aaron E. Carroll

New York Times, Nov. 20, 2017

In our house, there are no pictures of my wife and me that are more than a few years old.

When I was a medical resident, nearly two decades ago, I didn't take very good care of myself. I was a pediatrician, and I counseled patients and parents all the time about how to eat right and get enough exercise. But I couldn't seem to figure that out for myself. I gained a lot of weight, and so did my wife, Aimee.

After our second child was born, Aimee decided she needed to make a change. She told me she was going to try Weight Watchers. Since it seemed silly for us to prepare two meals at a time, I decided to join her.

It worked. Weight Watchers then was mostly focused on fat reduction, calorie counting and increased fiber. We both lost weight. I didn't lose all that I wanted to, but it was certainly an improvement. Unfortunately, it was hard to keep sticking to the program. There were too many

days I was hungry. I became too obsessed with “low fat,” as fat seemed to be how “points” were calculated. (Today, Weight Watchers points focus on calories, sugar, fat and protein.)

Years later, when I decided to try to lose weight again, I focused on exercise. I made it through the torments of P90X, P90X3 and Insanity. Each workout regimen had its own diet plan, with a list of foods to avoid. I stuck to none of them for more than four or five months. They were too hard, and after initial success, my weight loss stalled.

Most recently, I tried to go “low-carb.” I became convinced, by reading books and studies, that carbohydrates were the true danger, not fats. I eliminated sugar from my diet almost completely. Once again, my weight dropped, but it eventually stopped falling.

My experience is not abnormal. Studies of diets show that many of them succeed at first. But results slow, and often reverse over time. No one diet substantially outperforms another. The evidence does not favor any one greatly over any other.

That has not slowed experts from declaring otherwise. Doctors, weight-loss gurus, personal trainers and bloggers all push radically different opinions about what we should be eating, and why. We should eat the way cave men did. We should avoid gluten completely. We should eat only organic. No dairy. No fats. No meat. These different waves of advice push us in one direction, then another. More often than not, we end up right where we started, but with thinner wallets and thicker waistlines.

I’m a physician and researcher with a particular interest in analyzing dietary health research, and even I get dizzy with the different perspectives on something as seemingly simple as the benefits of brown rice or the dangers of red meat. This is one reason I’ve decided to focus much of my writing on dietary health. I want to be able to advise my patients about what healthful eating looks like, and eat that way myself.

These conflicting opinions about nutrition have one thing in common: the belief that some foods will kill you – or, at least, that those foods are why you’re not at the weight you’d like to be. This is an attitude about food that actually has its roots in an earlier and opposite idea – that some foods can keep us from dying (think of sailors avoiding scurvy by eating citrus). Indeed, some of the earliest “expert” advice about food was predicated on the notion that some foods can save us.

When many more Americans were malnourished than are today, making sure they got more of foods containing things like vitamin B and C made sense. Today, the vast majority of people in the United States are not suffering from vitamin or nutritional deficiencies. Advice is usually delivered in terms of deprivation, not supplementation.

Much of this advice comes in the form of moralizing. But by making so much of our focus on what we’re doing “wrong,” we’ve removed much of the joy from eating and cooking. I made sure to avoid negative tones a couple of years ago when I drew up a manifesto/road guide we called simple rules for healthy eating. They include the idea that you aren’t going to avoid all processed foods, but you might try to limit them. The one I felt most passionately about was No. 7 – “Eat with other people, especially people you care about, as often as possible.” But lately, I’ve been thinking that No. 2 – “Eat as much home-cooked food as possible” – may be the most important.

I’ve recently been learning more about cooking theory – not so much following recipes, but understanding why those recipes work. A favorite guide in this quest is “Salt, Fat, Acid, Heat” by Samin Nosrat. Right there in the title are two “forbidden” elements. They’re also some of the main reasons good food tastes good.

The home-cooked food rule probably did more than any other to help Aimee and me get down to reasonable weights. Today, we're much happier with how we look and feel. There are pictures of us looking happy in recent years around the house. Thanksgiving has reclaimed its mantle as my favorite holiday, because it's so centered on food and family.

And yet. While I've adopted a much healthier attitude toward food in general, I sometimes find myself slipping into old habits. These last few months, I've been trying to lose weight again. I'm not obese, and I'm healthy. But my weight and height place me in the "overweight" category, and I think I could be thinner. As before, I tried going low-carb. I lost weight initially, then hit a plateau. I've been getting frustrated.

I was complaining of this to Aimee last week when my oldest child, Jacob, asked me why I was dieting. He couldn't understand the point. I had no answer. I don't think it will make me healthier or make me live longer. It won't improve my quality of life. I won't be in better shape. My clothes would fit the same. I'm not even sure anyone would see a difference.

I'm still too liable to think that being thin is the same thing as being healthy. I'm still too inclined to think that dieting is the same as healthful eating. Neither are true. Too often I'm chasing some imagined ideal that has no real-world consequences. My other son, Noah, has my physique and may someday find it all too easy to put on pounds. What message am I sending to him when I obsess over the number on the scale?

Jacob's wiser than me. I'm still learning. One theme of my Upshot articles is that we should weigh the benefits and the harms in any health decision. When it comes to food, too often we focus only on the latter. When my daughter, Sydney, made cupcakes last night and asked me to try one, I did. The joy it brought her, and me, was worth it.

Примерные темы дебатов

(рубежный контроль)

Should boxing be banned?

Genetically modified food

Should smoking be restricted?

Gun control

Do animals have rights?

Drugs for athlets

Should university education be free?

Women should be allowed to compete in the same leagues as men

Capital punishment should be abolished

Euthanasia

Примерные вопросы для устной спонтанной речи

(рубежный контроль)

Do you think men or women are better at acting?

Do you think actors get paid too much money?

Is it important to have ambitions?

Can ambitions be dangerous?

What makes you angry about modern life?

What animal would you like to come back to Earth as after you die?

What is the most useful animal in the world?

When is your appearance most important?

How important is a person's appearance?

Would you like to know your future?

What are the most amazing things about babies?

What do you think of beauty contests?

Is beauty important?

Do beautiful people have better lives?

What’s the best way to stop being bored?

What are the most boring questions you know?

What do you think the differences are between male and female brains?

Do you think the Internet will make books disappear?

What book would you recommend for children?

Which is better, the book or the movie?

What are the biggest problems with living in cities?

How will cities in the future be different from those today?

What makes a friend a best friend?

Is there a difference in friendship between your male friends and female friends?

At which stages of life is it easier to make friends?

Примерные задания для проведения ролевой игры

(текущий контроль)

Role play 1.

Student A, nearly 18, is in the final year of high school. This Saturday, Jack Streamer, one of the most popular kids in school, is throwing a party at his place. His parents are going to be away and **absolutely everybody is going to be there**. There's no way Student A can miss it! The problem is, s/he has to get mum or dad's permission to go, and the likelihood is they're going to be reluctant. Nevertheless, Student A has been working so hard at school lately that it's time to let their hair down. Besides, everyone will think they're really uncool if they fail to show up.

Student B, playing mum or dad, is very much set against letting their son or daughter attend the party in question. Rumour has it that the last time this Jack guy threw a party, the police were called. Heaven only knows what for! Besides, the son or daughter has important exams coming up. **Now is not the time for partying.**

Both parent and child are stubborn. **Who will give in first?** Will they reach a compromise? Will the whole thing stay amicable or will someone with attitude get sent to their room?

Useful input language: *first conditionals for promises, threats and consequences, the language of persuasion.*

Role play 2.

Students work in groups of three for this role play. They play three friends, one of whom – let's call him Billy – is terribly indecisive and always needs to ask the advice of the other two before making a decision. The other two play **the angelic friend** and **the devilish friend**, the former giving all kinds of measured, sensible advice, the latter throwing caution to the wind completely. Billy has **a series of decisions to make** as he goes through life, and at each juncture he turns to his two friends to ask them what to do.

You can prepare the decisions in advance, or ask students to improvise them, but here's one to get the ball rolling; Billy has just graduated from university and has been made **a fantastic job offer**: superb conditions, excellent salary, secure future, but lots of hard work, huge responsibility and days spent in front of a computer at a desk in an office. At the same time, he has just won **an around-the-world air ticket** that will let him travel with a friend and see the world for a year, stopping off at five different continents on the way. If he takes the job, he loses the ticket. If he goes travelling, he loses the job… **What should Billy do?**

Role play 3.

In this role play students act out an encounter between teachers and parents at the school's annual parents' evening, where the progress of individual students is discussed. Before the main role play, divide the class into **two groups**, the teachers and the parents. The teachers are on break in the staffroom, discussing their students. Everyone is convinced that they have **the rudest, laziest, most badly-behaved and mendacious kid in school**. They should come up with lots of examples of the appalling behaviour of the student in question.
Meanwhile, the parents are having lunch together, trying their hardest to outdo one another as to who has **the most perfect, most popular, most well-behaved and charming little prince or princess**. They should come up with lots of examples of the excellent behaviour of the child in question.
It's now time for the meeting at school. The teachers and parents pair off. The objective of the role play, for the teacher, is to get across to the parent – **as diplomatically as possible** – just how dreadful their son or daughter has been behaving and what exactly they want the parent to do about it. The parents, for their part, are understandably reluctant to believe everything this upstart teacher is telling him. **They must be mistaken.** They cannot possibly be talking about their little angel…
Useful input language: *phrases for hedging, polite language, language of disagreement.*

Role play 4.

STUDENT A:

You are the manager of *The Lagoon Hotel*, a modern holiday resort surrounded by marvelous beaches and astonishing mountains nearby. Everything seems perfect… but you have to deal with some problems.

STUDENT B:

You are a guest at the expensive *The Lagoon Hotel.* The resort is nice, but it is like a grave. There is nothing to do, no day trips, no activities, no sports facilities, no nightlife nearby… You are bored.

Role play 5.

STUDENT A:

You are the manager of *The Paradise Hotel*, a modern holiday resort surrounded by lots of sights and sandy beaches. Everything seems perfect… but you have to deal with some problems.

STUDENT B:

You are a guest at the expensive *The Paradise Hotel*. The food is awful. It is often cold and salty, and there are no vegetarian dishes. There is also little choice: It seems to be the same any other day.

Role play 6.

New Student You are going to London to study English at the 'World Language School'. Phone the receptionist of the language school to find out some information. You need to find out:

• the day and time that the course starts

• the address of the school

• directions to the school from the nearest train station Answer the questions that the receptionist asks.

Write the information and draw a map to the school on the paper that your teacher gives to you.

Примерные темы презентаций

(текущий контроль)

- Extreme sports
- English holidays
- London
- My favourite dish
- Travelling
- Shopping
- Traffic problems in a city
- Art in our life
- Environmental problems
- Political system
- Natural calamities
- Terrorism
- Space
- National art in Kyrgyzstan

Примерные темы эссе

(текущий контроль)

«What do you think the differences are between male and female brains?»

«Main aspectss of intercultural communication»

«Will nationality become more or less important in the future?»

«Does migration helps us all understand each other better?»

«Do you think one day everyone around the world will have equal rights?»

«Is it better to adopt a baby or an older child?»

«Does language make the personalities of each nationality different?»

«How important do you think education is?»

«How important do you think education is?»

«Should religion and politics mix?»

«Do religions respect human rights?»

«Do you think today's artists are as good as those from hundreds of years ago?»

«Do you think it is immoral for people to spend lots of money on themselves when people are starving and dying?»

«Is the Internet helping or hindering musicians?»

«Do you think there should be a world holiday for everyone on Earth to celebrate together?»

«What do you think of genetically-modified (GM) food?»

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

ШКАЛА ОЦЕНИВАНИЯ ПИСЬМЕННОГО ПЕРЕВОДА ТЕКСТА
(рубежный контроль)

	Нет ответа -0 %	**Минимальный ответ - 31-60 %**	**Изложенный, раскрытый ответ - 60-69 %**	**Законченный полный ответ - 70-84 %**	**Образцовый, примерный, достойный подражания ответ - 85-100 %**	**Отметка (в %)**

Содержательная идентичность текста перевода	-	Неэквивалентная передача смысла: ошибки представляют собой искажение содержания оригинала.	Неточность передачи смысла: ошибки приводят к неточной передаче смысла оригинала, но не искажают его полностью	Погрешности перевода: погрешности перевода не нарушают общего смысла оригинала.	Эквивалентный перевод: содержательная идентичность текста перевода	
Лексические аспекты перевода	-	Использование эквивалентов для перевода 40-50 % текста.	Использование эквивалентов для перевода 60-70%	Использование эквивалентов для 80-90% текста.	Использование эквивалентов для перевода 100% текста.	
Грамматические аспекты перевода	-	Использование грамматических эквивалентов для 40-50 % текста.	Использование грамматических эквивалентов для 60-70% текста.	Погрешности в переводе основных грамматических конструкций, характерных для газетного стиля речи.	Эквивалентный перевод с использованием основных грамматических конструкций, характерных для научного, газетного стиля речи и художественного произведения.	
Соблюдение языковых норм и правил языка перевода: стилистическая идентичность текста перевода	-	Соблюдение языковых норм и правил языка перевода 40-50% текста.	Соблюдение языковых норм и правил языка перевода 60-70% текста.	Соблюдение языковых норм и правил языка перевода 80-90% текста.	Соблюдение языковых норм и правил языка перевода научного, газетного и художественного текста	
Итоговая оценка(в %)						

ШКАЛА ОЦЕНИВАНИЯ ПРЕЗЕНТАЦИИ
(рубежный контроль)

	Нет ответа -0 %	**Минимальный ответ- 31-60 %**	**Изложенный, раскрытый ответ- 60-69 %**	**Законченный полный ответ - 70-84 %**	**Образцовый, примерный, достойный подражания ответ- 85-100 %**
Раскрытие проблемы	-	Проблема не раскрыта. Отсутствуют выводы	Проблема раскрыта не полностью. Выводы не сделаны или выводы не обоснованы	Проблема раскрыта. Проведен анализ проблемы без привлечения дополнительной литературы. Не все выводы сделаны или обоснованы.	Проблема раскрыта полностью. Проведен анализ проблемы с привлечением дополнительной литературы. Выводы сделаны.
Представление	-	Представляемая информация логически не связана. Не использованы профессиональные термины.	Представляемая информация не систематизирована и не последовательна Использован 1-2 профессиональных термина	Представляемая информация систематизирована и последовательна. Использовано более 2-х профессиональных терминов.	Представляемая информация систематизирована, последовательна и логически связана. Использовано более 5 профессиональных терминов.

Оформление	-	Не использованы информационные технологии (PowerPoint). Больше 4 ошибок в представляемой информации	Использованы информационные технологии (PowerPoint) частично. 3-4 ошибки в представляемой информации	Использованы информационные технологии (PowerPoint). Не более 2-х ошибок в представляемой информации	Широко использованы информационные технологии (PowerPoint). Отсутствуют ошибки в представленной информации
Ответы на вопросы	-	Нет ответов на вопросы	Только ответы на элементарные вопросы	Ответы на вопросы полные или частично полные.	Ответы на вопросы полные с приведением примеров и пояснений
Итоговая оценка (в %)					

ШКАЛА ОЦЕНИВАНИЯ ЭССЕ
(текущий контроль)

Отметка (в %)	Наименование критерия	Содержание критерия
85-100%	Соответствие теме	100 % соответствие теме
	Раскрытие темы	Тема раскрыта на 90%-100%/
	Умение анализировать и обобщать	Есть анализ с выводами
	Грамматика	Грамматически правильная речь
	Стилистика	Стилистически правильная речь
70-84%	Соответствие теме	Есть незначительные расхождения с темой
	Раскрытие темы	Тема раскрыта на 70%-80%
	Умение анализировать и обобщать	Анализ не полный, выводы не все
	Грамматика	2-3 грамматических ошибки
	Стилистика	2-3 стилистических ошибки
41-69%	Соответствие теме	Тема не соответствует на 60%
	Раскрытие темы	Тема раскрыта на 60%
	Умение анализировать и обобщать	Анализа нет, выводов нет
	Грамматика	5 грамматических ошибок

	Стилистика	5 стилистических ошибок
0-40%	Соответствие теме	Полное несоответствие теме
	Раскрытие темы	Тема не раскрыта
	Умение анализировать и обобщать	Нет анализа, нет выводов
	Грамматика	Более 6 грамматических ошибок
	Стилистика	Более 6 стилистических ошибок

При оценивании эссе учитываются 5 аспектов: решение коммуникативной задачи, то есть содержание эссе, логика и организация текста, лексика, грамматика, орфография и пунктуация.

Решение коммуникативной задачи (содержание)

1. **Минимальный ответ - 31-60 %.** Задание выполнено частично: содержание слабо отражает те аспекты, которые указаны в задании; много нарушений стилевого оформления; почти не соблюдаются в языке нормы вежливости.
2. **Изложенный, раскрытый ответ - 60-69 %.** Задание выполнено не полностью: содержание не отражает все аспекты, указанные в задании; часто встречаются нарушения стилевого оформления; в основном не соблюдаются принятые в языке нормы вежливости.
3. **Законченный полный ответ - 70-84 %.** Задание выполнено: некоторые аспекты, указанные в задании раскрыты не полностью; имеются отдельные нарушения стилевого оформления речи; в основном соблюдены принятые в языке нормы вежливости.
4. **Образцовый, примерный, достойный подражания ответ - 85-100%.** Задание выполнено полностью: содержание отражает все аспекты, указанные в задании, стилевое оформление речи выбрано правильно с учетом цели высказывания и адресата; соблюдены принятые в языке норм вежливости.

Логика и организация текста

1. **Минимальный ответ - 31-60 %.** Логика высказываний нарушена почти на всем протяжении эссе.
2. **Изложенный, раскрытый ответ - 60-69 %.** Высказывание не всегда логично; имеются недостатки или ошибки в использовании средств логической связи, их выбор ограничен; деление текста на абзацы нелогично или отсутствует; имеются многочисленные ошибки в формате высказывания..
3. **Законченный полный ответ - 70-84%.** Высказывание в основном логично; имеются отдельные недостатки при использовании средств логической связи; имеются отдельные недостатки при делении текста на абзацы; имеются отдельные нарушения формата высказывания.
4. **Образцовый, примерный, достойный подражания ответ - 85-100 %.** Высказывание логично; средства логической связи выбраны правильно; текст разделен на абзацы; формат высказывания выбран правильно.

Лексика

1. **Минимальный ответ - 31-60 %.** Бедный словарный запас. Слова не сочетаются друг с другом. Тест понятен фрагментарно.
2. **Изложенный, раскрытый ответ - 60-69%.** Использован неоправданно ограниченный словарный запас; часто встречаются нарушения в использовании лексики, некоторые из которых могут затруднять понимание текста.

3. **Законченный полный ответ - 70-84%.** Используемый словарный запас соответствует поставленной задаче, однако встречаются отдельные неточности в употреблении слов либо словарный запас ограничен. Но лексика использована правильно (3-7 ошибок).
4. **Образцовый, примерный, достойный подражания ответ - 85-100%.** Используемый словарный запас соответствует поставленной задаче; практически нет нарушений в использовании лексики (1-2 ошибки).

Грамматика
1. **Минимальный ответ - 31-60%.** Грамматические правила серьезно нарушаются (более 10 ошибок).
2. **Изложенный, раскрытый ответ - 60-69 %.** Либо часто встречаются ошибки элементарного уровня, либо ошибки немногочисленны, но затрудняют понимание текста.
3. **Законченный полный ответ - 70-84 %.** Имеется ряд грамматических ошибок, не затрудняющих понимание текста (3-7 ошибок).
4. **Образцовый, примерный, достойный подражания ответ - 85-100 %.** Используются грамматические структуры в соответствии с поставленной задачей. Практически отсутствуют ошибки (1-2 ошибки).

Орфография и пунктуация
1. **Минимальный ответ - 31-60%.** Имеется ряд орфографических или пунктуационных ошибок, которые значительно затрудняют понимание текста .
2. **Изложенный, раскрытый ответ - 60-69 %.** Наблюдаются орфографические и пунктуационные ошибки, которые иногда затрудняют понимание текста.
3. **Законченный полный ответ - 70-84%.** Имеется ряд орфографических и пунктуационных ошибок, не затрудняющих понимание текста (3-7 ошибок).
4. **Образцовый, примерный, достойный подражания ответ - 85-100%.** Орфографические ошибки практически отсутствуют. Текст разделен на предложения с правильным пунктуационным оформлением.

Шкала оценивания устной спонтанной речи

(рубежный контроль)

Отметка (в %)	Наименование критерия	Содержание критерия
85-100%	Фонетическое оформление и беглость речи	Отсутствие фонетических ошибок, соблюдается правильный интонационный рисунок. Речь беглая
	Словарный запас	Способность самостоятельно преодолевать лексические трудности при выражении своих мыслей
	Грамматическое оформление речи	Правильное использование грамматических форм и конструкций.
	Стилистическое оформление речи	Правильное использование лексических форм и соблюдение стиля речи
	Соответствие теме и выполнение коммуникативного задания	Тема раскрыта. Коммуникативная задача выполнена с учетом цели высказывания и адресата
70-84%	Фонетическое оформление и беглость речи	Допускается 1 грубая или 2 негрубых фонетических ошибки, соблюдается правильный интонационный рисунок. Речь достаточно беглая
	Словарный запас	Способность самостоятельно преодолевать лексические трудности при выражении своих мыслей. Допускается 1 грубая или 2 негрубых лексических ошибки

	Грамматическое оформление речи	Правильное использование грамматических форм и конструкций. Допускается 1 грубая ошибка
	Стилистическое оформление речи	Правильное использование лексических форм и соблюдение стиля речи. Допускается 2 ошибки
	Соответствие теме и выполнение коммуникативного задания	Тема раскрыта на 80%. Коммуникативная задача выполнена на 80% с учетом цели высказывания и адресата
60-69%	Фонетическое оформление и беглость речи	Присутствуют 4-5 фонетических и интонационных ошибок. Речь плохо воспринимается на слух. Речь с паузами, не беглая
	Словарный запас	Студент имеет ограниченный словарный запас, использует упрощенную лексику. Допускается 3-4 ошибки
	Грамматическое оформление речи	Допускается 3-4 грамматических ошибки. Верные грамматические формы и конструкции используются только в заученном тексте
	Стилистическое оформление речи	Допускается 3-4 ошибки в использовании лексических форм и соблюдении стиля речи
	Соответствие теме и выполнение коммуникативного задания	Тема раскрыта на 50%. Коммуникативная задача выполнена на 50% с учетом цели высказывания и адресата
менее 60%	Фонетическое оформление и беглость речи	Речь неправильная, с более чем 5 фонетических и интонационных ошибок. Произношение студента подвержено сильному влиянию родного языка. Речь почти не воспринимается на слух
	Словарный запас	Крайне ограниченный словарный запас. Более 5 ошибок в употреблении лексики, затрудняющие понимание текста.
	Грамматическое оформление речи	Более 5 грамматических ошибок. Трудность при выборе правильных глагольных форм и употреблении нужных времен
	Стилистическое оформление речи	Более 5 ошибок. Стиль не соблюдается
	Соответствие теме и выполнение коммуникативного задания	Тема не раскрыта или раскрыта менее, чем на 50%. Коммуникативная задача не выполнена

ШКАЛА ОЦЕНИВАНИЯ ТОПИКА
(текущий контроль)

Общая оценка за доклад учитывает 3 аспекта: раскрытие проблемы, представление текста топика и ответы на вопросы.

Раскрытие проблемы.
1. **Минимальный ответ - 31-60 %.** Проблема не раскрыта. Отсутствуют выводы.
2. **Изложенный, раскрытый ответ - 60-69 %.** Проблема раскрыта не полностью. Выводы не сделаны или выводы не обоснованы.
3. **Законченный полный ответ - 70-84 %.** Проблема раскрыта. Проведен анализ проблемы без привлечения дополнительной литературы. Не все выводы сделаны или обоснованы.

4. **Образцовый, примерный, достойный подражания ответ - 85-100%.** Проблема раскрыта полностью. Проведен анализ проблемы с привлечением дополнительной литературы. Выводы сделаны.

Представление топика.
1. **Минимальный ответ - 31-60 процентов.** Представляемая информация логически не связана. Не использованы профессиональные термины.
2. **Изложенный, раскрытый ответ - 60-69 процентов.** Представляемая информация не систематизирована и не последовательна. Использован 1-2 профессиональных термина **.**
3.**Законченный полный ответ - 70-84%.** Представляемая информация систематизирована и последовательна.
4.**Образцовый, примерный, достойный подражания ответ - 85-100 %.** Представляемая информация систематизирована, последовательна и логически связана.

Ответы на вопросы
1. **Минимальный ответ - 31-60 %.** Нет ответов на вопросы **.**
2. **Изложенный, раскрытый ответ - 60-69 %.** Только ответы на элементарные вопросы
3. **Законченный полный ответ - 70-84 %.** Ответы на вопросы полные или частично полные.
4. **Образцовый, примерный, достойный подражания ответ - 85-100 %.** Ответы на вопросы полные с приведением примеров и пояснений.

Шкала оценивания грамматического теста
(рубежный контроль)

1. Студенту предъявляется грамматический тест, содержащий минимум 7 заданий. Каждое задание включает в себя минимум 5 предложений.

2. Оценка выставляется на основе количества фактических допущенных ошибок

3. Оценка «5» ставится при наличии от 1 до 3 ошибок

4. Оценка «4» ставится при наличии от 4 до 6 ошибок

5. Оценка «3» ставится при наличии от 7 до 9 ошибок

6. Оценка «2» ставится при наличии 10 ошибок и больше

Шкала оценивания лексического теста
(рубежный контроль)

Оценка за лексический тест выставляется на основе количества фактических допущенных ошибок

1. Оценка «5» ставится при наличии от 1 до 3 ошибок

2. Оценка «4» ставится при наличии от 4 до 6 ошибок

3. Оценка «3» ставится при наличии от 7 до 9 ошибок

4. Оценка «2» ставится при наличии 10 ошибок и больше

Шкала оценивания аудирования

(рубежный контроль)

Оценка «5» ставится, если: Определены тема прослушанного текста, факты, события, их последовательность. Выявлены все детали, установлены причинно-следственные связи между фактами и событиями. Однозначно поняты значения лексических и грамматических средств в данном контексте. Поняты идея текста, отношение автора к событиям и действующим лицам

Оценка «4» ставится, если: Правильно определены тема прослушанного текста, факты, события, их последовательность. Выявлены детали, установлены причинно-следственные связи между фактами и событиями. Поняты большинство значений лексических и грамматических средств в данном контексте. Имеются затруднения в определении идеи прослушанного текста, отношения автора к событиям и действующим лицам и собственной оценке извлеченной из прослушанного текста информации.

Оценка «3» ставится, если: Правильно определены тема прослушанного текста, факты, события, их последовательность. Выявлены основные детали, установлены причинно-следственные связи между фактами и событиями. Не точно поняты значения отдельных лексических и грамматических средств в данном контексте. Затруднения в определении идеи прослушанного текста, отношения автора к событиям и действующим лицам.

Оценка «2» ставится, если: Определена тема. Есть существенные нарушения в понимании основных фактов, событий. Поняты не все детали, установлены отдельные причинно-следственные связи между фактами и событиями. Неправильно поняты значения многих лексических единиц и грамматических средств. Не определены идея прослушанного текста, отношение автора к событиям и действующим лицам.

Шкала оценивания изложения
(рубежный контроль)

Оценка «5» ставится, если:

1. Содержание работы полностью соответствует теме. 2. Фактические ошибки отсутствуют; в изложении сохранено не менее 70% исходного текста. 3. Содержание работы излагается последовательно.4. Текст отличается богатством лексики, точностью употребления слов, разнообразием синтаксических конструкций. 5. Достигнуты стилевое единство и выразительность текста. 6. Допускается 1 недочет в содержании.

Оценка «4» ставится, если:

1. Содержание работы в основном соответствует теме, имеются незначительные отклонения от темы. 2. Содержание изложения в основном достоверно, но имеются единичные фактические неточности; при этом в работе сохранено не менее 70% исходного текста. 3. Имеются незначительные нарушения последовательности в изложении мыслей. 4. Лексический и грамматический строй речи достаточно разнообразен. 5. Стиль работы отличается единством и достаточной выразительностью. 6. Допускается не более 2 недочетов в содержании и не более 3-4 речевых недочетов.

Оценка «3» ставится, если:

1. Имеются существенные отклонения от заявленной темы. 2. Работа достоверна в основном своем содержании, но в ней допущены 3-4 фактические ошибки. Объем изложения составляет менее 70% исходного текста.3. Допущено нарушение последовательности изложения. 4. Лексика бедна, употребляемые синтаксические конструкции однообразны. 5. Встречается неправильное употребление слов. 6. Стиль работы не отличается единством, речь недостаточно выразительна. 7. Допускается не более 4 недочетов в содержании и 5 речевых недочетов.

Оценка «2» ставится, если:

1. Работа не соответствует заявленной теме. 2. Допущено много фактических неточностей; объем изложения составляет менее 50% исходного текста 3. Нарушена последовательность изложения мыслей во всех частях работы, отсутствует связь между ними. Текст (изложения) не соответствует заявленному плану. 4. Лексика крайне бедна, авторские образные выражения и обороты речи почти отсутствуют. Работа написана короткими однотипными предложениями со слабо выраженной связью между частями, часты случаи неправильного употребления слов. 5. Нарушено стилевое единство текста. 6. Допущено 6 недочетов в содержании и до 7 речевых недочетов.

Шкала оценивания дебатов (рубежный контроль)

Оценка	*Критерии оценивания*			
	Умение и навыки работы с источниками, документами, справочными материалами, периодикой и т.д.	*Понимание взаимосвязей изучаемых событий и явлений, формирование их системного видения, связь с современностью*	*Степень сформированности основных навыков дебатёра: логическое и критическое мышление, полнота освещения темы, убедительность,*	*Степень проявления ораторского искусства, риторики*

			умение работать в команде	
2	Студент не принял участия в дебатах ИЛИ участие принял, но не по теме дебатов			
3	Студент принял участие в дебатах по теме, но не привел высказываний из источников, опираясь только на свое мнение, отсутствует систематизация информации.	Студент принял участие в дебатах по теме, отсутствует понимание взаимосвязи между изучаемыми событиями и явлениями, не приведены примеры из жизни.	Студент принял участие в дебатах по теме, приведен 1 аргумент или контраргумент по теме дебатов, слабо развит навык логического и критического мышления, умение работать в команде не проявлено.	Студент принял участие в дебатах по теме, регламент не соблюден, выступление не разделено на смысловые части, отсутствует культура ведения дебатов и уважение к мнению участников.
4	Студент принял участие в дебатах, сделал подборку необходимых источников информации, но не обработал информацию ИЛИ не достаточно разобрался в ее содержании, существуют затруднения в применении отобранной информации.	Студент принял участие в дебатах по теме, понимание взаимосвязи между изучаемыми событиями и явлениями слабое, приводит примеры, систематизация информации слабая.	Студент принял участие в дебатах по теме, приведены от 2 до 4 аргументов или контраргументов, принимает во внимание мнение других участников, проявлен навык логического и критического мышления с помощью наводящих вопросов участников дебатов или учителя, слабо проявлено умение работать в команде.	Студент принял участие в дебатах по теме, регламент соблюден, выступление имеет смысловые части, но Студент не придал им смыслового обозначения, соблюдена культура ведения дебатов и уважение к мнению участников через призыв к этому других участников дебатов
5	Студент принял участие в дебатах, сделал подборку необходимых источников информации, обработал информацию,	Студент принял участие в дебатах по теме, проявлено понимание взаимосвязи между изучаемыми	Студент принял участие в дебатах по теме, приведено более 4 оригинальных и разнообразных аргументов или контраргументов,	Студент принял участие в дебатах по теме, регламент соблюден, выступление имеет обозначенные в

	четко систематизировал, может грамотно применить её при проведении дебатов.	событиями и явлениями через приведение разнообразных примеров из прошлого и современности, информация обработана и систематизирована.	принимает во внимание мнение других участников, отлично владеет навыком критического мышления, на высоком уровне проявлено умение работать в команде.	речи смысловые части, соблюдена культура ведения дебатов и уважение к мнению участников, проявлено умение действовать в новых непредсказуемых условиях, проявлено терпимость к другим точкам зрения.

Шкала оценивания ролевой игры (текущий контроль)

Оценка «5» ставится, если:

Высказывание во время ролевой игры соответствует предложенной ситуации, характеризуется быстротой реакции. Учащийся умеет инициировать и поддерживать беседу. В высказывании выражено свое отношение к обсуждаемой теме. Используемые в репликах языковые и речевые средства соответствуют ситуации и варьируются в пределах изученного материала. Для оформления реплик используются речевые клише. Допущены единичные произносительные, лексические и грамматические ошибки, не препятствующие коммуникации.

Оценка «4» ставится, если:

Высказывание во время ролевой игры соответствует предложенной ситуации. Учащийся характеризуется достаточно быстрой реакцией и умением поддержать беседу. Есть затруднения в выражении своего отношения к обсуждаемой теме. Используемые в репликах языковые и речевые средства соответствуют ситуации и варьируются в пределах изученного материала. Для оформления реплик используются речевые клише. Допущены отдельные произносительные, лексические и грамматические ошибки, не препятствующие коммуникации.

Оценка «3» ставится, если:

Высказывание во время ролевой игры в основном соответствует предложенной ситуации. Учащийся характеризуется недостаточно быстрой реакцией, но в основном умеет

поддержать беседу. Не выражает свого отношения к обсуждаемой теме. Используемые в репликах языковые и речевые средства не всегда соответствуют ситуации, они недостаточно разнообразны. Для оформления реплик не всегда используются речевые клише. Недостаточно используются компенсаторные умения. Допущен ряд произносительных, лексических и грамматических ошибок, частично влияющих на коммуникацию.

Оценка «2» ставится, если:

Высказывание во время ролевой игры в значительной степени не соответствует предложенной ситуации. Учащийся характеризуется медленной реакцией и испытывает значительные затруднения в поддержании беседы. Используемые в репликах языковые и речевые средства не всегда соответствуют ситуации, они недостаточно разнообразны. Допущен ряд произносительных, лексических ошибок и значительное количество грамматических ошибок, затрудняющих коммуникацию.

Шкала оценивания аннотирования

(рубежный контроль)

Описание	Оценка (%)
студент логично и последовательно излагает содержание статьи и обнаруживает понимание прочитанного материала, обоснованно использует общеупотребительные клише. Фактические ошибки отсутствуют. В тексте аннотации допущен 1недочет в содержании; 1 грамматическая ошибка;	85 – 100
студент представляет аннотацию, удовлетворяющую тем же требованиям, что и для оценки «отлично», но имеет больше недочетов в последовательности и языковом оформлении излагаемого материала; имеются единичные фактические неточности;	75 – 84
студент обнаруживает общее понимание содержания текста, но излагает материал статьи непоследовательно и допускает ошибки в языковом оформлении;	60- 74
студент допускает ошибки в понимании текста, искажает его смысл, нарушена логика изложения материала, наличие большого количества грамматических ошибок	0 - 60

Раздел 4. Методические материалы, определяющие процедуры оценивания знаний, умений, навыков и (или) опыта деятельности, характеризующих этапы формирования компетенций

МЕТОДИЧЕСКИЕ РЕКОМЕНДАЦИИ ПО СОСТАВЛЕНИЮ АННОТАЦИИ

При работе над аннотированием статьи происходит осмысление отдельных положений, представляющих основу текста оригинала, сокращение всех малозначащих сведений, не имеющих прямого отношения к теме, обобщение наиболее ценных данных и их фиксирование в конспективной форме.

Общепринято излагать содержание работы при аннотировании объективно, без критической оценки материала со стороны референта.

Заголовок аннотации всегда составляется на языке оригинала. Если используется другой язык, то после названия произведения в скобках даётся перевод.

Объём реферирования статьи зависит от объёма оригинала, его научной ценности, языка на котором он опубликован. Работы на иностранном языке могут быть более подробными. Максимальным объёмом аннотирования принято считать 1200 слов при сокращении текста оригинала в 3, 8, 10 раз.

Процесс аннотирования заключается не просто в сокращении текста, а в переработке содержания, композиции и языка оригинала. Необходимо выделить главные факты и изложить их в краткой форме. Второстепенные же факты, детальные описания, примеры, исторические экскурсы необходимо опустить, однотипные факты сгруппировать, дать их общую характеристику, цифровые данные систематизировать и обобщить. Язык и стиль оригинала в этом случае меняется в сторону нормативности, нейтральности, простоты и краткости.

Таким образом, аннотирование статьи – это не простой набор ключевых фрагментов текста, на базе которых он строится, а новый, самостоятельный текст.

Для связности изложения используются специальные клише, которые можно сгруппировать по следующим принципам:

1) для выражения общей оценки источника, его темы, содержания: «статья посвящена…», «целью статьи является…», «статья представляет собой…»;

2) для обозначения задач, поставленных и решаемых автором: «в первой (во второй…) главе автор описывает (отмечает, анализирует и т. д)…»;

3) для оценки полученных результатов исследования, для выводов «результаты подтверждают…», «автор делает вывод, что…» и т. д.

Следующие основная схема поможет вам в реферировании и аннотировании статей из газет, журналов, книг и других источников:

Клише для составления аннотаций статей

1. The article is headlined…

2. The headline of the article I have read is …

3. The main idea of the article is …

4. The article is about / deals with / is concerned with…

5. The article opens with…

6. At the beginning of the article the author depicts / dwells on / touches upon / explains / introduces / mentions / comments on / underlines / criticizes / makes a few critical remarks on / gives a summary of…

7. The article /the author begins with the description of / the analysis of …

8. Then / after that / next / further on / the author passes on to / goes on to say / gives a detailed analysis of…

9. In conclusion the author…

10. The author concludes with…

11. The article ends with…

12. At the end of the article the author draws the conclusion that…

13. At the end of the article the author sums it all up by saying…

14. I found the article interesting / informative / important / dull / of no value…

МЕТОДИЧЕСКИЕ РЕКОМЕНДАЦИИ ПО ВЫПОЛНЕНИЮ ЗАДАНИЙ ПО АУДИРОВАНИЮ

Для того чтобы эффективно справиться с заданиями по аудированию необходимо придерживаться определенного плана работы над аудиотекстами.

1.Прежде всего, необходим этап мотивации к аудированию, положительный настрой, что позволит Вам сознательно поддерживать внимание.

2.Перед прослушиванием текста тщательно ознакомьтесь с заданием к тексту. Главной целью данного этапа является формирование установки на характер восприятия и понимания информации: полного, выборочного или общего.

3.Процесс восприятия информации облегчается, если Вы ориентируетесь в коммуникативной или проблемной ситуации, к которой относится информация. Полезна антиципация(предвидение) вероятного содержания текста. Догадаться о содержании текста может помочь сама коммуникативная ситуация, иллюстрации, сопровождающие тексты учебного пособия.

4.Текст рекомендуется прослушивать два-три раза. После первого прослушивания рекомендуется отметить свои ответы, а во время второго прослушивания – сконцентрироваться на той информации, которую вы пропустили или не поняли в первый раз.

При самостоятельной работе над аудированием рекомендуется третье прослушивание для самопроверки правильности выполнения заданий.

5.Если Ваше задание на общее понимание текста, например, определить, кто говорит, либо к кому обращена речь, либо место, где происходит беседа, какова основная тема текста, коммуникативные стратегии каждого собеседника и т.д. во время прослушивания обращайте внимание на слова и выражения, характерные для данного текста, либо данной личности. Если в задании требуется определить, к какому типу текстов принадлежат прослушанные отрывки, обратите внимание на выражения и обороты, характерные для данного типа текста. Часто достаточно услышать 1-2 выражения, чтобы правильно выполнить задание. Задания подобного типа могут также заключаться в определении стиля прослушанного текста. В этом случае обратите особое внимание на лексику и грамматические структуры, употребленные в записи.

Если в задании требуется соотнести заголовки, подзаголовки или предложения, которые подводят итог текста или его части, то, прослушав каждую часть, попробуйте кратко сформулировать главную мысль прослушанного. Это поможет быстрее подобрать заголовок/подзаголовок/итоговое предложение к данной части аудиозаписи. Помните, что

заголовок, подзаголовок и т.д. должен выражать краткое содержание или формулировать главную мысль фрагмента, но излагает это другими словами, не копируя аудиотекст.
6.Если ваше задание на расположение событий и информации в том порядке, в каком она появляется в аудиозаписим – тогда сконцентрируйтесь на понимании информации и не обращайте внимания на причинно-следственные связи между отдельными частями аудиотекста. Особое внимание нужно обратить на предлоги, обозначающие порядок действий. Чаще всего это: after, afterwards, (and) then, before, earlier, far, later, since, whenever, as long as, as soon as, by the time, once, (not) until. Необходимо помнить, что, если какое-то событие появляется в аудиозаписи позже остальных, это не значит, что оно действительно произошло позже, чем упомянутые ранее.
7.Если ваше задание – установить соответствия приведенных утверждений прослушанному тексту (True – False – No Information), внимательно прочитайте утверждения и подумайте, какого рода информация потребуется (например, цифры, время, имена собственные),
чтобы установить соответствие данных утверждений. Как правило, в заданиях такого типа порядок приведенных утверждений соответствует тому порядку, в каком информация дается в записи, поэтому утверждения можно читать и во время прослушивания записи. В заданиях такого типа может быть и третий вариант – «Нет информации». В этом случае помните, что неверное предложение содержит информацию, которая противоречит записанному тексту, а вариант «Нет информации» означает, что в тексте записи ничего не говорится по этому поводу. При прослушивании обратите внимание на отрицательные предложения, поскольку правильный ответ часто имеет форму утвердительного предложения, которое включает слово, противоположное по значению тому, что прозвучало в записи. Это также может быть более сложное предложение, в котором встречаются такие слова как: barely, hardly, scarcely, rarely, seldom.
8.Для выполнения заданий на множественный выбор, перед тем как прослушать запись, прочитайте только вопросы заданий, без предложенных вариантов ответа. Если вопрос состоит из одного или нескольких слов, не образующих полного предложения, прочитайте вопросы вместе с предложенными вариантами ответов. Во время прослушивания в первый раз отметьте возможные варианты ответа. Затем, перед вторым прослушиванием, внимательно прочитайте предложенные варианты ответа и выберите тот, который, по вашему мнению, подходит более других. Помните, что и правильные, и неправильные варианты могут включать слова и выражения из текста аудиозаписи. Если в вариантах ответа встречаются те же слова и фразы, что звучат в записи, то, как правило, это неверные варианты. Правильный ответ не обязательно должен включать всю ту информацию, которая звучит в записи (особые слова, фразы или цифры). Иногда это только предполагается, и вам нужно сделать определенный вывод на основе другой информации.
9.Не оставляйте ни одного вопроса без ответа. Даже если вы не уверены в ответе, попробуйте догадаться, так как даже в этом случае у вас остается 50% вероятности (или 33%, если есть вариант «Нет информации») правильного ответа.

Методические рекомендации к написанию изложения

Изложение – это вид творческой работы студентов, в которой они должны пересказать прочитанный им текст подробно или сжато, с изменением или без изменения лица рассказчика.

Как проводится изложение

Преподаватель дважды медленно зачитывает текст. Студентам предстоит передать содержание отрывка, по возможности близко к тексту, сохраняя его стилистические особенности, иногда требуется озаглавить получившуюся работу

Требования к изложению

Преподаватель дважды медленно зачитывает законченный по смыслу отрывок текста. Студенту же предстоит выполнить следующие операции:

Передать содержание отрывка, по возможности близко к тексту, сохраняя его стилистические особенности; грамотно написать текст изложения, проверить работу.

Очень важно помнить: изложение предполагает, что пишущий должен не рассказать о том, что было прочитано, а передать содержание как можно близко к тексту, не нарушая принадлежности этого текста к тому или иному стилю (художественному, публицистическому или научному).

Технология написания изложения

<u>При первичном чтении</u>

Прослушайте текст.

После первого чтения текста выполните следующие шаги:

Определите тему текста (о чем текст?).

Сформулируйте основную мысль (чему учит текст?).

Определите стиль текста и тип речи, особенности построения текста (в повествовании – начало события, ход его, самый острый момент сюжета, конец; в описании – предмет речи и его значимые, существенные признаки; в рассуждении – общее положение, аргументы, доказательства, вывод).

Составьте подробный план текста, выделяя микротемы каждой части и озаглавливая их путем составления тезисного плана.

Пишите названия пунктов плана, оставляя место для записи ключевых слов.

Во время чтения преподавателем текста необходимо сделать как можно больше рабочих записей (имена собственные, даты, прямая речь и диалог, цифры и прочее в этом роде)

Во время чтения выявить тему и основную мысль. После этого можно составить план, другими словами, разбить текст на микротексты и определить их микротемы.

<u>При повторном чтении</u>

Работая с подробным планом текста, отметьте в нем существенное и подробности в каждой части. Определите способ сокращения текста (исключение, обобщение).

Составьте план - конспект текста, учитывая смысловые связи между эпизодами (временные, пространственные и т.п.).

Напишите черновик сжатого изложения каждой части.

Свяжите их между собой, чтобы получился текст.

Помните о главном условии: вы должны передать содержание как каждой микротемы, так и всего текста в целом.

Объём изложения 45% - 50% слов исходного текста

Напишите текст на черновике. Основным этапом работы над изложением является редактирование на черновике его первого варианта. Проследите, насколько соблюдена логика изложения, не встречаются ли частые повторы одних и тех же слов, не нарушены ли нормы сочетаемости слов, правильно ли использованы грамматические формы.

Проверка орфографии и пунктуации – важная часть работы.

Перепишите изложение аккуратно, разборчивым почерком.

МЕТОДИЧЕСКИЕ РЕКОМЕНДАЦИИ ПО РАБОТЕ С ЛЕКСИЧЕСКИМ МАТЕРИАЛОМ

1.Многократное чтение вслух текста, содержащего лексику, которую обучающиеся должны усвоить, а также чтение ранее проработанных параграфов с целью повторения слов.

2.Составление несложных предложений на английском языке с использованием новых слов (устно и письменно).

3.Постановка вопросов на английском языке по содержанию прочитанного текста с использованием в них тренируемых слов, ответы на эти вопросы (устно и письменно).

4.Составление на русском языке несложных предложений, включающих закрепляемые слова, устный или письменный перевод этих предложений на английский язык в утвердительной, отрицательной или вопросительной форме (при условии, если это возможно по содержанию).

5.Составление несложного связного текста на определенную тему («Наш университет», «Наш город», «Мои друзья») с максимальным использованием слов, изученных в связи с данной темой.

6.При составлении списка слов и словосочетаний по какой-либо теме (тексту), при оформлении лексической картотеки или личной тетради-словаря необходимо выписать из англо-русского словаря лексические единицы в их исходной форме, то есть: имена существительные - в именительном падеже единственного числа (целесообразно также указать форму множественного числа, например: shelf - shelves, man - men, text - texts; глаголы в инфинитиве (целесообразно указать и другие основные формы глагола - Past и PastParticiple, например: teach - taught - taught, read - read - read и т.д.).

7.Заучивать лексику рекомендуется с помощью двустороннего перевода (с английского языка - на русский, с русского языка - на английский) с использованием разных способов оформления лексики (списка слов, тетради-словаря, картотеки).

8.Для закрепления лексики целесообразно использовать примеры употребления слов и словосочетаний в предложениях, а также словообразовательные и семантические связи заучиваемых слов (однокоренные слова, синонимы, антонимы).

МЕТОДИЧЕСКИЕ РЕКОМЕНДАЦИИ ПО ПЕРЕВОДУ ТЕКСТА

Прежде чем приступить к переводу, рекомендуется прочесть сначала весь текст, чтобы понять его общее содержание.

Перевод и грамматический анализ неотделимы друг от друга, так как являются двумя сторонами единого процесса. Правильный грамматический анализ способствует правильности перевода.

Правильный перевод иностранного текста заключается в возможно более точной передаче содержания четким правильным русским языком.

Для каждого языка характерны свои особенности в построении предложений.

Порядок слов и оформление одной и той же мысли в русском и английском языках очень часто не совпадают. Поэтому никогда не переводите дословно, слепо придерживаясь порядка слов английского языка.

Буквальный перевод очень часто ведет к неточности в передаче мысли и даже к смысловым искажениям. Если перестроить порядок слов переведенного предложения в

соответствии с требованиями строя и стиля родной речи, то перевод часто приобретает от этого большую ясность и точность.

Прежде, чем начать перевод, необходимо понять, что выражено на языке оригинала. Для этого следует внимательно, и может быть не один раз, прочитать весь текст. Помните, замысел автора выражен с помощью всего текста.

Правильному пониманию и переводу текста способствует внимательный и тщательный анализ предложения. Приучайте себя анализировать текст, то есть по прочтении простого предложения, прежде всего, определить и выделить главные члены предложения – подлежащее и сказуемое.

При выделении подлежащего помните, что оно всегда стоит в именительном падеже, а, следовательно, перед ним не может стоять никакого предлога. Не забывайте, что при подлежащем часто имеется одно или несколько определений, которые вместе с ним составляют единую, нераздельную смысловую группу – группу подлежащего.

Выделив подлежащее и сказуемое, определите относящиеся к ним второстепенные члены предложения.

Для того чтобы облегчить перевод сложных предложений, выделите главное и придаточное предложения. При наличии сложносочиненного или сложноподчиненного предложения разделяйте его по формальным признакам на самостоятельные и придаточные, выделяйте инфинитивные, причастные и деепричастные обороты.

Если в предложении есть служебные слова, используйте их для членения предложения на смысловые группы. Если предложение длинное, определите слова и группы слов, которые можно временно опустить для выяснения основного содержания предложения. Не ищите сразу в словаре все незнакомые слова, а заменяйте их вначале неопределенными местоимениями и наречиями (кто-то, какой-то, как-то, где-то и др.).

Только добившись правильного перевода одного предложения, приступайте к переводу следующего предложения.

Внимательно присмотритесь к словам, имеющим знакомые вам корни, суффиксы, приставки. Попытайтесь установить значение этих слов. При этом обратите внимание на то, какой частью речи являются такие слова, а затем подбирайте соответствующее русское слово.

Слова, оставшиеся непонятными, ищите в словаре, соотнося их значение с контекстом.

После того, как письменно изложено содержание выделенной части текста, нужно обратиться к оригиналу для сверки. При переводе последующих частей текста необходимо постоянно следить за стилем, т.е. за качеством, единообразием и логикой изложения.

Придерживайтесь следующих этапов перевода:

1.Знакомство с оригиналом.

2.Выделение логических частей оригинала. Деление текста на законченные смысловые отрезки - предложения, абзацы, периоды.

3.Черновой перевод текста. Последовательная работа над логически выделенными частями оригинала.

4.Повторное чтение оригинала, сверка его с выполненным переводом с целью контроля правильной передачи содержания.

5.Окончательное редактирование перевода с внесением поправок.

6.Перевод заголовка.

МЕТОДИЧЕСКИЕ РЕКОМЕНДАЦИИ ПО ПОДГОТОВКЕ УСТНОГО МОНОЛОГИЧЕСКОГО ВЫСТУПЛЕНИЯ

Монологическое высказывание в рамках изученной тематики – это возможность для студента продемонстрировать речевые навыки и умения, приобретенные за определенный период обучения, во всей полноте. Ни подготовленное, ни спонтанное высказывание невозможно без понимания сути обозначенной в задании проблемы, без владения необходимыми лексическими и грамматическими навыками, без умения выстроить монолог в логической последовательности и связать его части.

Программа дисциплины «Практический курс 1-го иностранного языка» предусматривает увеличение от курса к курсу заданий, направленных на развитие навыков и умений монологической речи. Данная работа может быть более эффективной, если следовать определенным рекомендациям во время подготовки:

Обдумайте фразы, которыми начнете и закончите высказывание.

Перечислите по пунктам, о чем собираетесь говорить.

Выделите то, что обязательно следует упомянуть.

Начинайте с фактов (или объективного описания предмета, явления и т. д.), затем дайте свою интерпретацию этих фактов (или свое мнение об описанном), и в конце суммируйте сказанное.

Не уходите далеко от заданной темы, ссылайтесь на личный опыт или мнения других людей.

Старайтесь быстро затронуть все предложенные аспекты задания, а если останется время, развивайте доводы и аргументы, приводите примеры.

Избегайте использовать длинные и сложные предложения, слишком официальную лексику и обороты – это плохо воспринимается в устной речи.

Используйте связующие слова, фразы, помогающие ранжировать аргументы, фразы, дающие время на раздумье, разнообразные варианты сравнения и выражения своего мнения.

Если нужное слово вам незнакомо, замените его другим, с более общим или близким значением, воспользуйтесь приемом толкования или описания.

Говорите в нормальном темпе, поддерживайте визуальный контакт со слушателем и помните, что оцениваются не ваши мнения, а умение их сформулировать и логически обосновать.