

**ГОСУДАРСТВЕННОЕ БЮДЖЕТНОЕ ОБРАЗОВАТЕЛЬНОЕ  
УЧРЕЖДЕНИЕ ВЫСШЕГО ОБРАЗОВАНИЯ РЕСПУБЛИКИ КРЫМ  
«КРЫМСКИЙ УНИВЕРСИТЕТ КУЛЬТУРЫ, ИСКУССТВ И ТУРИЗМА»  
(ГБОУ ВО РК «КУКИиТ»)**

**ФАКУЛЬТЕТ СОЦИОКУЛЬТУРНОЙ ДЕЯТЕЛЬНОСТИ  
Кафедра философии, культурологии и межкультурных коммуникаций**



**Л.Ф. Ващенко**  
**протокол УМС от 15.01.2026 №3**

**РАБОЧАЯ ПРОГРАММА ДИСЦИПЛИНЫ**

**Б1.О.03 ИНОСТРАННЫЙ ЯЗЫК**

**Направление подготовки**  
**53.03.01 Музыкальное искусство эстрады**

**Профиль Эстрадно-джазовое пение**

**Квалификация Концертный исполнитель. Артист ансамбля. Преподаватель.**

**Форма обучения**  
*очная, заочная*

**Нормативный срок освоения**  
**Основной профессиональной образовательной программы 4/5 года**

**Симферополь, 2026**

Рабочая программа дисциплины Б1.О.03 Иностранный язык для обучающихся по направлению подготовки 53.03.01 Музыкальное искусство эстрады.

Программа составлена в соответствии с Основной профессиональной образовательной программой, утвержденной Ученым советом ГБОУ ВО РК «КУКИиТ» протокол от 20.01.2026 № 1, разработанной на основе ФГОС ВО по направлению подготовки 53.03.01 Музыкальное искусство эстрады, утвержденного приказом Министерства образования и науки Российской Федерации от 15.06.2017г. № 563.

Рабочая программа дисциплины разработана:

кандидат филологических наук, доцент, доцент

кафедры философии, культурологии и

межъязыковых коммуникаций

/О.П. Давыдова/

Рабочая программа рассмотрена и одобрена на заседании кафедры философии, культурологии и межъязыковых коммуникаций протокол от 12.12.2025 № 5

Заведующий кафедрой

/А.В. Норманская/

*Представители работодателя:*

Государственное автономное учреждение культуры Республики Крым

«Крымская государственная филармония»

М.П.



/А.В. Приказюк/

Муниципальное бюджетное учреждение

Дополнительного образования

«Симферопольская детская музыкальная школа №5» муниципального образования

городской округ Симферополь

М.П.



/И.А. Резвова/

## 1. Цели и задачи дисциплины

Учебная дисциплина «Иностранный язык» предполагает овладение обучающимися коммуникативной компетенцией, которая позволит пользоваться иностранным языком в различных областях профессиональной деятельности, научной и практической работе, в общении с зарубежными партнерами, для самообразовательных и других целей. Наряду с практической целью, курс иностранного языка реализует образовательные и воспитательные цели, способствуя расширению кругозора обучающихся, повышению их общей культуры и образования, а также культуры мышления и повседневного и профессионального общения, воспитанию терпимости и уважения к духовным ценностям других стран и народов.

### Задачи дисциплины:

*подготовить* обучающихся к свободному владению иностранным языком как средством межкультурного, межличностного и профессионального общения. Изучение курса направлено на развитие и совершенствование коммуникативных компетенций, необходимых для профессиональной межкультурной коммуникации, дальнейшее овладение устными и письменными формами общения на иностранном языке для использования его в качестве средства информационной деятельности и самообразования;

*сформировать* умение оформлять извлеченную информацию в виде аннотаций, рефератов и переводов; сформировать умение свободно и аргументированно излагать свою точку зрения по научной проблеме на иностранном языке;

*приобщить* к навыкам письменной и устной научной коммуникации;

*дать представление* о работе в различных формах и видах международного сотрудничества (гранты, проект, конференция), а также готовность к освоению достижений науки в странах изучаемого языка.

Общая трудоёмкость дисциплины для очной и заочной форм обучения составляет 7 зачётных единиц, 252 часа.

Для очной формы обучения аудиторные занятия – 104 часа, самостоятельная работа – 112 часов, промежуточная аттестация – 36 часов.

Для заочной формы обучения аудиторные занятия – 16 часов, самостоятельная работа – 223 часа, промежуточная аттестация – 9 часов.

## 2. Перечень планируемых результатов обучения по дисциплине, соотнесённых с планируемыми результатами освоения образовательной программы

Процесс изучения дисциплины направлен на формирование следующих компетенций, обучающихся по направлению подготовки 53.03.01 Музыкальное искусство эстрады

Шифр и содержание компетенции	Индекс индикатора компетенции	Раздел дисциплины, обеспечивающий формирование компетенции (индикатора компетенции)	знать	уметь	владеть
УК-4 Способен осуществлять деловую коммуникацию в устной и письменной формах на	УК-4.1. Знает основы деловой коммуникации, особенности ее осуществления в устной и письменной	Разделы 1-6	лексические единицы академической и профессиональной тематики, а также основные		

государственно м языке Российской Федерации и иностранном( ых) языке(ах)	формах на русском и иностранном(ых) ) языке(ах); основные типы норм современного русского литературного языка; особенности современных коммуникативн о- прагматических правил и этики речевого общения; правила делового этикета		термины соответствующе го направления подготовки		
	УК-4.2. Умеет осуществлять деловые коммуникации, в устной и письменной формах на русском и иностранном(ых) ) языке(ах); опираясь на цели и задачи процесса общения в различных ситуациях профессиональн ой жизни	Разделы 1-6		читать и переводить тексты профессиональн ой направленности; составлять монологические высказывания и строить диалоги в пределах, изученных тем	
	УК-4.3. Владеет навыками деловой коммуникации в устной и письменной формах на русском и иностранном(ых) ) языке(ах); способами установления контактов и поддержания взаимодействия в условиях поликультурной среды на русском и иностранном (ми) языке (ах)	Разделы 1-6			применением знаний из области фонетики, лексики, грамматики для продуктивного участия в процессе профессиональн ой деятельности, достижения своих коммуникативн ых целей

	для реализации профессиональной деятельности и в ситуациях повседневного общения				
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### 3. Место дисциплины в структуре образовательной программы

Код УД ОПОП	Учебный блок
Б1	Блок 1. Дисциплины(модули)
Б1.О	Обязательная часть
Б1.О.03	Иностранный язык

**4. Объем дисциплины в зачетных единицах с указанием количества академических часов, выделенных на контактную работу обучающихся с преподавателем (по видам учебных занятий) и на самостоятельную работу обучающихся**

#### Для очной формы обучения

Вид учебной работы	Всего часов	Семестры							
		1	2	3	4	5	6	7	8
<b>Аудиторные занятия (Ауд) (всего)</b>	104	<b>34</b>	<b>36</b>	<b>34</b>					
в том числе									
Практические занятия (ПР)	104	34	36	34					
<b>Самостоятельная работа обучающихся (СРО) (всего)</b>	112	38	36	38					
<b>Промежуточная аттестация</b>									
Экзамен (Экз)	36			36					
<b>Общая трудоемкость</b>	7 з.е.	252	72	72	108				

#### Для заочной формы обучения

Вид учебной работы	Всего часов	Семестры							
		Уст.сессия	1	2	3	4	5	6	7 8
<b>Аудиторные занятия (Ауд) (всего)</b>	16	<b>2</b>	<b>4</b>	<b>4</b>	<b>6</b>				
в том числе									
Практические занятия (ПР)	16	2	4	4	6				
<b>Самостоятельная работа обучающихся (СРО) (всего)</b>	227	34	32	68	93				
<b>Промежуточная аттестация</b>									
Экзамен (Экз)	9				9				
<b>Общая трудоемкость</b>	7 з.е.	252	36	36	72	108			

**5. Содержание дисциплины, структурированное по темам с указанием отведённого на них количества академических часов и видов учебных занятий**

### 5.1 Содержание разделов дисциплины, структурированное по темам

№ п/п	Наименование раздела дисциплины	Содержание дисциплины по темам
<b>Семестр 1</b>		
1	Раздел 1.	Знакомство, приветствие и прощание. Мое окружение. Мои друзья. Быт современного обучающегося. Мой университет. Спорт. Досуг.
2	Раздел 2.	Питание и еда. Театр. Визит в театр.
<b>Семестр 2</b>		
3	Раздел 3.	Путешествия. Отдых. Праздники Выдающиеся деятели искусства
4	Раздел 4.	Планы на будущее В магазине. Покупки.
<b>Семестр 3</b>		
5	Раздел 5.	Английский язык- язык международного общения Роль английского языка в мире Англоязычные страны. Великобритания. Россия Англоязычные страны. США
6	Раздел 6.	Кино и телевидение. Пресса. Музыка. Жанры музыки. Музеи. Посещение музея/галереи/выставки

## I семестр

Наименование раздела	Наименование тем лекций, тем занятий семинарского типа, тем самостоятельной работы	Индикаторы компетенций	Контактная работа								СРО/ акад. часы	Форма контроля СРО		
			Занятия лекционно	Занятия семинарского типа (акад. часы) и форма проведения										
				Семинарские занятия		Практические занятия		Индивидуальные занятия						
<b>Раздел 1</b>	Знакомство, приветствие и прощание. Мое окружение. Мои друзья. Быт современного обучающегося. Мой университет.	УК-4.1 УК- 4.2 УК-4.3	0	0	Не предусмотрены учебным планом	10	практические задания	0	Не предусмотрены учебным планом	14	Повторение и закрепление знаний по теме практического занятия, работа с источниками, работа в ЭБС, подготовка к занятиям.			
	Спорт. Досуг.	УК-4.1 УК- 4.2 УК-4.3	0	0	Не предусмотрены учебным планом	8	практические задания	0	Не предусмотрены учебным планом	8	Повторение и закрепление знаний по теме практического занятия, работа с источниками, работа в ЭБС, подготовка к занятиям.			
	Контрольная точка 1 Групповой тест <b>Уровни сложности заданий</b> <b>Базовый. Задания с выбором ответа 1-3 мин</b> <b>Повышенный. Задание закрытого типа на установление соответствия 3-5 мин</b> <b>Высокий Задание открытого типа с развернутым ответом 10-20 мин</b>									Подготовка к контролю				
<b>Раздел 2</b>	Питание и еда.	УК-4.1 УК- 4.2 УК-4.3	0	0	Не предусмотрены учебным планом	8	практические задания	0	Не предусмотрены учебным планом	8	Повторение и закрепление знаний по теме практического занятия, работа с источниками, работа в ЭБС, подготовка к занятиям.			
	Театр. Визит в театр.	УК-4.1 УК- 4.2 УК-4.3	0	0	Не предусмотрены учебным планом	8	практические задания	0	Не предусмотрены учебным планом	8	Повторение и закрепление знаний по теме практического занятия, работа с источниками, работа в ЭБС, подготовка к занятиям.			
	Контрольная точка 2 Групповой тест <b>Уровни сложности заданий</b>									Подготовка к контролю				

	Базовый. Задания с выбором ответа 1-3 мин Повышенный. Задание закрытого типа на установление соответствия 3-5 мин Высокий Задание открытого типа с развернутым ответом 10-20 мин						
<b>ИТОГО</b>				<b>34</b>		<b>34</b>	
<b>Промежуточная аттестация – не предусмотрено</b>							

## 2 семестр

Наименование раздела	Наименование тем лекций, тем занятий семинарского типа, тем самостоятельной работы	Индикаторы компетенций	Контактная работа								СРО/акад. часы	Форма контроля СРО
			Занятия лекционно-го типа/	Занятия семинарского типа (акад.часы) и форма проведения								
				Семинарские занятия		Практические занятия		Индивидуальные занятия				
Раздел 3	Путешествия. Отдых.	УК-4.1 УК- 4.2 УК-4.3	0	0	Не предусмотрены учебным планом	6	практические задания	0	Не предусмотрены учебным планом	8	Повторение и закрепление знаний по теме практического занятия, работа с источниками, работа в ЭБС, подготовка к занятиям.	
	Праздники	УК-4.1 УК- 4.2 УК-4.3	0	0	Не предусмотрены учебным планом	8	практические задания	0	Не предусмотрены учебным планом	6	Повторение и закрепление знаний по теме практического занятия, работа с источниками, работа в ЭБС, подготовка к занятиям.	
	Выдающиеся деятели искусства	УК-4.1 УК- 4.2 УК-4.3	0	0	Не предусмотрены учебным планом	8	практические задания	0	Не предусмотрены учебным планом	6	Повторение и закрепление знаний по теме практического занятия, работа с источниками, работа в ЭБС, подготовка к занятиям.	
	Контрольная точка 3Групповой тест Уровни сложности заданий Базовый. Задания с выбором ответа 1-3 мин Повышенный. Задание закрытого типа на установление соответствия 3-5 мин Высокий Задание открытого типа с развернутым ответом 10-20 мин									Подготовка к контролю		
Раздел 4	Планы на будущее	УК-4.1 УК- 4.2 УК-4.3	0	0	Не предусмотрены учебным планом	8	практические задания	0	Не предусмотрены учебным планом	6	знаний по теме практического занятия, работа с источниками, работа в ЭБС, подготовка к занятиям.	
	В магазине. Покупки.	УК-4.1 УК- 4.2 УК-4.3	0	0	Не предусмотрены учебным планом	6	практические задания			10	знаний по теме практического занятия,	



											работа с источниками, работа в ЭБС, подготовка к занятиям.
	Контрольная точка 4 <b>Групповой тест</b> <b>Уровни сложности заданий</b> <b>Базовый. Задания с выбором ответа 1-3 мин</b> <b>Повышенный. Задание закрытого типа на установление соответствия 3-5 мин</b> <b>Высокий Задание открытого типа с развернутым ответом 10-20 мин</b>										Подготовка к контролю
<b>ИТОГО</b>			<b>72</b>			<b>3</b>			<b>36</b>		
<b>Промежуточная аттестация – не предусмотрено</b>											

### 3 семестр

Наименование раздела	Наименование тем лекций, тем занятий семинарского типа, тем самостоятельной работы	Индикаторы компетенций	Контактная работа							СРО/акад. часы	Форма контроля СРО
			Занятия лекционно-го типа/	Занятия семинарского типа (акад.часы) и форма проведения							
				Семинарские занятия		Практические занятия		Индивидуальные занятия			
Раздел 5	Английский язык- язык международного общения	УК-4.1 УК- 4.2 УК-4.3	0	0	Не предусмотрены учебным планом	4	практические задания	0	Не предусмотрены учебным планом	4	Повторение и закрепление знаний по теме практического занятия, работа с источниками, работа в ЭБС, подготовка к занятиям.
	Англоязычные страны. Великобритания.	УК-4.1 УК- 4.2 УК-4.3	0	0	Не предусмотрены учебным планом	4	практические задания	0	Не предусмотрены учебным планом	4	Повторение и закрепление знаний по теме практического занятия, работа с источниками, работа в ЭБС, подготовка к занятиям.
	Россия.	УК-4.1 УК- 4.2 УК-4.3	0	0	Не предусмотрены учебным планом	4	практические задания	0	Не предусмотрены учебным планом	8	Повторение и закрепление знаний по теме практического занятия, работа с источниками, работа в ЭБС, подготовка к занятиям.
	Англоязычные страны. США	УК-4.1 УК- 4.2 УК-4.3	0	0	Не предусмотрены учебным планом	6	практические задания	0	Не предусмотрены учебным планом	6	Повторение и закрепление знаний по теме практического занятия, работа с источниками, работа в ЭБС, подготовка к занятиям.

											занятиям.
	<b>Контрольная точка 5 Групповой тест</b> <b>Уровни сложности заданий</b> <b>Базовый. Задания с выбором ответа 1-3 мин</b> <b>Повышенный. Задание закрытого типа на установление соответствия 3-5 мин</b> <b>Высокий Задание открытого типа с развернутым ответом 10-20 мин</b>										Подготовка к контролю
<b>Раздел 6</b>	Кино и телевидение.	УК-4.1 УК- 4.2 УК-4.3	0	0	Не предусмотрены учебным планом	4	практические задания	0	Не предусмотрены учебным планом	4	Повторение и закрепление знаний по теме практического занятия, работа с источниками, работа в ЭБС, подготовка к занятиям.
	Пресса.	УК-4.1 УК- 4.2 УК-4.3	0	0	Не предусмотрены учебным планом	4	практические задания	0	Не предусмотрены учебным планом	4	Повторение и закрепление знаний по теме практического занятия, работа с источниками, работа в ЭБС, подготовка к занятиям.
	Музыка. Жанры музыки.	УК-4.1 УК- 4.2 УК-4.3	0	0	Не предусмотрены учебным планом	4	практические задания	0	Не предусмотрены учебным планом	4/8	Повторение и закрепление знаний по теме практического занятия, работа с источниками, работа в ЭБС, подготовка к занятиям.
	Музеи. Посещение музея/галереи/выставки.	УК-4.1 УК- 4.2 УК-4.3	0	0	Не предусмотрены учебным планом	4	практические задания	0	Не предусмотрены учебным планом	4	Повторение и закрепление знаний по теме практического занятия, работа с источниками, работа в ЭБС, подготовка к занятиям.
	<b>Контрольная точка 6 Групповой тест</b> <b>Уровни сложности заданий</b> <b>Базовый. Задания с выбором ответа 1-3 мин</b> <b>Повышенный. Задание закрытого типа на установление соответствия 3-5 мин</b> <b>Высокий Задание открытого типа с развернутым ответом 10-20 мин</b>										Подготовка к контролю
	1. Лексико-грамматический тест по одной из пройденных тем (5 заданий с выбором ответа (базовый уровень сложности) 2. Тест по чтению (3 задания закрытого типа на установление соответствия (повышенный уровень сложности) 3. Беседа с экзаменатором по разговорной теме (высокий уровень сложности)										Проведение групповой консультации
											Подготовка к промежуточной аттестации

ИТОГО		72		34		38	
Промежуточная аттестация – экзамен							

### 5.2.3. Для заочной формы обучения

#### I семестр

Наименование раздела	Наименование тем лекций, тем занятий семинарского типа, тем самостоятельной работы	Индикаторы компетенций	Контактная работа								СРО/акад. часы	Форма контроля СРО
			Занятия лекционного типа/акад. часы	Занятия семинарского типа (акад.часы) и форма проведения								
				Семинарские занятия		Практические занятия		Индивидуальные занятия				
Раздел 1	Знакомство, приветствие и прощание. Мое окружение. Мои друзья. Быт современного обучающегося. Мой университет.	УК-4.1 УК- 4.2 УК-4.3	0	0	Не предусмотрены учебным планом	1	практические задания	0	Не предусмотрены учебным планом	18	Повторение и закрепление знаний по теме практического занятия, работа с источниками, работа в ЭБС, подготовка к занятиям.	
	Спорт. Досуг.	УК-4.1 УК- 4.2 УК-4.3	0	0	Не предусмотрены учебным планом	1	практические задания	0	Не предусмотрены учебным планом	16	Повторение и закрепление знаний по теме практического занятия, работа с источниками, работа в ЭБС, подготовка к занятиям.	
	Контрольная точка 1Групповой тест Уровни сложности заданий Базовый. Задания с выбором ответа 1-3 мин Повышенный. Задание закрытого типа на установление соответствия 3-5 мин Высокий Задание открытого типа с развернутым ответом 10-20 мин									Подготовка к контролю		
Раздел 2	Питание и еда.	УК-4.1 УК- 4.2 УК-4.3	0	0	Не предусмотрены учебным планом	1	практические задания	0	Не предусмотрены учебным планом	10	Повторение и закрепление знаний по теме практического занятия, работа с источниками, работа в ЭБС, подготовка к занятиям.	
	Театр. Визит в театр.	УК-4.1 УК- 4.2 УК-4.3	0	0	Не предусмотрены учебным планом	1	практические задания	0	Не предусмотрены учебным планом	18	Повторение и закрепление знаний по теме практического занятия, работа с источниками, работа в ЭБС, подготовка к занятиям.	
	Путешествия. Отдых.	УК-4.1 УК- 4.2	0	0	Не предусмотрены учебным планом	2	практические задания	0	Не предусмотрены учебным планом	14	Повторение и закрепление знаний по теме	

		УК-4.3									практического занятия, работа с источниками, работа в ЭБС, подготовка к занятиям.
	Контрольная точка 2Групповой тест Уровни сложности заданий Базовый. Задания с выбором ответа 1-3 мин Повышенный. Задание закрытого типа на установление соответствия 3-5 мин Высокий. Задание открытого типа с развернутым ответом 10-20 мин										Подготовка к контролю
ИТОГО					6				66		
Промежуточная аттестация – не предусмотрено											

## 2 семестр

Наименование раздела	Наименование тем лекций, тем занятий семинарского типа, тем самостоятельной работы	Индикаторы компетенций	Контактная работа								СРО/акад. Часы	Форма контроля СРО
			Занятия лекционного типа/	Занятия семинарского типа (акад.часы) и форма проведения								
				Семинарские занятия		Практические занятия		Индивидуальные занятия				
Раздел 3	Праздники	УК-4.1 УК- 4.2 УК-4.3	0	0	Не предусмотрены учебным планом	1	практические задания		Не предусмотрены учебным планом	16	Повторение и закрепление знаний по теме практического занятия, работа с источниками, работа в ЭБС, подготовка к занятиям.	
	Выдающиеся деятели искусства	УК-4.1 УК- 4.2 УК-4.3	0	0	Не предусмотрены учебным планом	1	практические задания		Не предусмотрены учебным планом	18	Повторение и закрепление знаний по теме практического занятия, работа с источниками, работа в ЭБС, подготовка к занятиям.	
	Контрольная точка 3. Групповой тест Уровни сложности заданий Базовый. Задания с выбором ответа 1-3 мин Повышенный. Задание закрытого типа на установление соответствия 3-5 мин Высокий. Задание открытого типа с развернутым ответом 10-20 мин									Подготовка к контролю		
Раздел 4	Планы на будущее	УК-4.1 УК- 4.2 УК-4.3	1	0	Не предусмотрены учебным планом	1	практические задания	0	Не предусмотрены учебным планом	18	Повторение и закрепление знаний по теме практического занятия, работа с источниками, работа в ЭБС, подготовка к	

											занятиям.
	В магазине. Покупки.	УК-4.1 УК- 4.2 УК-4.3	0	0	Не предусмотрены учебным планом	1	практические задания	0	Не предусмотрены учебным планом	16	Повторение и закрепление знаний по теме практического занятия, работа с источниками, работа в ЭБС, подготовка к занятиям.
	Контрольная точка 4. Групповой тест. Уровни сложности заданий Базовый. Задания с выбором ответа 1-3 мин Повышенный. Задание закрытого типа на установление соответствия 3-5 мин Высокий Задание открытого типа с развернутым ответом 10-20 мин										Подготовка к контролю
<b>ИТОГО</b>						<b>4</b>				<b>68</b>	
<b>Промежуточная аттестация – не предусмотрено</b>											

### 3 семестр

Наименование раздела	Наименование тем лекций, тем занятий семинарского типа, тем самостоятельной работы	Индикаторы компетенций	Контактная работа								СРО/акад. Часы	Форма контроля СРО
			Занятия лекционного типа/	Занятия семинарского типа (акад.часы) и форма проведения								
				Семинарские занятия		Практические занятия		Индивидуальные занятия				
Раздел 5	Английский язык- язык международного общения	УК-4.1 УК- 4.2 УК-4.3.	0	0	Не предусмотрены учебным планом	1	практические задания	0	Не предусмотрены учебным планом	9	Повторение и закрепление знаний по теме практического занятия, работа с источниками, работа в ЭБС, подготовка к занятиям.	
	Англоязычные страны. Великобритания.	УК-4.1 УК- 4.2 УК-4.3	0	0	Не предусмотрены учебным планом	0,5	практические задания	0	Не предусмотрены учебным планом	12	Повторение и закрепление знаний по теме практического занятия, работа с источниками, работа в ЭБС, подготовка к занятиям.	
	Россия.	УК-4.1 УК- 4.2 УК-4.3	0	0	Не предусмотрены учебным планом	1	практические задания	0	Не предусмотрены учебным планом	12	Повторение и закрепление знаний по теме практического занятия, работа с источниками, работа в ЭБС, подготовка к занятиям.	
	Англоязычные страны. США	УК-4	0	0	Не предусмотрены учебным планом	0,5	практические задания	0	Не предусмотрены учебным планом	12	Повторение и закрепление знаний по теме практического занятия,	

											работа с источниками, работа в ЭБС, подготовка к занятиям.
	<b>Контрольная точка 5. Групповой тест</b> <b>Уровни сложности заданий</b> <b>Базовый. Задания с выбором ответа 1-3 мин</b> <b>Повышенный. Задание закрытого типа на установление соответствия 3-5 мин</b> <b>Высокий. Задание открытого типа с развернутым ответом 10-20 мин</b>										Подготовка к контролю
<b>Раздел 6</b>	Кино и телевидение.	<b>УК-4.1</b> <b>УК- 4.2</b> <b>УК-4.3</b>	0	0	Не предусмотрены учебным планом	0,5	практические задания	0	Не предусмотрены учебным планом	12	Повторение и закрепление знаний по теме практического занятия, работа с источниками, работа в ЭБС, подготовка к занятиям.
	Пресса.	<b>УК-4.1</b> <b>УК- 4.2</b> <b>УК-4.3</b>	0	0	Не предусмотрены учебным планом	0,5	практические задания	0	Не предусмотрены учебным планом	12	Повторение и закрепление знаний по теме практического занятия, работа с источниками, работа в ЭБС, подготовка к занятиям.
	Музыка. Жанры музыки.	<b>УК-4.1</b> <b>УК- 4.2</b> <b>УК-4.3</b>	0	0	Не предусмотрены учебным планом	0,5	практические задания	0	Не предусмотрены учебным планом	12	Повторение и закрепление знаний по теме практического занятия, работа с источниками, работа в ЭБС, подготовка к занятиям.
	Музеи. Посещение музея/галереи/выставки .	<b>УК-4.1</b> <b>УК- 4.2</b> <b>УК-4.3</b>	0	0	Не предусмотрены учебным планом	0,5	практические задания	0	Не предусмотрены учебным планом	12	Повторение и закрепление знаний по теме практического занятия, работа с источниками, работа в ЭБС, подготовка к занятиям.
	<b>Контрольная точка 6. Групповой тест.</b> <b>Уровни сложности заданий</b> <b>Базовый. Задания с выбором ответа 1-3 мин</b> <b>Повышенный. Задание закрытого типа на установление соответствия 3-5 мин</b> <b>Высокий. Задание открытого типа с развернутым ответом 10-20 мин</b>										Подготовка к контролю
	1. Лексико-грамматический тест по одной из пройденных тем (5 заданий с выбором ответа (базовый уровень сложности) 2. Тест по чтению (3 задания закрытого типа на установление соответствия (повышенный уровень сложности) 3. Беседа с экзаменатором по разговорной теме (высокий уровень сложности)									<b>9</b>	<i>Проведение групповой консультации</i>
											<i>Подготовка к промежуточной аттестации</i>

ИТОГО				6		108	
Промежуточная аттестация – экзамен							

## 6. Примеры оценочных средств текущей и промежуточной аттестации по дисциплине

Оценка знаний, обучающихся по ОФО осуществляется в баллах в комплексной форме с учётом:

- оценки по итогам текущей аттестации – среднее арифметическое по итогам рейтинговых оценок за три семестра (каждая рейтинговая оценка за семестр включает работу на занятиях семинарского типа и выполнение заданий в рамках «контрольных точек» (от 40 до 60 баллов);
- оценки уровня сформированности компетенций в ходе промежуточной аттестации (от 20 до 40 баллов).

Ориентировочное распределение максимальных баллов по видам отчетности

№	Виды отчётности	Баллы
1	Работа на семинарских занятиях и выполнение заданий для самостоятельной работы	30
2	Выполнение заданий в рамках «контрольных точек»	30
3	Результаты промежуточной аттестации	10-40
4	<b>Итого</b>	<b>60-100</b>

Оценка знаний, обучающихся по ЗФО осуществляется в баллах в комплексной форме с учётом:

- оценки по итогам текущей аттестации – среднее арифметическое по итогам рейтинговых оценок за три семестра (каждая рейтинговая оценка за семестр включает работу на занятиях семинарского типа и выполнение заданий в рамках «контрольных точек» (от 40 до 60 баллов);
- оценки уровня сформированности компетенций в ходе промежуточной аттестации (от 20 до 40 баллов).

Ориентировочное распределение максимальных баллов по видам отчетности

№	Виды отчётности	Баллы
1	Работа на семинарских занятиях и выполнение заданий для самостоятельной работы	30
2	Выполнение заданий в рамках «контрольных точек»	30
3	Результаты промежуточной аттестации	10-40
4	<b>Итого</b>	<b>60-100</b>

Контрольно-оценочные мероприятия (экзамен) проводятся по 40 балльной шкале. Минимальная сумма баллов – 20, максимальная – 40.

Минимальная сумма баллов по итогам текущей аттестации – 40, максимальная – 60 баллов.

На основе окончательно полученных баллов успеваемость обучающихся в семестре определяется следующими оценками: «неудовлетворительно», «удовлетворительно», «хорошо», «отлично» и на основании выставляется итоговая оценка.

При этом действует следующая итоговая шкала:

- менее 60 баллов – не зачтено (оценка «неудовлетворительно»);
- от 60 до 73 баллов – зачтено (оценка «удовлетворительно»);
- от 74 до 89 баллов – зачтено (оценка «хорошо»);
- от 90 до 100 баллов – зачтено (оценка «отлично»).



## **6.1. Критерии и шкала оценивания освоения этапов компетенций в рамках текущей аттестации**

Порядок, критерии и шкала оценивания освоения этапов компетенций на промежуточной аттестации определяется в соответствии с Положением о проведении текущего контроля успеваемости и промежуточной аттестации обучающихся по образовательным программам высшего образования – программам бакалавриата, программам магистратуры, а Государственном бюджетном образовательном учреждении высшего образования Республики Крым «Крымский университет культуры, искусств и туризма».

**6.1.1. Виды средств оценивания, применяемых при проведении текущего контроля и шкалы оценки уровня знаний, умений и навыков при выполнении отдельных форм текущего контроля**

### **План практических занятий №1-5**

**Тема: Знакомство, приветствие и прощание. Мое окружение. Мои друзья. Быт современного обучающегося. Мой университет.**

#### **Цели:**

обобщить и систематизировать знания по теме; актуализировать знания лексики в соответствующих ситуациях, сформировать навыки устного общения по теме занятия; актуализировать знания грамматики, полученные в школе;  
улучшить понимание иноязычной речи на слух, развить внимание, критическое мышление, расширять общий кругозор обучающихся;  
формировать уважения к культуре других народов и культуре своей страны.

**Время:** 10 ч.

#### **Вопросы (задачи):**

1. Представление. Порядок слов в английских предложениях, утвердительном и вопросительном, с/без вопросительных слов. Вспомогательный глагол «to be»
2. Дни недели, месяцы. Погода. Конструкции There is/are. Неопределенный артикль.
3. Дом, жилищные условия. Артикли – определенный, нулевой. Особые случаи употребления артикля.
4. Мой родной город. Хобби. Университет. Множественное число существительных. Слова-исключения.
5. Мой рабочий день. Исчисляемые и неисчисляемые существительные.
6. Члены семьи. Мои друзья. Притяжательный падеж имени существительного.

#### **Ход проведения.**

1. Объявление темы занятия, постановка целей.
2. Работа с различными видами заданий. Презентации обучающихся на темы «About myself», «My University», «My family and friends».

Пример практических заданий по теме «Студенческая жизнь»

#### **University. Week days Text 1. Oleg's student life**

Oleg studies at Mozyr State Teachers' Training University. The University was founded on February 23, 1944. There were only 210 students and 3 faculties: Physics and Mathematics, History and Geography, Philology.

At present it is one of the biggest and most up-to-date institutions of higher education in Gomel region.

Rector is the head of the University. There are 8 faculties headed by deans:

- Physics and Mathematics,
- Foreign Languages,
- Philology,

- Technology,
- Physical Culture,
- Engineering and Pedagogics,
- Pre-school and Primary Education,
- Biology.

There are 3 departments there: Day-Time, Preparatory and Extra-Mural. The University trains teachers for pre-school establishments, primary and secondary schools.

There are 31 chairs where about 400 professors and teachers train about 8000 students. They give lectures, hold seminars and tutorials, examine students and supervise the students' research work.

The University occupies 3 large buildings where students have good facilities for study and rest: a lot of classrooms and lecture-halls, an assembly-hall, 3 libraries with reading rooms, some computer rooms, gym-halls and a stadium.

During a break students can have a snack in a buffet in each building of the University.

Most students from other towns or villages live in 3 modern hostels with students' dining-rooms. A lot of students are busy with social work. They take part in sport competitions and Olympic Games, stage concerts, organize dance ensembles, discos, put out wall newspapers.

Those who are interested in research work can take a post-graduate course at the University which runs for 3 years. At the end of the third year a post-graduate defends his thesis to get a scientific degree.

## **2. Oleg's studies**

Oleg is a first-year student. In 5 years when he graduates from the University he will be able to work as a teacher of mathematics and information science at school.

Oleg studies at the Day-Time department, at the faculty of Physics and Mathematics. The faculty is rather large. Its 500 students study such subjects as algebra, geometry, mathematical analysis, information science, physics, foreign languages, pedagogics, psychology, methodology, etc. Usually students have 3 or 4 periods a day. They go to the University every day except Sunday. The course of studies is 5 years.

The academic year begins on the 1st of September and ends in June. It lasts 10 months. The academic year is divided into 2 terms: autumn and spring. Each term lasts 4 months and ends with examinations which take place in January and June. Oleg always passes credit tests and examinations successfully and gets a scholarship. Students have holidays twice a year: in winter and in summer. Summer holidays are long. They last 2 months. The winter ones are short. They last only 2 weeks. All the students have a record-book and a student's pass.

### **1. Use the text to find synonyms for the following words:**

*a department, to organize seminars, an elementary school, a Pedagogical University, scientific work, grants, correspondence department, the newest.*

### **2. Use the text to complete the sentences:**

1. *The students have good ... for study and rest.*
2. *The University ... 3 large buildings.*
3. *Graduates who ... in research work can take a ... course at the University.*
4. *Oleg always ... credit tests and examinations successfully.*
5. *Students have holidays twice ... .*
6. *In 5 years Oleg ... as a teacher of mathematics and information science at school.*

### **3. Use the information from the text to expand the following sentences:**

1. *It has 8 faculties and 3 departments.*
2. *The teaching staff consists of 400 professors and teachers.*
3. *The University has 3 large building in different parts of Mozyr.*
4. *Students live in 3 modern hostels.*
5. *Students take an active part in social life of the University.*
6. *Graduates from the University can take a post-graduate course.*

### **4. Use the text to put 2–3 questions beginning with the words:**

- *What*
- *How many*
- *Who*
- *Do (Does)*
- *Is (Are)*
- *When*

**5. Use the text to fill in the blanks with prepositions if necessary:**

1. ... 5 years Oleg will work a teacher ... *Mathematics and Information science.*
2. Students go ... *the University* 6 days ... *a week.*
3. The academic year begins ... *the 1st of September.*
4. Oleg studies ... *the Day-Time department.*
5. After he graduates ... *the University*, he will work ... *school.*
6. Oleg has 3 or 4 periods ... *a day.*
7. The academic year is divided ... *autumn and spring terms.*
8. Students can have a snack ... *a break.*

**Study the following vocabulary before reading the text:**

a dressing-gown – халат

slippers – тапочки

to do one's bed – застилать постель

to leave for – уходить, уезжать

a time-table – расписание

to be over – заканчиваться

to wash up – мыть посуду

spare – свободный, экономить

to feel tired (sleepy) – чувствовать себя усталым (сонным)

His working day starts early in the morning. He gets up at 6.15. Oleg jumps out of bed, switches on the radio and does his morning exercises to the radio music. Then he puts on his dressing-gown and slippers and goes to the bathroom where he washes his face and neck, cleans his teeth and takes a cold and hot shower if he has enough time. Then Oleg does his bed and dresses himself. It takes him about 25–30 minutes. After that he sits down at the table and has his breakfast. He cooks breakfast himself.

After breakfast Oleg leaves for the University. As he lives not far from the University, he needn't go to the bus-stop and take a bus. He goes on foot there. In 5 minutes he is at the University. The classes begin at 8 o'clock. According to the time-table students have 3 or 4 periods each day. There are breaks between periods which last 20 or 25 minutes. During a break Oleg goes down to the buffet to have a snack. The classes are over at 13.25 on Mondays and on Saturdays or at 15.20 on other days of the week.

After classes Oleg sometimes goes to the dining-room of the University to have dinner. But usually he has dinner at the hostel. After dinner he washes up. Then he has a short rest, reads books and newspapers, makes some telephone calls or listens to music. After that he does his homework. It usually takes him about 2 hours. Sometimes he goes to the library to read for seminars.

At about 7 or 8 o'clock Oleg and his room-mates have supper. In the evening he always has some spare time. He watches TV or, if the program is not interesting, he operates a computer or goes to the cinema or to the disco with his friends. Late at night he feels tired and sleepy. At 11 o'clock he goes to bed.

**1. Find in the text the sentences with the following words and word combinations and reproduce them:**

to do one's morning exercises to sit down (at)

to have a snack each day

to go for a walk spare time

to wash up to be over

to read (for) not far away  
to switch on the radio to put on  
face and neck with a tooth-brush  
to take a shower it takes  
to last to leave (for)

**2. Find in the text synonyms for the words:**

free, to go to the University, to turn on the music, to begin, a week day, a period, to end.

**3. Find in the text antonyms for the words:**

to come, to switch off, to be over, to go to bed, to get off a bus, before classes, in the evening, late.

**4. Use the text to complete the sentences:**

1. Oleg's father ... at 6.15.
2. He goes to work ... as it is a long way from his home.
3. It ... him 20 minutes to get to his office.
4. After supper his wife ... the dishes.
5. In the evening Oleg's father goes ... with his dog.
6. After morning exercises Oleg ... a dressing-gown and slippers.
7. Oleg's sister doesn't like to ... a shower in the morning.
8. Everybody feels ... late at night.

**5. Use the text to put 2–3 questions about Oleg's working day with the words:**

- How
- How many (much)
- What
- Do (Does)
- Is (Are)

**6. Find in the text words to speak about Oleg's day:**

- in the morning
- during classes
- after classes
- in the evening

**Be ready to speak about your working day.**

**Additional texts for reading**

**Read and translate the text with a dictionary. Say what you think about it. Study the following vocabulary before reading the text:**

vice versa – наоборот

a fresher – первокурсник

Vac (= vacation) – каникулы

a Hall of Residence – общежитие

Most 18 and 19 year-olds in Britain are fairly independent people, and when the time comes to pick a college they usually choose one as far away from homes as possible! So, many students in northern and Scottish universities come from the south of England and vice versa. It is very unusual for university students to live at home. Although parents may be a little sad to see this happen, they usually approve of the move, and see it as a necessary part of becoming an adult. When they first arrive at college, first year university students are called 'freshers'. A fresher's life can be exciting but terrifying for the first week.

Often freshers will live in a Hall of Residence on or near the college campus, although they may move out into a rented room in their second or third year, or share a house with friends. Many freshers will feel very homesick for the first week or so, but living in hall soon helps them to make new friends.

During the first week, all the clubs and societies hold a "freshers' fair" during which they try to persuade the new students to join their society. The freshers are told that it is important for

them to come into contact with many opinions and activities during their time at university, but the choice can be a bit overwhelming!

On the day that lectures start, groups of freshers are often seen walking around huge campuses, maps in hand and a worried look on their faces. They are learning how difficult it is to change from a school community to one of many thousands. They also learn a new way of studying. As well as lectures, there are regular seminars, at which one of a small group of students (probably not more than ten) reads a paper he or she has written. The paper is then discussed by the tutor and the rest of the group. Once or twice a term, students will have a tutorial. This means that they see a tutor alone to discuss their work and their progress. In Oxford and Cambridge, and some other universities, the study system is based entirely around such tutorials which take place once a week. Attending lectures is optional for 'Oxbridge' students! The academic year at all British universities has 3 terms: it starts in October, each term lasting 8 weeks at Oxford and Cambridge, or 10 weeks at other universities.

Students have vacations at Christmas, at Easter and the so-called "Long-Vac" in summer.

After three or four years' study (depending on the type of course and the university) the undergraduates will take their first degree – Bachelors of Arts (B.A.) or Bachelors of Science (B.Sc.). It will have been well earned!

The system of study at Oxford University brings about a situation where all the days of a term are really working days as we are left to work on our own. I will therefore describe a typical day of the term. In term-time I usually get up at about 8 o'clock, eat breakfast, and then begin private study at about 9 o'clock. Most lectures in the Modern languages faculty tend to be either at 10 or 11 o'clock although there are some at 9 and at 12. As lectures are not compulsory I usually try to ascertain which are worthwhile and attend them. If I have a lecture I go to the university. I continue private study all morning if I have no lectures. At 1 o'clock I eat lunch and then continue to study either in the library or in my room. My work involves reading texts, then criticisms and finally writing an essay on a title given to me by my tutor. I have to do 1 or 2 of these essays a week. I also have to do a French translation and a Russian translation and so almost all the days of the term are devoted to study.

The work I do must be presented to my tutor at a tutorial. Quite often therefore in the afternoon I have to go to a tutorial which lasts 1 hour. I eat dinner at 6.30 p.m. and usually study for a couple of hours in the evening and then visit some friends to chat for a while. Sometimes I go to see a French or English film in the evening or to see a play. These films are usually at the cinema but some are shown at the University French Society.

### **Additional texts for reading**

### **Student Life in the UK**



The United Kingdom (UK) has always been considered a major educational hub for students across the world. With many of its universities ranked in the top 100 universities across the world, UK has never lost its charm with the student community. UK has been a preferred destination for students from India. As an international student, you may come across a lot of enriching experiences which could help you discover a new dimension to your personality. You will have opportunities to meet new people and discover new places. The country is known for its contemporary and progressive culture, yet it holds out a rich history and tradition. Your stay as an international student will broaden your sense of responsibility and will give you insight into different cultures and lifestyles. In addition to the quality of academic training, it might have tremendous value which might help propel your career to great heights. Here are some ***tips to help you improve the quality of your student life in the UK:***

- **Settling In and Making Friends**

During your first few weeks in UK, you will find a lot of support to help you get familiar with the place. Before you get started, it is important that you first register yourself with the police and with a doctor. Most colleges and universities hold special sessions for international students, where the staff members guide you through the campus and local area. Besides these, a lot of universities organize Freshers' week, where you can expect parties and events to help you socialize and meet students. Though it may all sound exciting but coping with a life in a new country can be tough too. It is absolutely normal to feel so and there are a lot of ways you can help yourself to deal with it. It is always advisable to **interact with fellow students and make new friends**. In fact, you may come across other international students who, like you, are new to the country and are looking for new friends. Also, you can spend more time with people from your country. Many colleges and institutions have an international society to help foreign students. These societies offer social programmes such as festive celebrations, parties, get-togethers and trips to local tourist destinations. Always remember, the easiest way to make friends is to be friendly! Start a conversation with a person sitting next to you in class or attend discussion groups.

- **Academic Culture in the UK**

UK's academic culture is different from the Indian education system. It may take a while for you to get used to the education system in UK. In UK, you are encouraged to be creative and explore new ideas. You may often be **required to do your own analysis and research or work with groups for projects**.

The education system in UK is very interactive; the idea is to have fun while you learn. Your guide or teacher will encourage you to share opinions and lead discussions. Academic expectations may vary according to the field of study, the level of study and the institution.

- **Transportation**

UK offers various modes of transportation to the student community. Usually students get by walking or cycling, using public transport and taxis. If you regularly use bus services then it is always a great idea to make bus passes. As a student, you may get special **discounts on travel cards/ passes**. You may contact the Student union group for further assistance. For long distance travelling you can use the tube trains.

- **Entertainment & Food**

UK is an incredible mix of culture whether you go to a club, cafeterias, pubs, concert halls, music festivals or gigs. Cultural events are regularly organized by students groups and independent artists and bands perform at university and college areas. Apart from this, you can go visit museums, exhibitions, monumental places and art galleries. The country is renowned for its literary and performing arts heritage, with regular theatrical performances it encourages the tradition to thrive.

Being an international student, you may find a little difficulty adjusting to the food habits in UK. It is always good to adapt and try out different cuisines. You may find restaurants and cafes offering menus with ethnic influences. Not to forget the English breakfast of fish and chips. Also, preparing and sharing a traditional meal from your home country is a great way to make

new friends.

- **Accommodation**

Finding the right place to live is always an uphill task. You should be clear about your choice of accommodation and equip yourself with all information regarding availability. Many students prefer to stay close to their place of study. This helps out in balancing cost and convenience. Usually, for foreign students most universities have independent halls of residence known as the International Student House (IHS), which you may apply for. Catered halls, which provide meals, is a good option depending on your food preferences. Information on this should be available on the institution's website you are/going to be part of. Otherwise the institute may help you find alternative housing facilities such as shared private houses. One should be careful before entering into an agreement with regard to housing. However, think what is best suited for your needs and make a decision accordingly.

- **Sports and leisure activities**

Sport is a great way to unwind and boost your mood. Taking up a hobby, whether purely for fun or improving health and fitness, is an exciting way to make new friends who share your interest. Most institutions provide sports facilities and as a student you may find numerous opportunities to participate in various sports activities. Also, you can join different clubs and societies such as a dance club or a music club or get involved in some social and charitable events. Students may find several options to explore and engage in recreational activities. UK is known for its scenic beauty, you can indulge in adventurous activities such as mountain trekking, cycling or camping.

Пример практического задания по аудированию

1. Введение НЛЕ, работа с вокабуляром из видео. Вводная информация о Великобритании, ее основных городах.
2. Просмотр видео Student life in the city of Edinburgh  
<https://rutube.ru/video/3c9d873e3124311468c092da5ac52d4b/>
3. Ответы на вопросы по видео. Обсуждение.
4. Письменное задание – сравнить студенческую жизнь в ВБ и России. Общее и отличительное.

Пример практических заданий по грамматике:

**Fill in the blanks using “AM, IS, ARE, AM NOT, ISN’T, AREN’T”:**

1. It ..... an onion. (+)
2. Jasmine ..... a student. (-)
3. We ..... friends. (+)
4. I ..... hungry. (-)
5. Mark ..... 20 years old. (+)
6. A bee ..... a big insect. (-)
7. Newsweek ..... a magazine. (+)
8. I ..... a professional football player. (-)
9. I know you. You ..... in my class. (+)
10. Cows ..... insects. They ..... mammals. (- / +)

11. İzmir ..... a city. (+)

12. He ..... a postman. (+)
13. It ..... nine o'clock. (+)
14. Manhattan ..... an island. (-)
15. Mr. Richards ..... a lawyer. (+)
16. I ..... ill. I ..... happy. (+ / -)
17. London ..... a big city. (+)
18. Dave and Adrian ..... sisters. They ..... brothers. (- / +)
19. New York ..... near to New Jersey. (+)
20. Susan and I ..... teachers. We ..... students. (- / +)

**Choose the best answer:**

1. Maggie and Carol ..... good friends.  
a) am b) are c) is d) isn't
2. Sue ..... a science teacher.  
a) are not b) is c) are d) am
3. Mark Steven ..... a student at Kennedy High School. It ..... an old school.

- a) am / is b) are / is c) is / am d) is / is  
 4. Margarita ..... from Spain. I ..... from Turkey.  
 a) is / am b) are / is c) am / is d) is / are  
 5. You and I ..... at the same age.  
 a) am isn't c) are d) is

**Put in A / AN or THE. Sometimes you don't need either word – you leave it blank.**

1. There was ..... waiter standing at ..... entrance of ..... restaurant. I ordered him ..... glass of ..... vodka with some juice in it.
2. There was ..... question I wanted to ask ..... biology teacher about ..... kangaroo. She had said ..... kangaroo carried her baby in ..... kind of bag in ..... front part of ..... her body. I wanted to know how many baby kangaroos it could carry at ..... time.
3. "Is that your wife?"  
 "No, my wife's ..... woman in ..... red dress."
4. I work with ..... man and two women. .... man is quite nice, but ..... women are not very friendly.
5. What's in ..... newspaper?
6. Can you show me ..... that book, please?
7. What's ..... name of ..... woman in ..... blue dress?
8. .... water turns into ..... ice at 0 degree C.
9. I like ..... steak, but I don't like ..... eggs.
10. She lives in ..... nice flat on ..... fifth floor of ..... old house.
11. It's terrible - ..... eggs are \$ 2 ..... dozen.
12. There was ..... boy and ..... girl in the room. .... boy was Japanese but ..... girl looked foreign. She was wearing ..... fur coat.
13. This morning I bought ..... newspaper and ..... magazine. .... newspaper is in my bag but I don't know where ..... magazine is.
14. "Have you got ..... car?"  
 "No, I've never had ..... car in my life."
15. We don't go to ..... cinema very much these days. In fact, in ..... town where we live there isn't ..... cinema.
16. Don't stay in that hotel. .... beds are very uncomfortable.
17. After I leave ..... school, I want to go to ..... university.

3. Анализ полученных результатов. Подведение итогов занятия.

### **План практических занятий № 6-9**

**Тема: Спорт. Досуг.**

**Цели занятия:**

обобщить и систематизировать знания по теме; актуализировать знания лексики в соответствующих ситуациях, формировать деловые навыки коммуникации в устной и письменной формах на иностранном языке; учить оценивать степень эффективности общения, определяя причины коммуникативных удач и неудач; строить выступление в соответствии с замыслом речи, свободно держаться перед аудиторией, осуществлять обратную связь с ней; формировать у обучающихся навыки устного общения по теме занятия; актуализировать знания грамматики, полученные в школе; улучшить понимание иноязычной речи на слух, развивать внимание, критическое мышление, расширять общий кругозор обучающихся; формировать уважения к культуре других народов и культуре своей страны.

**Время: 8 часов**

**Вопросы (задачи):**

1. спорта. Спортивные игры.
2. Местоимения. Притяжательные, указательные, неопределенно-личные, возвратные.



## Ход проведения занятия

1. Объявление темы занятия, постановка целей.

2. Работа с различными видами заданий. Доклады обучающихся на тему «My favourite sport», «Keeping fit».

Пример практических заданий по теме «Досуг, спорт» (аудирование, чтение, работа с ЛЕ)

1) Введение НЛЕ, работа с вокабуляром из видео.

spend free time - проводить свободное время

surprisingly - удивительно

different ways - различные способы

horseracing - катание на лошади

rollerblade - роликовые коньки

sculpture - скульптуры

cricket - крикет

admission - вход

go sailing - заниматься плаванием

attractions - достопримечательности

competitions - соревнования

to increase - возрастать

quiz nights - ночь викторины

2) Просмотр видео Leisure из Window on

Britain <https://rutube.ru/video/e66473af3f6d6bf1ad40a26e1fab92d5/?ysclid=m6nrogumc5153081987>

British people spend their free time in a lot of different ways. They do sport, they watch sport, they visit interesting places, and they have hobbies. Have you tried any of these?

What do you do in your free time? I like to watch television and listen to music a lot. But I do go on the Internet as well. I like to skateboard and rollerblade in my free time. I play rugby in my free time for Oxford Rugby Club. And I also play tennis. In my free time I usually play sport, which is usually tennis if the weather is nice or swimming.

I like playing rugby. I'm a member of a rugby team. I like swimming, playing tennis and football. I play football for a football team. I play a lot of tennis as well. I play rugby or cricket, or go sailing. I play sport, go into town, see my friends. In my free time I go to a drama group and a dance group.

So what are the top ten leisure activities in Britain? The most popular activity for British people outside their own home is ... going to the pub. Over the last ten or twenty years pubs have changed a lot.

People don't just go to the pub for a drink. Almost all pubs serve meals nowadays and many pubs have live music, karaoke competitions and quiz nights. The second most popular activity is going to a restaurant. And the third?

Young people, especially, like going out for fast food. The number of fast food restaurants in Britain has increased about 10 times since 1982. And after fast food? The fourth most popular activity is ... going to the library. Surprisingly, this is more popular than going to the cinema... although the number of people going to the cinema has almost doubled since 1980, and the number of cinemas has more than doubled, too.

Many people visit historic buildings. This is Kingston Lacey, a beautiful seventeenth century house with lovely gardens. Nearby is Corfe Castle. It is over one thousand years old and full of history. Short break holidays both abroad and in Britain are very popular. A lot of young people go to discos and nightclubs. And, of course, watching sport is a big free time activity.

Favourite sports include football ... horseracing ... and cricket, a traditional English sport. Art galleries and museums are popular, too. This is the Ashmolean Museum in Oxford. The Ashmolean is the oldest museum in Britain and has been part of the University of Oxford since 1683. They have a wonderful collection here including these beautiful sculptures. 200,000 people visit this museum every year. Like many museums in Britain, admission is free

What other places do people like to visit? Almost 3 million people visit Alton Towers every year. This ride is called Nemesis. And this one is called Oblivion. Then there's Madame Tussaud's ... the Tower of London... Legoland ... and the London Eye. The London Eye opened in March 2000 and is one of London's most popular attractions.

But what do the British do at home in their free time? Well, listening to the radio or to

CDs is popular. So is reading. And people spend a lot of time visiting or entertaining their friends and family. But the most popular activity? You've guessed it. It's watching TV.

3) Ответы на вопросы по видео. Обсуждение.

1. What is the most popular activity for British people outside their home?
2. What do many pubs and clubs have nowadays?
3. What are the third and the fourth popular activities nowadays in Britain?
4. When has the number of people going to cinema increased?
5. What is the traditional British kind of sport?
6. Where can you find the Ashmolean Museum? How many people visit this place every year?
7. What are the other popular activities of British people you know?

**Mark the statements true, false or not stated.**

1. British people don't have any hobbies.
2. Boys prefer sport in their free time.
3. Over the last ten or twenty years pubs in Britain don't change.
4. Visiting library is more popular than visiting cinema.
5. Favourite kinds of sports include football, ice hockey and cricket.
6. People have to pay for visiting the Ashmolean museum.
7. Oblivion is a famous park of attractions.
8. The size of exhibits in Legoland is really big.

**Make sentences in right order.**

- a. Almost all pubs serve meals nowadays and many pubs have live music, karaoke competitions and quiz nights.
- b. They have a wonderful collection here including these beautiful sculptures.
- c. Have you tried any of these?
- d. The Ashmolean is the oldest museum in Britain and has been part of the University of Oxford since 1683.
- e. I play rugby in my free time for Oxford Rugby Club.
- f. In my free time I go to a drama group and a dance group.
- g. The London Eye opened in March 2000 and is one of London's most popular attractions.
- h. Like many museums in Britain, admission is free.

**Match the name of attraction with its translation.**

a. Oxford Rugby Club	1. Музей Эшмола
b. The house Kingston Lacey	2. Башня Элтон
c. The Corfe Castle.	3. Дом Кингстон Лейси
e. The Ashmolean Museum	4. Замок Корф
f. The Alton Towers	5. Оксфордский клуб регби
g. The Tower of London.	6. Лондонское колесо обозрения
h. The London Eye	7. Лондонский Тауэр

**Match the name of place with its picture.**





- |                     |                             |
|---------------------|-----------------------------|
| 1. The London Eye   | 3. Legoland                 |
| 2. The London Tower | 4. The house Kingston Lacey |

4) Письменное задание – сравнить досуг в ВБ и России. Общее и отличительное.

Примеры практических заданий по формированию грамматических навыков

**Fill in the blanks with MY, YOUR, HIS, HER, ITS, OUR, YOUR, THEIR:**

1. This is Tim. .... car is very fast.
2. Jane and I are in the garden. .... books are in the classroom.
3. Are you a driver? Where is .... car?
4. I am a driver? This is .... school.
5. She is my friend. .... name is Marina.
6. These are Mr. and Mrs. Brown. That's .... house.
7. Look at that cat. .... eyes are green.
8. Your friend and you are sad today. What's .... problem?
9. That's Mr. Green. He is driving .... car.
10. Ali's and Sue's bags are heavy. .... bags are full.
11. John and Helen are listening to pop music. .... mother is cooking in the kitchen.
12. The dog is eating a bone. .... teeth are very sharp.
13. Are you and your sister ready? .... friend is waiting for you in the car.
14. A: What's .... job?  
B: I'm a mechanic.
15. Madonna is a famous singer. .... new records are great.
16. Robert has got a dog. .... name is Bingo.
17. We have got a new house in Kerch. .... new house is very large.
18. The boys are riding .... bicycles in the garden.
19. Irina is going to school. .... school is very far.
20. Sue and Mary are wearing ear-rings. .... ear-rings are silver.

**Rewrite the underlined parts using ME, HIM, HER, THEM, US, IT:**

1. There are some books on the desk. Look at **these books**.
2. She is turning **the radio** on.
3. The teacher is asking **Jane** a question.
4. Take **your shoes** off.
5. The man is looking at **Ali and me**.
6. Jim is giving **his father** some tea.
7. This is the dog's meat. Give the meat to **the dog**.
8. Is Tom eating **any oranges**?
9. Give **the milk** to **that cat**.
10. Could you pass **the salt** to **your mother**?

**Choose the correct answers:**

1. **We / Us** met Sally yesterday afternoon. **She / Her** came to the cinema with **we / us**.
2. I phoned Sarah last night and gave **she / her** the message.

3. My brother is older than *I / me*, but *he / him* isn't as tall as *I / me* am.
4. "Who wants a cup of coffee?" "*I / Me*."
5. A: Have you seen Simon today?"
- B: Yes. *I / Me* saw *he / him* this morning. *He / Him* was going to the swimming pool.
6. A: What did those people want?
- B: *They / Them* asked *I / me* to help *they / them*.

**Complete the sentences using a REFLEXIVE PRONOUN:**

1. I didn't buy that cake from the shop. I made it .....
2. A: Who built your swimming pool for you?
- B: Nobody. We built it .....
3. Did someone phone the doctor for you? Or did you phone him .....
4. A: Who told you they were moving?
- B: They told me .....
5. Mr. Mason ..... offered me the job.
6. Sally didn't buy that sweater, she made it .....

Пример эссе по теме «Спорт в нашей жизни». Обсуждение образца.  
Написание собственного эссе

Sport plays an important role in our life. They say, "A healthy nation is a wealthy nation". Sports make us healthy, provide a sense of relaxation in our routine life with miseries and hardships. Children in the modern world lead a sedentary lifestyle because of different gadgets. Sports can help them improve their mental strength and physical endurance capacity. If we do sports we become active, creative, sportive, dashing, daring and adventurous, capable to meet challenges in future life. For centuries, sports culture has influenced society and people's lives on many levels. And nowadays our life must become impossible without sports and games. Millions of people around the world, young and old, are fond of sports and games. There are summer and winter kinds of sport, outdoor games (football, baseball, hockey, rugby, jogging, running, rowing, tennis, skiing, skating, cycling) and indoor games (table tennis, chess, draughts, billiards, boxing, weightlifting, aerobics, gymnastics,) and even electronic sports. Some people like sport and participate in it as amateurs. It means they don't take part in competitions, they do it for pleasure. Professional sport requires a lot of time, efforts and participation in competitions.

Millions of people are absolutely sure that doing sports is the best way to be healthy, not to get too fat, to be more organised and disciplined, to give up harmful habits, to become happy and to be successful in life. Sport unites people of different nations and nationalities.

Работа с презентацией «Sports in the UK». Обсуждение, ответы на вопросы. Выступления студентов с презентациями и докладами по теме «Sports in Russia»

3. Анализ полученных результатов. Подведение итогов занятия.

## КОНТРОЛЬНАЯ ТОЧКА 1

### План практических занятий №10-13

**Тема:** Питание и еда.

**Цели занятия:**

обобщить и систематизировать знания по теме; актуализировать знания лексики в соответствующих ситуациях, формировать деловые навыки коммуникации в устной и письменной формах на иностранном языке; учить оценивать степень эффективности общения, определяя причины коммуникативных удач и неудач; строить выступление в соответствии с замыслом речи, свободно держаться перед аудиторией, осуществлять обратную связь с ней; формировать у обучающихся навыки устного общения по теме занятия; актуализировать знания грамматики, полученные в школе;

улучшить понимание иноязычной речи на слух, развивать внимание, критическое мышление, расширять общий кругозор обучающихся;  
формировать уважения к культуре других народов и культуре своей страны.

**Время:** 8 часов

**Вопросы (задачи):**

1. Продукты питания, еда.
2. В кафе. Прилагательные, степени сравнения прилагательных.
3. Кухня народов мира.

**Ход проведения занятия**

1. Объявление темы занятия, постановка целей.
2. Работа с различными видами заданий.

Примеры практических заданий на формирование грамматических навыков

**Fill in the blanks with the adjectives in brackets:**

1. Tom is ..... his brother. (old)
2. This problem is ..... that problem. (easy)
3. John is ..... boy in our class. (tall)
4. My friend is ..... my sister. (fat)
5. My room is ..... room in our house. (small)
6. Konya is ..... city in Turkey. (large)
7. Madonna is ..... Sandra. (popular)
8. My English is ..... your English. (good)
9. The weather today is ..... the weather yesterday. (bad)
10. This garden is ..... that garden. (large)
11. Elizabeth is ..... girl in our group. (beautiful)
12. I am ..... girl in the class. (short)
13. What is ..... film on TV today? (funny)
14. Who is ..... girl in your class? (pretty)

**Fill in the blanks as in the example:**

I went on holiday last year but it was a disaster! My hotel room was .. ***smaller than*** ... (small) the one in the photograph in the brochure. I think it was ..... (small) room in the hotel. The weather was terrible too. It was ..... (cold) in England. The beach near the hotel was very dirty – it was ..... (dirty) all the beaches on the island. The food was ..... (expensive) I expected and I didn't have enough money. One day I went shopping in a big department store and I broke a vase. It was ..... (expensive) vase in the whole shop. But ..... (bad) thing all was that I lost my passport and I couldn't go back home. It was ..... (horrible) holiday all my life.

**Look at chart. Compare Miss Bennet with her brother and her best friend Tina Robbins:**

**Example:** (Miss Bennet / tall / Tina Robbins)

***Miss Bennet is taller than Tina Robbins.***

1. (Miss Bennet / short / her brother James)
2. (James / tall / her sister)
3. (Miss Bennet / old / her best friend)
4. (Her best friend / young / Miss Bennet)
5. (Miss Bennet / short / her brother)
6. (Her brother / tall / Miss Bennet)
7. (Miss Bennet / fat / Tina)
8. (Tina / slim / Miss Bennet)
9. (Miss Bennet / slim / her brother)

10. (Her brother / fat / Miss Bennet)

Выполнение заданий на формирование навыков диалогической речи. В кафе, в ресторане.

1) Answer the questions:

1. How often do you eat out? Who do you usually go with when you eat out?
2. Which meal do you like to eat at a restaurant: breakfast, lunch, or dinner?
3. Which kinds of restaurants have you been to: Thai, Korean, Chinese, Japanese, Middle Eastern, French, Mexican, Vietnamese, Russian, Italian, Indian, etc?
4. Do you think this area has a good variety of foreign restaurants? What other kinds of restaurants would you like to see opened?
5. In your native city, are there many restaurants with food from different countries?
6. If you could try one new food, what would you try? Why?
7. Do you ever drink alcoholic beverages when you eat out? Do you ever go out during happy hour?
8. Would you send a dish back if it did not taste good or if you received the wrong food?
9. Why is it important to tip waiters and waitresses in America? How do you decide how much of a tip to give?
10. Do you tip at restaurants in your native country? Explain.

2) Read the conversations below.

*Ada arrives at the restaurant.*

Hostess: Hello. Welcome to Jasmine's.

Ada: Hello. I have a reservation at 6:30.

Hostess: What's your name?

Ada: Ada Pang.

Hostess: Table for two?

Ada: Yes, thank you.

Hostess: Right this way, please.

*Ada and Phi order food.*

Waiter: Hi, my name is Daniel. I will be your waiter this evening. What would you like to drink?

Ada: I will have a Thai iced tea, please.

Waiter: And for you, ma'am?

Phi: Just water for me, thank you.

Waiter: Would you like any appetizers?

Ada: Yes, we will have the ginger prawns.

Waiter: Excellent choice. I will be back shortly.

3) Discuss these questions as a group.

- What kind of restaurant is this? Do you think this is an expensive or cheap restaurant? Why?
- Have you ever made a reservation at a restaurant?
- What other words and phrases do you hear at restaurants?
- Do you feel comfortable ordering food in English? Explain.

4) Practice ordering food in English.

Pretend your Talk Time group is at a restaurant. Look at the menu (provided by your leader). Together, choose two appetizers. Each person should also choose a beverage and a main course. Your leader will take your order.

Практические задания по аудированию:

- 1) Listen to a nutritionist giving advice about the best food for people who do sport. Tick the

things he mentions.

- a) calcium
- b) calories
- c) carbohydrates
- d) cholesterol
- e) fat
- f) fibre
- g) minerals
- h) nutrients
- i) preservatives
- j) protein
- k) vitamins

2) Listen again and complete the advice with the words you ticked in the previous exercise

- You don't have to eat broccoli, which is full of 1) \_\_\_\_\_ with oil and salt, but it might help to make it tastier!
- Sweet potatoes and tomatoes contain a lot of 2) \_\_\_\_\_.
- You should try and avoid red meat because although it has 3) \_\_\_\_\_, it also has a lot of 4) \_\_\_\_\_.
- You must eat fruit – bananas are a good option because they have a lot of 5) \_\_\_\_\_.
- You mustn't eat too many nuts because although they provide you with 6) \_\_\_\_\_, they also contain a lot of 7) \_\_\_\_\_.
- If you have to exercise in the evening, milk will help you relax and provide your bones with 8) \_\_\_\_\_.

3) Отработка ЛЖЕ - <https://wordwall.net/resource/488596>

4) *Joey doesn't share food* ([https://youtu.be/iCCzzZVVpIA?si=8uuDsH9\\_\\_lh\\_vY\\_o](https://youtu.be/iCCzzZVVpIA?si=8uuDsH9__lh_vY_o))

Watch the video and answer the questions.

1. What does Sarah order as main course?
2. What does Joey order as main course?
3. How does Joey try to prevent Sarah from taking food from his plate?
4. What's Joey's problem with his dessert?
5. What interrupts Sarah during dessert eating?
6. What does Joey do while Sarah is gone?
7. How does he feel afterwards?

5) Fill in the missing words and phrases based on the video.

1. J: It's not about a few fries, it's about what the fries .....
2. J: That looks great! Good .....
3. S: But, you've just said "what's mine is yours".  
J: Well, .....  
S: Fine, I just didn't think .....
4. J: I will just have what she is having instead.  
W: Oh, I'm sorry Sir, that was our last .....
5. S: If I can't have your clams you can't have my dessert. This is a .....

Практические задания для развития навыков говорения:

#### DINING DISCUSSION

STUDENT A's QUESTIONS (Do not show these to student B)

- 1) What kinds of food are you trying to avoid?
- 2) What's your favorite Taiwanese food?
- 3) Are you a big tea drinker? How about coffee?
- 4) Have you ever been on a diet?

- 5) What foods are you allergic to?
- 6) Are there any foods which disagree with you?
- 7) Do you like food from other Asian countries? Can you give examples?
- 8) Do you read online reviews before going to a restaurant?
- 9) Do you consider yourself a good cook?
- 10) What's the grossest thing you have ever eaten?

### DINING DISCUSSION

STUDENT B's QUESTIONS (Do not show these to student A)

- 1) Do you prefer fast food or "slow" food?
- 2) Have your tastes changed over the years?
- 3) What special Taiwanese dishes would you recommend to foreigners in Taiwan?
- 4) How well can your mother cook?
- 5) Explain what the idiom "I could eat a horse" means.
- 6) Do you ever skip meals?
- 7) What kinds of international cuisine do you like?
- 8) Is there a food or a drink which you could not live without?
- 9) Are you fussy about food or do you eat most things?
- 10) Have you ever cooked a meal from scratch?

### Food for Thought---Dining and Cooking Vocabulary

1. chef
2. taboo
3. cuisine
4. vegetarian
5. vegan
6. can't stand
7. food poisoning
8. consume
9. alcohol(ic)
10. server (=waiter/waitress)
11. gourmet
12. I have a nut allergy (=I am allergic to nuts.)
13. [food] disagree with someone (Spicy food disagrees with me)
14. I could eat a horse!
15. to skip meals
16. fussy
17. to cook from scratch

### Cooking & Dining: Walk and Talk Activity

1. What meals or dishes can you make?
2. What's the difference between a cook and a chef?
3. What's your worst dining experience? How about the best?
4. If you had to open a restaurant, what kind of restaurant would it be?
5. Name some food taboos.
6. What's your favorite foreign cuisine?
7. How often do you dine out?
8. What do you think about vegetarian food?
9. Do you know the difference between the terms "vegan" and "vegetarian"?
10. Is there any food or drink that you can't stand?
11. Have you ever had food poisoning?



12. What's your favorite junk food? Which is your favorite fast food restaurant?
13. What types of alcohol have you tried? How often do you consume alcoholic drinks?
14. Do you think the government should add a tax on sugary foods and drinks?
15. How much coffee and tea do you usually drink every day? How about soda?
16. Do you think junior high schools should have cooking classes?
17. Can your dad cook? How often does he cook dinner at home?
18. Can you recommend a good restaurant?
19. When you go to a nice restaurant, do you usually take photos of your food?
20. Do you keep track of calories?
21. How do you react if a server in a restaurant has a bad attitude?
22. Have you ever been on a date in a restaurant? How did it go?
23. Can students get a discount at some restaurants?
24. How long are you willing to stand in line to get into a famous restaurant?
25. Would you be impressed if your boyfriend/girlfriend cooked you a gourmet dinner?
26. Do you have any food allergies?

### Vocabulary

1. chef (n.) a professional cook, especially the most senior cook in a restaurant, hotel, etc.
2. taboo (n.) a cultural or religious custom that does not allow people to do, use, or talk about a particular thing as people find it offensive or embarrassing
3. cuisine (n.) a style of cooking
4. vegetarian (adj) not eating or including meat
5. vegan (adj.) not eating, using or including any animal products
6. can't stand (idiom) to hate someone or something
7. food poisoning (n.) illness caused by bacteria or other toxins in food, typically with vomiting and diarrhea
8. consume (v.) to eat or drink something
9. alcohol(ic) (n/ adj) the clear liquid that is found in drinks such as beer, wine, etc. and is used in medicines, cleaning products, etc.
10. server (=waiter/waitress) : a person who serves food in a restaurant; a waiter or waitress
11. gourmet (adj) (of food) very high quality
12. I have a nut allergy (=I am allergic to nuts.)  
-allergy (n.) a medical condition that causes you to react badly or feel sick when you eat or touch a particular substance  
-allergic (adj) having an allergy to something
13. [food] disagree with someone (Spicy food disagrees with me.) to cause someone to feel ill
14. I could eat a horse! : used to say that you are extremely hungry
15. to skip meals: to miss meals
16. fussy (adj) not easily satisfied; having very high standards or very fixed standards about particular things
17. to cook from scratch : from the beginning, without using anything that already exists

Презентации обучающихся на темы «National cuisine», «Crimean food».

3. Анализ полученных результатов. Подведение итогов занятия.

### План практических занятий № 14-17

**Тема: Театр. Визит в театр.**

**Цели занятия:**

обобщить и систематизировать знания по теме; актуализировать знания лексики в

соответствующих ситуациях, формировать деловые навыки коммуникации в устной и письменной формах на иностранном языке; учить оценивать степень эффективности общения, определяя причины коммуникативных удач и неудач; строить выступление в соответствии с замыслом речи, свободно держаться перед аудиторией, осуществлять обратную связь с нею; формировать у обучающихся навыки устного общения по теме занятия; актуализировать знания грамматики, полученные в школе; улучшить понимание иноязычной речи на слух, развивать внимание, критическое мышление, расширять общий кругозор обучающихся; формировать уважения к культуре других народов и культуре своей страны.

**Время:** 8 часов

**Вопросы для обсуждения:**

1. Театр. Бронирование билета на театральное представление. Active Voice - Present/Past/Future Simple.
2. Приглашение в театр. 5

**Ход проведения:**

1. Объявление темы занятия, постановка целей.
2. Работа с различными видами заданий.

Примеры практических заданий на формирование грамматических навыков

**Read the questions & answers about ALAN and ask and answer about JUDITH.**

**Questions: ALAN**

- |                                       |   |
|---------------------------------------|---|
| 1. What does Alan do?                 | 1. Alan's a lorry driver.               |
| 2. How old is Alan?                   | 2. He's twenty-five years old.          |
| 3. How many days a week does he work? | 3. He works five days a week.           |
| 4. What time does he get up?          | 4. He gets up at six o'clock every day. |
| 5. What does he eat for breakfast?    | 5. He eats an enormous breakfast.       |
| 6. What does he drink?                | 6. He drinks two cups of tea.           |
| 7. What does he do after breakfast?   | 7. Then he kisses his wife.             |
| 8. What time does he leave for work?  | 8. He leaves for work at half past six. |
| 9. Where does he have lunch?          | 9. He has lunch in a transport café.    |
| 10. What time does he come home?      | 10. He comes home at five o'clock.      |
| 11. Where does he go in the evening?  | 11. In the evening he goes to the pub.  |
| 12. What time does he go to bed?      | 12. He goes to bed at ten o'clock.      |

**Questions: JUDITH**

- |          |                     |
|----------|---------------------|
| 1. ....  | 1. secretary        |
| 2. ....  | 2. 18               |
| 3. ....  | 3. 5 days a week.   |
| 4. ....  | 4. 7.30             |
| 5. ....  | 5. cornflakes       |
| 6. ....  | 6. orange-juice     |
| 7. ....  | 7. parents          |
| 8. ....  | 8. 8.15             |
| 9. ....  | 9. in the canteen   |
| 10. .... | 10. home / 5.30     |
| 11. .... | 11. evening classes |
| 12. .... | 12. eleven o'clock  |

**Complete these sentences in the PAST TENSE, using the correct verb:**

\* play \* enjoy \* watch \* listen \* talk \* phone \* stop \* walk \* travel \* like \* stay

I *watched* the late film on TV last night.

1. We really ..... the concert last night. It was great!
2. She ..... with friends in Brighton last summer.
3. Italy ..... very well in the last World Cup.

4. Her parents ..... by train from Shanghai to Moscow.
5. I ..... you four times last night but you were out.
6. We ..... along the beach yesterday. It was lovely.
7. She ..... the film but she didn't like the music.
8. The men ..... work at exactly one o'clock.
9. I ..... to the new Sting album yesterday. It's great.
10. They ..... to us about their trip to Madagascar. It was very interesting.

**Complete the story. Use the verbs in the brackets:**

Last year I went (go) on holiday. I ..... (drive) to the sea with my friend. On the first day we ..... (look) at the beautiful buildings and ..... (eat) in lots of restaurants. The next day ..... (be) very hot so we ..... (drive) to the sea. We ..... (leave) our clothes in the car and ..... (sunbathe) and ..... (swim) all day. At six o'clock we ..... (walk) to our car, but the car ..... (be) there. We ..... (buy) some clothes and ..... (go) to the Police Station. The police ..... (be) nice and we ..... (sleep) in the police station.

Практические задания на проработку НЛЕ по теме занятия.

Лексиканатему «Theatre»

opera-glasses — бинокль

command a view — хорошеювидню

gangway seats — места, ближайшие к проходу

front row — первый ряд

back row — последний ряд

circle of tier — ярус

Row L, D, F (in English theatre) — нумерация рядов в английском театре

stalls — партер

pit — места за креслами

dress circle — бельэтаж

upper circle, balcony — балкон

gallery — галёрка

box — ложа

book a seat — купитьбилет

gangway (aisle) — проход

booking-office/box-office — театральнаякасса

House is sold out — всебилетыпроданы

players — актёры

theatrical company — труппа

acting world — театральныимир

revive — возобновлять

stage-manager (director) — режиссёр

musical director — дирижёр

fight (battle, etc.) arranged by... — консультантпосценическомудвижению

performance is a success (a failure) — спектакльимеетуспех (провалился)

scene is laid... — действие происходит

interplay — взаимодействие

impress — производить впечатление

be absolutely thrilled with — прийти в полный восторг

artificial acting — неестественная игра

subtle acting — тонкое исполнение

partner — выступать в качестве партнёра

be at one's best — быть в ударе

rose interest — вызывать интерес  
 preview — предварительный просмотр  
 subject to availability — если есть билеты в продаже  
 lyrics — текст песен  
 concessions — скидки  
 restricted view — места, с которых не видна вся сцена  
 interval — антракт  
 curtain falls (drops) — занавес опускается  
 ring down the curtain — опустить занавес  
 ring up the curtain — поднять занавес  
 good curtain — хорошее окончание акта (пьесы)  
 behind the curtain — закулисами  
 footlights — рампа  
 smell of the footlights — быть неестественным, театральным  
 lights go up (down) — свет зажигается, гаснет  
 dressing-room — актёрская уборная  
 prompt-box — суфлёрская будка  
 prompter — суфлёр  
 stage door — служебный вход  
 attendants — обслуживающий персонал  
 cloak-room — гардероб  
 check — номерок  
 leading performers — актёры, играющие главные роли  
 minor characters — второстепенные действующие лица  
 cast — состав исполнителей  
 be in the cast — быть в составе исполнителей  
 act — играть  
 create a role — создавать роль  
 play a role — играть (исполнять) роль  
 curtain call — вызов актёра на сцену аплодисментами  
 receive a curtain call — выходить на аплодисменты

Match two columns to complete the words

- |                 |                  |
|-----------------|------------------|
| 1. to drop the  | a) sold out      |
| 2. the lights   | b) role          |
| 3. to command a | c) view          |
| 4. leading      | d) go up         |
| 5. minor        | e) performers    |
| 6. the House is | f) is laid in... |
| 7. dress-       | g) characters    |
| 8. the scene    | h) box           |
| 9. to play a    | i) curtain       |
| 10. prompt-     | j) rehearsal     |

Complete the words with vowels

- |                    |                  |
|--------------------|------------------|
| 1. p__rf__rm__nc__ | 11. m__ke-__p    |
| 2. __nt__rv__l     | 12. r__h__rs__   |
| 3. f__tl__ghts     | 13. st__g__      |
| 4. p__t            | 14. __sh__r      |
| 5. scr__pt         | 15. __ppl__d     |
| 6. st__lls         | 16. sp__ct__t__r |
| 7. c__st           | 17. m__t__n__    |
| 8. g__ll__r__      | 18. d__c__r      |
| 9. pr__mpt__r      | 19. pr__d__c__r  |
| 10. pl__rs         | 20. pl__wr__ght  |

Imagine you are an actor. Choose one of the situations and role play a dialogue with your partner. Change the intonation and your voice to suit the situation.

1. a teacher who gave a student a bad grade, they meet years later
2. a robot and his designer
3. two 4-year-old children in the kindergarten
4. a detective and a criminal
5. two boxers who will compete on the Ring tomorrow
6. two pensioners who have hearing problems

7. a landlady and a tenant who has come drunk to the dormitory
8. a boss and his secretary
9. two spies who are meeting late at night
10. two people who are angry at each other

Read the dialogues and act out similar ones.

*What seats were bought?*

V: Have you got any seats for today's performance?

A: Matinee or evening performance?

V: Evening, please.

A: How many tickets would you like?

V: Two, please.

A: OK, let me see...

V: I'd like the seats in the stall, please.

A: Would you like to sit in the middle of the row or in the aisle?

V: I prefer the seats in the middle of the row.

A: You can have two seats in the middle of row E.

V: Well, that's great! How much are they?

A: One hundred fifty euros, please.

V: Here are two hundred euros.

A: Thank you. Here are your tickets and fifty euros change.

V: What time does the performance start?

A: At seven p.m. and the doors open at 6.30.

V: Thank you.

A: You're welcome.

*Why is Kate disappointed?*

K: Thanks God, we aren't late.

J: I was afraid of being late too.

K: Where are our seats?

J: In the balcony, let's hurry up.

K: In the balcony? You are kidding! I thought they would be in the stalls.

J: No, our seats are in the balcony, you see, they were the last seats left.

K: You've bought the cheapest seats!

J: It was impossible to get other seats; by the way the view of the stage from the balcony is rather good. We'll see everything excellently.

K: OK, there's no use to quarrel in the theatre.

J: Don't worry. The play is modern and very interesting. You'll enjoy it.

*Was the performance successful?*

J: Did you like the performance?

K: Oh, John, it was great! I have forgotten everything. It was so interesting!

J: How did you like the acting of the young actress?

K: She was charming and witty. Her acting is impressive.

J: The cast was excellent today. They are all stars. I've got a lot of positive impressions.

K: You're right, my dear. Did you notice that the scenery was really beautiful?

J: Yes, I did. It was fantastic! Are you still angry with me?

K: No, my dear. I'm very happy!

Read the text and guess what theatre it is.

This Theatre is associated with one of the greatest English writers. It was built in 1599 by the actor Richard Barge on the south bank of the famous river. It was a round building. It had three levels of seats. There was also an area in front of the stage where people could stand. It was famous for its vivid and interesting plays. The theatre was destroyed by fire on June the 29th

1613 during the performance of Henry the Eighth. The second Theatre was built on the same site by June 1614 and closed in 1642. It could house up to 3,000 spectators. A modern reconstruction of the Theatre began in 1997 approximately 750 feet (230 m) from the site of the original theatre. It is the exact copy of the former theatre.

Практические задания по аудированию

**a Watch a documentary about the Globe Theatre**

(<https://rutube.ru/video/bcb0edb39f5b326ed58bdf958091c937/>).

Who was Sam Wanamaker?

Why did he decide to rebuild the Globe Theatre?

**b Watch again. Mark the sentences T (true) or F (false). Correct the F sentences.**

1 The first Globe Theatre was built by the Lord Chamberlain's Men in 1599.

2 The first theatre burned down in 1630.

3 It was rebuilt, but the second theatre also burned down.

4 Sam Wanamaker was not allowed to act in the USA.

5 He wanted to rebuild the Globe in Shakespeare's birthplace, Stratford-upon-Avon.

6 Everyone encouraged him to go ahead with his plan to reconstruct the Globe.

7 He died in the same year as the Globe opened.

8 The indoor theatre is named after Sam Wanamaker.

**c Watch some extracts from the documentary. Then, with a partner, say what the bold words mean.**

1 And it has a **thatched roof**...

2 He was shocked when all he found was a dirty old **plaque**

3 There are 857 **seats in the stalls**, and 700 people can stand **in the pit**...

4 All the lighting is provided by **candlelight**

**d Have you ever seen a Shakespeare play? Where did you see it? Was it in your language or in English? Did you enjoy it?**

3. Анализ полученных результатов. Подведение итогов занятия.

**КОНТРОЛЬНАЯ ТОЧКА 2**

**2 семестр**

**План практических занятий № 1-3**

**Тема: Путешествия. Отдых.**

**Цели занятия:**

обобщить и систематизировать знания по теме; актуализировать знания лексики в соответствующих ситуациях, формировать деловые навыки коммуникации в устной и письменной формах на иностранном языке; учить оценивать степень эффективности общения, определяя причины коммуникативных удач и неудач; строить выступление в соответствии с замыслом речи, свободно держаться перед аудиторией, осуществлять обратную связь с нею; формировать у обучающихся навыки устного общения по теме занятия; актуализировать знания грамматики, полученные в школе; улучшить понимание иноязычной речи на слух, развивать внимание, критическое мышление, расширять общий кругозор обучающихся; формировать уважения к культуре других народов и культуре своей страны.

**Время:** 6 часов

**Вопросы (задачи):**

1. Транспорт, виды путешествий

2. В аэропорту/ на таможне.

3. Бронирование номера в отеле. Active Voice - Present/ Past/Future Continuous

**Ход проведения занятия**

1. Объявление темы занятия, постановка целей.

## 2. Работа с различными видами заданий.

Актуализация знаний лексики по теме «Travelling»

Работа с основными текстами и диалогами по теме практического занятия (handouts)

Выполнение практических заданий по текстам и изучаемой лексике (handouts)

Практические задания на формирование навыков говорения и письма (handouts)

Make up dialogues on the following situations.

1. You are planning to fly to the Crimea in summer. Discuss with your friend the advantages and disadvantages of travelling by air and by train.
2. You've just arrived from N. Your friend has come to meet you at the airport. Talk to her about your flight and stay at N.
3. You've come to the booking-office to get a ticket for a plane. What will you talk with the clerk about?
4. How you spent your time on board.
5. Discuss some episodes from the film "The Titanic".
6. Your last travelling by train. Try to find some funny moments and discuss them with your friend.
7. You got off the train to buy an ice-cream and you did not hear about its departure. You found yourself in an unknown city without money, documents and your suitcase. What will you do? Discuss it with your partner

Make up situations, using the following words or word combinations.

1. to make a journey; a booking office; departure; arrival; to keep to schedule; to catch the train; luggage; a compartment; a long-distance train; to gather speed;
2. to make a cruise; travel agency; to board a ship; to have a lot of luggage; a life belt; a gangway; to while away the time during the voyage
3. to travel half fare; an inquiry office, to be due in ten minutes; a dining car; an upper berth; to change trains
4. to be fond of travelling; hitch-hike; to travel light; to go on a journey
5. a trip, a return ticket; to book tickets in advance; to leave on time; to fall behind schedule; to be due in a quarter of an hour
6. Customs Hall, a Customs officer; an air hostess; a non-stop flight; altitude; to gather speed; to take off; to feel sick; a safe belt
7. a single ticket; the left-luggage office; a porter; to see somebody off; to wave a kiss; to whistle
8. a compartment; a luggage rack; a dining-car; a junction; a ticket collector; an express train
9. an announcement; a fellow-passenger; a second class sleeper; a return ticket; to produce tickets; a compartment
10. to make a voyage; a promenade deck; a galley; a steward; porthole; a state-room; a life-belt; a crew

Write your essay on one of the following points.

1. My most exciting journey.
2. East or West, home is best.
3. Travel makes a wise man better but a fool worse.
4. I cannot forget my fellow-passenger.
5. When you travel by train, there are some important things you should know. I can give you some tips.
6. Why I prefer travelling by train (air, sea).
7. I make a lot of friends while travelling.
8. I need new experiences, that is why I am fond of travelling.
9. Hijacking is a real problem nowadays.
10. My first travelling by train.

Примеры практических заданий на формирование грамматических навыков

**Fill in the blanks with PRESENT CONTINUOUS or SIMPLE PRESENT:**

1. The children ..... (play) outside now.
2. She usually ..... (read) the newspaper in the morning.
3. I ..... (do) my homework now.
4. I ..... (eat) my dinner now.
5. .... (you / want) a pizza?
6. They ..... (watch) TV now.
7. I ..... (not / like) spaghetti.
8. The baby ..... (sleep) now.
9. My mother usually ..... (cook) dinner in the evening.
10. He ..... (write) a letter to his pen-friend every month.
11. She ..... (not / like) football.
12. Mary ..... (listen) to music now.
13. Tom usually ..... (drink) coffee, but he ..... (drink) tea now.
14. We ..... (go) to the disco tonight.
15. .... (he / go) to work by bus every day.

**Complete the sentences with SIMPLE PRESENT or PRESENT CONTINUOUS:**

1. Susan usually ..... (go) to school by bus, but now she ..... (go) to school by train.
2. Mary often ..... (read) in bed, but today she is very tired and she ..... (not / read).
3. The boys usually ..... (ride) their bikes to school. They ..... (like / ride) their bikes. They ..... (be) very naughty boys. They always ..... (go) to school late. Today their teacher ..... (be) very angry, because they ..... (be) late again.
4. Mary ..... (like / eat) sweets. Every morning she ..... (have) coffee with a lot of sweets and chocolate. For lunch she and her friends often ..... (eat) sweets or ice-cream. She ..... (not / like / eat) fruit or vegetables. She ..... (eat / never) eggs or cheese. Today she ..... (be) sick. She ..... (sleep) in her room now.

**Complete the sentences using DO / DOES / AM / IS / ARE / HAVE GOT / HAS GOT:**

1. .... the children want toy for their birthday?
2. Dazzle ..... a new dress for the party.
3. When ..... your brother's birthday?
4. How much ..... these glasses? " 80. "
5. Mr. and Mrs. Jackson ..... two children.
6. .... your uncle like chocolate?
7. .... I your friend?
8. How much ..... your new tennis racket?

**Circle the correct answer:**

1. Look! Thomas *is bringing* / *brings* his little sister to class.
2. My older sister *is often listening* / *often listens* to pop music.
3. We *are writing* / *write* an exercise now.
4. Mmmm! Mum *is making* / *makes* a cake.
5. Our teacher *is giving* / *gives* us a test every month.
6. Listen! Dad *is reading* / *reads* a story to Ricky.
7. Mr. Michael usually *is growing* / *grows* roses in his garden.
8. They *are building* / *build* a new house on the hill now.
9. Maria *is drinking* / *drinks* milk every morning.



10. Look! Nick *is running* / *runs* down the hill.

**Supply PRESENT CONTINUOUS TENSE in the blanks:**

1. He ..... (teach) his son to ride a bike.
2. A: Why ..... Ann ..... (wear) her new dress?  
B: Because she ..... (have) a party tonight.
3. Cindy usually does the shopping, but I ..... (do) it today because she is ill.
4. She ..... (not / work), she ..... (swim) in the river.
5. A: ..... Tom ..... (clean) his shoes now?  
B: No, he ..... He ..... (tidy) his room.
- A: Where is his brother?  
B: He is in the garden, he ..... (water) the flowers.

**Fill in the blanks with a correct form of PAST CONTINUOUS:**

1. Alice hurt herself while she ..... (skate).
2. I met my neighbor while I ..... (walk) home from work.
3. Sally saw a friend while she ..... (ride) her bicycle along Park St.
4. Peter fell asleep while he ..... (study).
5. Bob stepped on Jane's feet while they ..... (dance) together.
6. I cut myself while I ..... (shave).
7. Mr. and Mrs. Brown burned themselves while they ..... (bake) cookies.
8. Tommy had a nightmare while he ..... (sleep) at a friend's house.

**Fill in the blanks with a correct form of PAST CONTINUOUS:**

1. It was very cold. The sun ..... *was not shining*. ..... (not / shine)
2. It wasn't a stormy night. The wind ..... (not / blow)
3. He wasn't sleeping. He ..... (look) at the ceiling.
4. They were having a rest. They ..... (not / work).
5. They were very happy. They ..... (enjoy) the party.
6. He was at home. He ..... (watch) a movie on TV.
7. He was getting worse. He ..... (not / recover).
8. We ..... (travel) in the north of Turkey when we were on holiday.
9. She ..... (drive) so fast when the accident happened.
10. I ..... (not / sleep) when you came in.

Сообщение по теме «My best trip (travelling)» с презентацией.

3. Анализ полученных результатов. Подведение итогов занятия.

**План практических занятий № 4-7**

**Тема: Праздники**

**Цели занятия:**

обобщить и систематизировать знания по теме; актуализировать знания лексики в соответствующих ситуациях, формировать деловые навыки коммуникации в устной и письменной формах на иностранном языке; учить оценивать степень эффективности общения, определяя причины коммуникативных удач и неудач; строить выступление в соответствии с замыслом речи, свободно держаться перед аудиторией, осуществлять обратную связь с ней; формировать у обучающихся навыки устного общения по теме занятия; актуализировать знания грамматики, полученные в школе; улучшить понимание иноязычной речи на слух, развивать внимание, критическое

мышление, расширять общий кругозор обучающихся;  
формировать уважения к культуре других народов и культуре своей страны.

**Время:** 8 часов

**Вопросы (задачи):**

1. Праздники в России
2. Мой любимый праздник
3. Досуг. Active Voice - Present/Past/Future Perfect

**Ход проведения занятия**

1. Объявление темы занятия, постановка целей.
2. Работа с различными видами практических заданий.

Актуализация знаний лексики по теме «Holidays»

Работа с текстами, диалогами, выполнение упражнений по текстам

### **American Holidays**

People in every culture celebrate holidays. Although the word "holiday" literally means "holy day", most American holidays are not religious, but commemorative in nature and origin. The nation is rich in customs and traditions deep-rooted in all cultures of the world, immigrants brought from their native lands, but all holidays have a distinctively American flavor. In the USA the word "holiday" is synonymous with celebration. In the strict sense, there are no national holidays in the United States. Each of 50 states has jurisdiction over its holidays. Ten holidays per year are proclaimed by the federal government. They are as follows:

New Year's Day (January 1)

Martin Luther King Day (traditional - January 15, official - third Monday in January)

President's Day (third Monday in February)

Memorial Day (traditional - May 30, official - last Monday in May) Independence Day (July 4)

Labor Day (first Monday in September)

Columbus Day (traditional - October 12, official - second Monday in October)

Veterans' Day (traditional - November 11, official - second Monday in November)

Thanksgiving (fourth Thursday in November) Christmas (December 25).

### **New Year's Day (January 1)**

In the United States the legal holiday is January 1, but Americans begin celebrating it on December 31. Sometimes people have masquerade balls, where guests dress up in costumes and cover their faces with masks. According to an old tradition guests unmask at midnight.

At the New Year's Eve most of the TV channels show Times Square in the heart of New York. At one minute before midnight a lighted ball drops slowly from the top to the bottom of one of the buildings. People count down at the same time as the ball drops. When it reaches the bottom the New Year sign is lighted. People hug and kiss and wish each other "A Happy New Year!"

The picturesque New Year Day Festivals help to make January 1 an entertaining holiday: the Mummers Parade and the Tournament of Roses. The Mummers Parade, which takes place in Philadelphia, is a ten-hour spectacle with clowns, musicians, and dancers.

The tournament of Roses takes place in California. Roses and thousands of other flowers depict a different theme each year. Prizes are awarded for the most unusual and attractive floral pictures. The Rose Bowl football game, that is a contest between top-ranking college football teams, is played after the parade.

### **Thanksgiving Day (the fourth Thursday in November)**

Almost every culture in the world holds celebrations of thanks for a plentiful harvest. The American Thanksgiving holiday began as a feast of thanksgiving in the early days of the American colonies almost 400 hundred years ago.

In 1620 a boat filled with more than one hundred people sailed across the Atlantic Ocean to settle in the New World. The first winter in the New World was difficult. They had arrived too late to grow crops and without fresh food half the colony died from diseases. The following spring Indians taught them how to grow corn and other crops in the unfamiliar soil and how to

hunt and tofish.

In the fall of 1621 beautiful crops of corn, barley, beans and pumpkins were harvested. The colonists had much to be thankful for, so a feast was planned. They couldn't help inviting Indians. In the following years many of the original colonists celebrated the fall harvest with a feast of thanks. After the United States became an independent country, Congress recommended that a certain day of Thanksgiving should be established for the whole nation tocelebrate.

Thanksgiving is a time of sharing. Even if they live far away, family members gather for a reunion at the house of an older relative. All give thanks together for the good things they have. In this spirit of sharing people offer a traditional meal to those in need. On most tables throughout the United States food eaten at the first Thanksgiving has become traditional: turkey, corn, pumpkin and cranberry. Now all of these symbols are drawn on holiday decorations and greetingcards.

### **Independence Day (July 4)**

This day is regarded as the birthday of the United States as a free and independent nation. Most Americans simply call it "the fourth of July", on which date it always falls. The holiday recalls the signing of the Declaration of Independence on July 4, 1776. At that time the people ofthe 13 British colonies located along the eastern coast of what is now the United States were involved in a war against unjust treatment by the King and Parliament in Britain. The war began in 1775. As the war continued the colonists realized that they were fighting not only for the better treatment, but they were fighting for the freedom from England's rule. The Declaration of Independence states this clearly and for the first time in an official document the colonies were referred to as the United States of America.

Generally picnics with patriotic speeches and parades are held all over the United States on the fourth of July. It is also a day on which fireworks fill the skies in the evening.

Every July 4, Americans have a holiday from work. People have day long picnics with favorite food like hot dogs, hamburgers, potato salad, baked beans and so on. The afternoon activities include listening to lovely music, a friendly baseball game, pie-eating competitions. Some cities have parades with people dressed as colonists who march in the parades to the music of school bands. Wherever Americans are around the globe they will get together for a traditional July 4th celebration.

### **Christmas (December 25)**

Christmas is the most important religious holiday for Christians, who attend special church services to celebrate the birth of Jesus Christ.

On Christmas Eve there also are evening church services and other religious ceremonies, which families attend before they visit friends and relatives.

To people all over the world Christmas is the season of giving and receiving presents and Christmas cards. Some of them are religious in nature, others are more secular. Special Christmas songs are sung and heard during the holiday season.

It seems that nearly every family has its own unique Christmas observances. Many people are especially proud of Christmas traditions brought to the United States from their native countries. The wonderful variety of food, music and songs, prayers and stories - all make Christmas the holiday of holidays in the United States.

Going home for Christmas is a most cherished tradition of the holiday season. It seems that the whole America is on the move and Americans are on their way to spend the holiday with their loved ones, family andfriends.

Long ago each child hung a stocking or sock over the fireplace. Santa Claus entered down the chimney and left candies and presents inside the socks for children. Today the tradition is carried on, but the socks are now large sock-shaped fabric bags still calledstockings.

Every year newspapers, some people and organizations try to emphasize that the true message of Christmas is to share what you have with the others. They send money or gifts to those who are less fortunate, toys for children in hospitals and orphanages, donations to charity funds.

**Explanatory notes:**

Tournament of Roses – a contest in which a number of competitors take part, as a tennistournament.

The Rose Bowl Football game – the contest to win the Bowl of roses.

A mummer – an actor in an old form of play in which there was no speaking.

**Dialogue A.**

**L.** - Hallo, Galya! There is no place to meet in but the reading-hall! What are you reading about this time?

**G.** - Hi, Liz! You see, our English teacher promised we should have a test on American holidays, so I am to know the material.

**L.** - Well, can you share what you have learned about them?

**G.** - They are so numerous and various, I should say! First of all, they have no national, but federal or “legal” public holidays, which are celebrated through the whole country, plus state, and even more local ones!

**L.** - State? Local? What does it mean?

**G.** - It means holidays observed in several or one state or at a local level. The dates of the holidays are decided upon by the state government. Whether citizens have a day off from work or not depends on local decisions.

**L.** - How nice! They are like ours, aren't they? For example, the celebration of the 140th anniversary of the Amur region .

**G.** - I'm afraid I can't say so. We celebrate holidays like this on Sundays and Americans do that mostly on Mondays. The more so some federal holidays fall on Mondays, such as Labor Day, President's Day, when the country honors all past presidents of the United States, Memorial Day, on which Americans honor the dead of all wars and all other dead the same way.

**L.** - What way?

**G.** - Church services, visits to the cemetery, flowers on graves, silence and reflection.

**L.** - It resembles our Parents' Day. Is there a special day to honor the war dead?

**G.** - Sure. On Veterans' Day Americans hold parades or other special ceremonies and the President or other high official places a wreath on the Tomb of the Unknown Soldier at Arlington National Cemetery outside Washington D.C.

**L.** - And to think logically, the holiday must fall on the day when a war ended.

**G.** - Just so! It's observed on November 11, the last day of the First World War.

**L.** - But what about working people? Do they have a holiday like our 1st of May?

**G.** - Certainly! It's the mentioned above Labor Day. It has been a federal holiday since 1894, but in some places it was observed before that day. In many cities the day is marked by parades of working people, representing the labor unions. By the way, they celebrate the birthday of a black clergyman as a federal holiday!

**L.** - Do they really?

**G.** - Yes. Martin Luther King is ranked high among the greatest Americans because of his crusade during the 1950s and 1960s to win full civil rights for black people. He was assassinated in 1968. Ever since special memorial services are held on January 15. But people have a day off on the third Monday in January. Oh, I guess, that's the difference between the official and traditional variant of a holiday!

**L.** - Sounds interesting! You seem to know everything about American holidays! You are to have your own! Let's go to the canteen!

**G.** - OK!

**Dialogue B.**

**P.** – Hello , Ann! Are you all right? I have been ringing you up for two hours but you didn't answer!

**A.**— I was too busy, Patricia.

**P.** – I see you still are. What are you doing?  
**A.** – Don't you know I like parades?  
**P.** – And what of it? Your mom said you like fireworks, cakes, historical costumes, ice-cream. The list's endless, what do you want to say by that?  
**A.** – Well, Columbus Day's coming with its huge parade and Dad said he would take us to New York City to take part in the major celebration of the day. Then Halloween and funny ghostly costumes. So I'm making costumes.  
**P.** – Are you joking? Columbus Day and Halloween are in October, but now is April! And it is Easter what is coming! Halloween has a special significance for children, but you're too old to knock at a door and shout "Trick or Treat" and be given candy and fruit!  
**A.** – Come on, Pat! I'd rather tell you about Take Your Daughter to Work Day. No school! I went to work with Dad. A lot of interesting meetings with interesting people and they told me about things my dad had done for the factory. I'll remember the day all my life!  
**P.** – You are lucky. My parents' work didn't impress me much. The last Valentine's Day I liked more. We had been writing greeting cards and making red hearts, then we sent them and other symbolic gifts to our sweethearts and gave heart-shaped chocolate, cakes, candies to our sweethearts, friends, family and took back.  
**A.** – Yes, it was a happy day! Well, I want to make happy Mother's and Father's Days.  
**P.** – Stop talking nonsense! I shouldn't believe that the rest days except the second Sunday in May and the third Sunday in June your parents are unhappy!  
**A.** – Sure they aren't! It's simply one more opportunity to show them my love!  
**P.** – Oh, you are surprising me the whole day! What else do you have in store?  
**A.** – Nothing special, only... I've created dyes for my costumes, would they dye eggs, I wonder? Easter's coming...

- 1) to celebrate – праздновать
- 2) holy – святой
- 3) in origin – по происхождению
- 4) commemorative – памятный, мемориальный
- 5) a flavor – зд. особенность
- 6) in the strict sense – строго говоря
- 7) to have jurisdiction over – обладать правом устанавливать
- 8) to proclaim – объявлять
- 9) Memorial Day – День Поминовения
- 10) Independence Day – День Независимости
- 11) Labor Day – День Труда
- 12) Thanksgiving Day – День Благодарения
- 13) Christmas – Рождество
- 14) Halloween – День всех святых
- 15) legal – узаконенный
- 16) to unmask – снимать маску
- 17) to drop – падать
- 18) to light – зажигать(ся)
- 19) to hug – обнимать
- 20) picturesque – красочный, живописный
- 21) a festival – праздник
- 22) entertaining – развлекательный
- 23) to depict – изображать
- 24) a theme – тема
- 25) top-ranking – высокопоставленный
- 26) to hold a celebration – проводить (о празднике), праздновать
- 27) a plentiful harvest – обильный урожай

- 28) a feast – празднество, пир
- 29) unfamiliar soil – незнакомая почва
- 30) to establish – учреждать, устанавливать
- 31) to share – делиться
- 32) corn – кукуруза
- 33) a turkey – индейка
- 34) a pumpkin – тыква
- 35) cranberry – клюква
- 36) decorations – украшения
- 37) greeting – поздравительный
- 38) to locate – располагаться
- 39) unjust treatment – несправедливое отношение
- 40) to fight – бороться
- 41) fireworks – фейерверк
- 42) church service – церковная служба
- 43) an eve – канун
- 44) secular – светский
- 45) a prayer – молитва
- 46) an orphanage – приют
- 47) donations – пожертвования
- 48) to observe – соблюдать
- 49) a day off – выходной день
- 50) to honor – чествовать
- 51) to place a wreath – возлагать венок
- 52) a cemetery – кладбище
- 53) to rank high – занимать выдающееся место
- 54) a crusade – кампания
- 55) to assassinate – убить предательски
- 56) in memorial – в память о ком-либо, чем-либо
- 57) to resemble – напоминать
- 58) huge – огромный, гигантский
- 59) ghostly – похожий на привидение
- 60) Easter – Пасха
- 61) significance – значение
- 62) trick or treat! – угощайте или будете осмеяны
- 63) heart-shaped – в форме сердца
- 64) a sweetheart – возлюбленный\ая
- 65) dye – краска

### **Reading comprehension and vocabulary exercises**

#### **Exercise 1.** *Read and translate the text*

#### **Exercise 2.** *Answer the following questions in 2-3 sentences:*

1. How many major holidays are there in the USA? 2. How are they observed? 3. What does Thanksgiving Day signify for Americans? 4. What is Thanksgiving Day marked by? 5. What is the most important religious holiday for Christians? 6. What do Americans give to one another on Valentine's Day? 7. What holiday has a special significance for children? Why? 8. Whom do Americans honor on Memorial Day? 9. What is the purpose of Martin Luther King Day? 10. What is the origin of Independence Day? 11. What is the difference between Memorial and Veterans' Days? 12. Is New Year Day a family holiday? 13. What holidays can you call "national"? 14. Which of the holidays is believed to be the most American? 15. What is the historical background of Thanksgiving Day? 16. How is this holiday usually celebrated? 17. Why is Independence Day an important holiday and what is its historical background? 18. What can you tell about other American holidays?

**Exercise 3.** Give a summary of the text.

**Exercise 4.** Give Russian equivalents for the following:

federal holidays, to win full civil rights for, to hold parades, to give gifts, to honor mothers and fathers, to be assassinated, memorial services, to commemorate smth, the Tomb of the Unknown Soldier, the holiday is observed on, greeting cards, a special significance, to dress in ghostly costumes

**Exercise 5.** Give English equivalents for the following:

День Благодарения; Рождество; религиозный праздник; по происхождению; подписание Декларации независимости; праздновать по всей стране; быть предательски убитым; возлагать венок; могила неизвестного солдата; дарить символические подарки; День поминовения.

**Exercise 6.** Find all adjectives that go together with the following nouns:

a holiday, service, nation, speeches, people, government, soldier.

**Exercise 7.** Translate the following verbs into Russian and give their four forms:

to hold, to mean, to observe, to fall, to show, to wish, to win, to fight.

**Exercise 8.** Say in one word:

*Model:* An adjective, showing that a time or event is important, showing feelings of joy and happiness.

*Striking, original, interesting.*

1. The evening or day before some special day or event or action.
2. A public or military march, in the square or street.
3. Not depending on or controlled by other person or things.
4. The crops, etc., that are gathered in the fall.
5. A day of rejoicing in memory of an important event, a festival;
6. A splendid meal with many good things to eat and drink.

**Exercise 9.** Find in the text, read and translate sentences with the following words, make up your own sentences using these words: holiday, federal, to observe, the/a day off, to hug, parade, the birthday, independence, to hold, to celebrate, to honor, culture, harvest, to thank, gift, eve, cherished, church services, ceremonies, origin, to donate to share.

**Exercise 10.** Read and guess the meaning of the international words:

A colony, to recommend, a tradition, a symbol, literature, religious, a synonym, national, jurisdiction, federal, a president, a veteran, memorial, legal, a masquerade, a costume, a mask, a minute, a festival, a parade, a spectacle, a million, a clown, a musician, a prize, football, date, a declaration, official, a document, a patriot, a salad, music, to march, a school, the globe, special, a ceremony, a visit, a season, Santa Claus, a group, an organization.

**Exercise 11.** Match suitable parts:

My brother thinks	she had made for her sweetheart
Nina was afraid	her sister was taking part in the church service
All are glad	what the parents had brought
Children want to know	where Santa Claus lives
The family'll enjoy the feast	pupils in ghostly costumes had come to congratulate him
Ann was proud of the heart-shaped cake	they'll honor the eldest veteran
Sveta knew	the mother'll hug all the guests
We expect	she wouldn't represent the Labor Union at the meeting
The teacher understood that	the mother is cooking for Thanksgiving
I found the place	the mother'll have a day off

**Exercise 12.** Translate into Russian and back into English:

1. Soon I'll answer all questions you are asking.
2. He gave a toy-car to the boy he had never

seen. 3. I send all greeting cards I was writing yesterday. 4. My parents attended all ceremonies they wanted to. 5. The parade entered the square where people had been waiting for it. 6. We left for New York where the Mummers' Parade would take place. 7. Sasha mentioned Columbus Day he had celebrated in America. 8. The journalist reported about fireworks which were filling the skies. 9. I've heard about picturesque festivals they had been holding the last two years. 10. I knew my sister was composing a floral picture.

**Exercise 13. Translate into Russian:**

Other nations have days of thanksgiving, too, but Thanksgiving Day in the USA has a special significance for Americans, because it's traced back to that group of people, who were among the first to come to the New World in search of freedom.

Thanksgiving Day is marked by families gathering together to enjoy a traditional dinner of roast turkey, and to speak to one another of the things for which they are thankful. Young people who are at college or live away from their families usually come home for this dinner. Only the most essential businesses remain open that day and workers who must work in these businesses generally arrange for a family dinner later in the day or the next day so that all have the Thanksgivingfeast.

Christmas is a religious holy day, it isn't an official holiday. However, since most Americans are Christians, the day is one on which most businesses are closed and the greatest possible number of workers, including government employees, have the day off. Many places ofbusiness close early even on the day before Christmas. When Christmas falls on Sunday, the next day is also aholiday.

Columbus Day. This day commemorates Italian navigator Christopher Columbus' landing in the New World on October 12, 1492. Most nations of the Americas observe this holiday on October 12, but in the United States it's observed on the second Monday in October. The major celebration of the day takes place in New York, which holds a huge parade each year.

Veterans' Day. This holiday was originally established to honor those who had served in the First World War. It falls on November 11, the day on which the war ended in 1918. It honors veterans of all the wars in which the United States has been involved. Organizations of war veterans hold parades or other special ceremonies and the president places a wreath on the Tomb of Unknown Soldier.

**Exercise 14. Translate into English:**

Американские праздники

Никто не возьмется перечислить американские праздники – у каждого штата свои обычаи. И все же 10 праздников можно назвать всеамериканскими : Новый год, День Вашингтона, День поминовения, Хэллоуин, День независимости, День труда, День ветеранов, День Колумба, День благодарения, Рождество. С 1986 года по решению конгресса как федеральный праздник стали отмечать и день рождения Мартина ЛютераКинга.

Федеральные праздники – нерабочие дни Америки, время отдыха и шумных торжеств. Есть, кроме того, праздники, связанные с религией, с различными моментами истории США, с обычаями переселенцев разных национальностей, с временами года, с яркими проявлениямиприроды.

Новый год и Рождество.

Новый год – начало всем праздникам. Но Санта Клаус приходит к американцам на Рождество. Рождество – это конец года. Это семейный обед, ярко разукрашенная елка, подарки детям и родным, поздравительные открытки родственникам и друзьям. А Новый год – это встреча с друзьями, танцы, шампанское. По телевизору показывают нью-йоркский Таймс-сквер.

День независимости.

Общенациональный праздник в США отмечается летом, 4 июля. В этот день в 1776г. была подписана знаменитая Декларация независимости: 13 североамериканских колоний объявили об образовании независимого от Англии государства – Соединенных Штатов



Америки. С тех пор это день шумных собраний, торжественных парадов и пикников за городом и на лужайках возле домов. А с наступлением темноты в небо взлетают ракеты. По улицам гуляют веселые компании. И так почти до рассвета.

День благодарения.

С приходом глубокой осени, с окончанием работ на полях связан самый старый в Америке и, пожалуй, самый любимый американцами праздник – День благодарения. Этот праздник благодарения земле за щедрость был впервые отмечен колонистами Нового Света в 1621 году. В ту пору доступным лакомством на столе была дикая индейка. И по сей день индейка (но уже домашняя) и пирог с тыквой – неперменные блюда на празднике.

### **Communicative exercises**

**Exercise 1.** *Make up short situations on the following topics:*

1 It's been a wonderful evening for me!

2 Nice to think we'll go to the countryside for Christmas and New Year! 3 I was sure I had seen her. But where? Where had I seen the girl?

**Exercise 2.** *Make up and act out your own dialogues using the following phrases:*

In my opinion; there's nothing like; I don't quite see what people find in; how can you say such a thing!; I don't know anything more exciting than; I see nothing exciting in; absolutely marvelous; I like it immensely; don't you agree that.

**Exercise 3.** *Imagine that you have returned from a celebration, tell about it to your groupmates.*

**Exercise 4.** *Speak on the following:*

1 Where and how do you like to celebrate holidays. 2 The role of holidays in modern life. 3 Holidays as a part of life of people of different generations.

**Exercise 5.** *You are a family deciding on the way to celebrate a holiday. Tell about your final decision explaining the reasons for your choice. Point out advantages and disadvantages, give warning based on personal experience.*

**Exercise 6.** *Try to describe your favorite holiday. Let your groupmates guess which holiday you mean.*

Примеры практических заданий на формирование грамматических навыков

**Write a suitable sentence using the PRESENT PERFECT TENSE :**

1. Ann's hair was dirty. Now it's clean. (wash) ..... **Ann has washed her hair** .....

2. Tom was 80 kg. Now he's 70. (lose weight)

3. Bill played football yesterday. Now he can't walk; his leg is in plaster. (break)

4. My sister is looking for her pen. (lose)

5. Mary is on holiday in France. (go)

6. Mr. Hill was in Canada last week. He's back in London now. (be)

7. Look! Mrs. Smith has got a lot of packages. (buy)

8. I can't eat anything now. (eat too much)

9. Mrs. Jenkins is very tired. (clean / house)

10. Tony needs a holiday. (work / hard / this year)

**Use PRESENT PERFECT TENSE after BECAUSE:**

**Example:** She can't go to the party. (catch a cold)

She can't go to the party **because she has caught a cold.**

1. He can't walk very fast. (hurt / leg)

2. I can't get in. (lose / key)

3. I know this story very well. (see the film)

4. I can't post the letter. (not put / stamp / on it)

5. He can't stand up. (eat too much)

6. They can't go on holiday. (not save / money)

7. I know him. (meet him before)

8. We don't know how he is. (not hear from him)
9. He won't take a cigarette. (give up smoking)
10. She can't get in. (he / lock the door)

**Fill in the blanks with ALREADY or YET:**

1. He hasn't called us .....
2. They have ..... sent the letter.
3. John has ..... bought the tickets for the football match.
4. We have ..... been to Mexico three times.
5. You haven't visited Tokyo .....
6. Has John bought a new car ..... ?
7. The plane has ..... left.
8. Has she done it ..... ? No, not .....
9. A: Haven't they arrived ..... ?  
B: Oh, yes. They have ..... arrived.

**Rewrite the following sentences twice, using SINCE and FOR:**

**Example:** I haven't seen you. (Christmas / 3 days)

a) *I haven't seen you SINCE Christmas.*

b) *I haven't seen you FOR 3 days.*

1. We've been here. (an hour / 4 o'clock)  
a) .....  
b) .....
2. She hasn't spoken to me. (2 weeks / last week)  
a) .....  
b) .....
3. They've lived in this street. (1970 / a long time)  
a) .....  
b) .....
4. I haven't had time to do it. (last Monday / a few days)  
a) .....  
b) .....
5. We haven't bought a new one. (ages / many years)  
a) .....  
b) .....

**Supply a suitable SIMPLE PAST or PAST PERFECT TENSE:**

1. I ..... (worry) a lot about her before I ..... (hear) that she was safe.
2. I didn't like the flat. It ..... (be) much smaller than I ..... (think) at first.
3. He told us he ..... (shoot) a big tiger.
4. They ..... (drink) tea after they ..... (finish) dinner.
5. She ..... just ..... (fold) the pink apron and placed it in a table drawer when the door ..... (open) and Joe ..... (enter).
6. The police wanted to know why he ..... (bring) a gun to school.
7. After he ..... (work) at the hospital for two years he ..... (decide) to give up the job.
8. When I ..... (arrive) at the party John ..... already ..... (go) home.
9. We ..... (wait) until the match ..... (finish).
10. They ..... (leave) the room before the meeting ..... (finish).
11. I ..... (buy) a new camera before I ..... (go) to London.
12. I ..... just ..... (turn off) the lights when the telephone ..... (ring).

**Complete the following sentences:**

1. After I had watched that horror film, I .....
2. She finished her homework after .....
3. When I came home, my sister ..... already .....
4. Before he went out, .....
5. They had telephoned me before .....

#### Use FUTURE PERFECT TENSE:

1. By next February I ..... (write) my third book.
2. I hope you ..... (not / forget) my name by tomorrow.
3. By next week we ..... (redecorate) the house.
4. Next July she ..... (be) dead for ten years.
5. I hope I ..... (not / make) a lot of mistakes in this exam when I finish it.
6. By the end of this year I ..... (drive) more than one hundred thousand kilometers with this car.
7. I hope it ..... (stop) raining before the match starts.
8. I ..... (have) an operation when you turn back.
9. By this time next week I ..... (marry).

Выполнение заданий на понимание иноязычной речи на слух. Аудирование  
[https://www.youtube.com/watch?v=YcGv7\\_QeLhE](https://www.youtube.com/watch?v=YcGv7_QeLhE)

In this video you will know all about Maslenitsa: when it is celebrated and why; why this pagan holiday is also a religious holiday, what people eat during this holiday and what they don't eat afterwards, traditional music and songs as well as about special days during this festival and about traditional games that are centuries old but are still played in Russia. And why do people say "forgive me" to everybody even though they haven't done anything wrong?

<https://youtu.be/0jkyh4h5s4>

Watch the video and write an essay about your favourite holiday

Выступление с докладом и презентацией «My favourite official holiday in my country»

3. Анализ полученных результатов. Подведение итогов занятия.

### План практических занятий № 8-11

**Тема:Выдающиеся деятели искусства**

#### Цели занятия:

обобщить и систематизировать знания по теме; актуализировать знания лексики в соответствующих ситуациях, формировать деловые навыки коммуникации в устной и письменной формах на иностранном языке; учить оценивать степень эффективности общения, определяя причины коммуникативных удач и неудач; строить выступление в соответствии с замыслом речи, свободно держаться перед аудиторией, осуществлять обратную связь с нею; формировать у обучающихся навыки устного общения по теме занятия; актуализировать знания грамматики, полученные в школе;улучшить понимание иноязычной речи на слух, развивать внимание, критическое мышление, расширять общий кругозор обучающихся;

формировать уважения к культуре других народов и культуре своей страны.

**Время:**8 часов

#### Вопросы (задачи):

- 1.Выдающиеся люди
- 2.Великие писатели, актеры, режиссёры, певцы.
- 3.Степени сравнения наречия

#### Ход проведения занятия

1. Объявление темы занятия, постановка целей.

2. Работа с различными видами практических заданий.

Актуализация знаний лексики по теме «Outstanding people»

**Работа с текстом Yuri Gagarin (handouts),** выполнение упражнений по тексту (handouts)

Просмотр видео Yuri Gagarin – first human in space

(<https://www.youtube.com/watch?v=7iMa03BApCQ>),

выполнение упражнений на listening comprehension, discussion

### **Outstanding people – Walt Disney (Уолт Дисней)**

Watching and listening

#### **Task. Questions for discussion before watching the video:**

What do you know about Walt Disney?

What Disney cartoons and movies can you name? Did you watch them in childhood? What is there about them that children even nowadays become mesmerized by Disney cartoons?

What are your favourites? What do you like about them?

Have you ever been to Disneyland? Where is it? What can a visitor see and do there?

#### **Task. Before watching the video «15 Things You Didn't Know About Walt Disney» practice the vocabulary:**

*convalesce (v) – to recover health and strength after illness; make progress toward recovery of health*

*slaughter (v) – to kill in a brutal or violent manner*

*tough negotiations (phr) – formal discussions between people who have different aims or intentions*

*much-needed break (phr) – highly necessary rest*

*trash can (n) – a container for the disposal of dry waste matter*

*get some endorsement (phr) – to get a form of public support or approval*

*persevere (v) – to persist in anything undertaken; maintain a purpose in spite of difficulty, obstacles, or discouragement; continue steadfastly*

*shy away (phr v) – to try to avoid (something) because of nervousness, fear, dislike, etc.*

*highest-grossing (adj) – used to describe a product or service, especially a film, that earns more money than any other*

*slave driver (n) – a hard taskmaster*

*be tough on smb (phr) – to be strict or stern and ready to treat someone or something severely*

*at the helm (phr) – in charge of*

*miss out on (phr v) – to lose a good opportunity for, lose a chance for, fail to achieve*

*posthumously (adv) – after a person's death, typically the death of the author or other artist*

*diffident (adj) – lacking confidence in one's own ability, worth, or fitness; timid; shy; restrained or reserved in manner, conduct, etc.*

*self-deprecating (adj) – belittling or undervaluing oneself; excessively modest*

*insecure (adj) – not confident or certain; uneasy; anxious*

*sue (v) – to institute a process in law against; bring a civil action against (to sue someone for damages)*

*accolade (n) – any award, honor, or laudatory notice*

*bold in public (phr) – showing courage and confidence in public*

*defame (v) – to attack the good name or reputation of, as by uttering or publishing maliciously or falsely anything injurious; slander or libel*

#### **Task. Match the words and phrases with their Russian equivalents:**

1) accolade

a) безжалостный начальник

2) at the helm

b) быть излишне суровым к

3) be tough on smb

c) во главе

4) bold in public

d) жесткие переговоры

5) convalesce

e) крайне необходимый отдых

6) defame

f) лишать себя

- |                         |   |
|-------------------------|---|
| 7) diffident            | g) мусорная урна                                  |
| 8) get some endorsement | h) награда  |
| 9) highest-grossing     | i) неуверенный в себе, робкий                     |
| 10) insecure            | j) обесславить, опорочить, налгать, изуродовать   |
| 11) miss out on         | k) получить поддержку                             |
| 12) much-needed break   | l) поправляться                                   |
| 13) persevere           | m) посмертно                                      |
| 14) posthumously        | n) привлекать в качестве ответчика по иску в суде |
| 15) self-deprecating    | o) разудалый на людях                             |
| 16) shy away            | p) самый кассовый (высокоприбыльный)              |
| 17) slaughter           | q) склонный к самоиронии, самокритичный           |
| 18) slave driver        | r) сомневающийся                                  |
| 19) sue                 | s) сторониться                                    |
| 20) tough negotiations  | t) убить, зарезать                                |
| 21) trash can           | u) упорно продолжать, добиваться (не сдаваться)   |

**Task. Watch the video “15 Things You Didn't Know About Walt Disney”**

(<https://youtu.be/INR6bIM9klw>). While watching the video, insert the missing information into the gaps:

1. Walt Disney \_\_\_\_\_ animation films and shorts for most of his life producing, directing and even \_\_\_\_\_ them.
2. His brother \_\_\_\_ was \_\_\_\_\_ in a hospital...
3. Even the classic Fantasia was called vulgar and he was accused of \_\_\_\_\_ J.M. Barrier's Peter Pan in The Times...
4. Disney's wife \_\_\_\_\_ was also a \_\_\_\_\_.
5. Disney was in the middle of \_\_\_\_\_ with the owner of the “Powers Cinephone” recording system when he suffered a \_\_\_\_\_.
6. Disney admired the \_\_\_\_\_ and \_\_\_\_\_ of Tivoli Gardens in Copenhagen.
7. It's suggested that the \_\_\_\_\_ were all evenly spaced from the \_\_\_\_\_ stands to reflect the number of \_\_\_\_\_ it would take to finish eating a \_\_\_\_\_.
8. He won for Winnie the Pooh and The Blustery Day \_\_\_\_\_ in 1969.
9. He received seven \_\_\_\_\_ Oscars as well as one full-size \_\_\_\_\_ for Snow White and the Seven Dwarves.
10. After releasing the Lion King Disney \_\_\_\_\_ by a biologist for \_\_\_\_\_ hyenas in his movie.
11. Walt was actually cremated and had his ashes buried at the \_\_\_\_\_ in \_\_\_\_\_.
12. Disney was known to \_\_\_\_\_ when others \_\_\_\_\_ from something or criticized it.
13. It took three years to complete the movie and turned out to be the \_\_\_\_\_ sound movie ever made at that time.
14. Disney had various reputations. Some thought he was a \_\_\_\_\_ who is extremely \_\_\_\_\_ on his employees.
15. He left as much of his estate to \_\_\_\_\_ as he did to his family.
16. Disney is still one of the most famous companies in the world and they're continuing to create much-loved animations even without Walt \_\_\_\_\_.

**Task. After watching the video, answer the questions:**

1. What inspired Walt Disney when he was planning his Disneyland?
2. What was the reason of Disney's nervous breakdown in 1931?

3. How did biographers call Walt Disney?
4. Where did Walt Disney jet off to recover after the nervous breakdown?
5. What did Walt want his Disneyland to mimic?
6. How much do they make from their theme parks? Why do they invest so much money in theme parks?
7. How many academy awards did Walt Disney win? When did he get the first award?
8. How many nominations did Walt Disney receive?
9. Why was Walt Disney sued by a biologist?
10. Some like to think that Walt Disney was buried; others believe he was cryogenically frozen. What is the truth?
11. In what way was Walt Disney connected with sport?
12. Why did P.L. Travers hate the finished Disney film? Why did she regret selling the rights?

Выполнение упражнений на формирования навыков чтения

**Task. Read the words and think which of them can relate to the world of Walt Disney?**

**Use these words and phrases in your own sentences describing Disney's world:**

airbrushed reality, cruel, a dream factory, fantasy land, happy endings, harmonious, harsh, imaginative, idealized, magical, romanticized, troubled, a tormented childhood, violent.

**Task. Before reading the article about Walt Disney written by Melissa Burdick Harmon, one of his biographers, practice the vocabulary. Give definitions or Russian equivalents of the following lexical units:**

to traipse, to sneak, a catnap, stern, deliver daily beatings, brunt, nostalgic, sketching, commodities, dirt-poor, to rock smb to sleep, to forge, sissy, to premiere, to rave reviews, overnight sensation, a benevolent employer, fits of rage, prolifically, to dissuade, to oversee every nut and bolt, circa, irresistible drive.

Vocabulary:

paper round регулярная развозка (разноска) газет

for a living ради добывания средств к существованию

**Task. Divide the article by Melissa Burdick Harmon into 3 parts and match them with the headings**

- 1) OF MICE, MARRIAGE AND MEN
- 2) THE LAST, BEST TIMES
- 3) AN AIRBRUSHED BOYHOOD

Walt Disney: How Entertainment Became an Empire

Walt Disney: The man behind the mouse by Melissa Burdick Harmon

It was 3.30 in the morning and 8-year-old Walt Disney was doing what he did at that time every morning rolling hundreds of copies of the Kansas City Morning Times that he would soon place behind the screen door of subscribers along his route.

It was hard work for a little kid who also had to go to school, and then deliver another round in the evening. Sometimes he had to traipse through three feet of snow. Other times get so tired he'd sneak into an alley for a catnap. But the paper round beat picking apples for a living. That's what he'd been doing before, on his family's failing farm in Marceline, Missouri. The problem was that his boss – his stern father, Elias – had the nasty habit of delivering daily beatings both to Walt and his brother Roy, eight years Walt's senior. After a disgusted Roy left home, the brunt of the work, and the beating, fell on Elias' youngest son.

Walt Disney, born on December 5, 1901, never had time for a childhood. As a result, he spent all of his adult life attempting to invent one for himself. In the process – almost by accident – he created wonderful childhood memories for generation after generation of children worldwide.

Later, Walt would paint a nostalgic picture of life in Missouri, carefully airbrushing away the difficult times. He'd talk about sketching the farm animals, which he did when he could find pencil and paper – rare commodities in their dirt-poor Disney home. Once he was punished for

painting a cartoon on the wall of the house. As always, it was his teenage brother, Roy, who comforted him, rocking him to sleep.

When the Disneys moved to Chicago, Walter signed up for cartooning classes at the Chicago Academy of Fine Arts, working three part-time jobs to pay for them. But all these were abandoned during World War I, when, at the age of 16, he forged his parents' signatures and became an ambulance driver for the Red Cross in France.

Home again, Walt joined Roy in Kansas City and found work as a commercial artist. Here he met another artist, Ub Iwerks, and together they developed a series of short films called Alice in Cartoonland. Walt moved to Los Angeles, where Roy was in hospital with tuberculosis. He searched desperately for a distributor. The night he got a telegram offering him \$1,500 apiece for six Alice shorts, Walt raced to the hospital where Roy was a patient, and persuaded him to leave hospital and come to work for him the next day.

Roy Disney would devote the rest of his life to helping his baby brother, skillfully handling the business end of the Disney Empire. Walt also employed Ub Iwerks as chief animator.

When he was 24, he married one of his employees, Lillian Bounds. It was a union that would last – although not always happily – until his death 41 years later. At 24, Walt was already married to his work. He created a cartoon character called Oswald the Lucky Rabbit, who was a great success. He then shifted his attention to mice, or one particular mouse called Mortimer. Lillian dismissed the name Mortimer as 'too sissy', so Mortimer became Mickey. Surprisingly, it was Ub Iwerks, not Walt, who first drew him. Walt, however, provided Mickey's voice. They made a talkie, Steamboat Willie, which premiered on November 18, 1928, to rave reviews, and Mickey Mouse became an overnight sensation.

Success followed success, but Walt pushed himself ever harder. In 1930 he suffered a nervous breakdown due to overwork, and when Lillian surprised him with the news that she was pregnant, he became severely depressed. How could a man whose whole life was dedicated to giving himself a childhood take on the burden of becoming a parent?

He produced his first feature-length cartoon, Snow White and the Seven Dwarfs, for which he won a special Oscar. Then came the birth of a second daughter, Sharon, who took to crying all night. Walt, who wanted a son, took to sleeping at the studio.

In many ways Walt was a benevolent employer, but, like his father he was subject to terrible fits of rage. Feeling totally betrayed when his animators went on strike because they wanted to join a union, he started working for the 'House of Un-American Activities Committee', which investigated 'communists' in Hollywood, and informed on the strike leader.

Post Second World War, Walt continued to work prolifically. In 1950 he produced his first live-action film, Treasure Island. Then came Disneyland®. Everyone tried to dissuade him, saying it was too costly a dream, but he wouldn't listen. He oversaw every nut and bolt of his creation. His great world of fantasy opened on July 17, 1955. In the next seven weeks, more than one million people walked down Disneyland®'s Main Street USA, an idealized version of Main Street, Marceline, Missouri, circa 1900. The man who had spent his painful childhood in the real-life version of that town now stood in the window of an apartment decorated exactly like his boyhood home, tears streaming down his face, watching other people enjoy perfect childhood world that he had created.

In November 1966 he was diagnosed with lung cancer. He was given six months to two years to live, but two weeks later, after spending the evening with Roy working on a new Florida theme park, Walt Disney died. He had just turned 65.

Walt Disney used to say jokingly, 'I hope we never lose sight of one thing...none of this would have happened if it hadn't been for a mouse.' But in truth, it was started by a tormented childhood and became reality through Walt's irrepressible drive and imagination and the tireless help of a devoted brother.

(New Headway Advanced. Student's Book / L. Soars, J. Soars. – Oxford: Oxford University Press, 2014. - P. 76-77)

**Task. Match the words from the text with their synonyms**

- |                                   |  |
|-----------------------------------|--|
| 1. to traipse                     | a) burden, the hardest part                            |
| 2. to sneak into                  | b) to fake, to imitate, to fabricate                   |
| 3. to have a catnap               | c) productively, fruitfully, favorably                 |
| 4. brunt                          | d) to reject, to decline                               |
| 5. commodity                      | e) to reassure, to argue out off                       |
| 6. to forge                       | f) to monitor everything, to cover every single detail |
| 7. to dismiss                     | g) to wander idly, to stroll, to tramp                 |
| 8. sissy                          | h) broken sleep, forty winks, cat sleep                |
| 9. benevolent                     | i) accessory, utensil, belonging                       |
| 10. prolifically                  | j) feminine, unmanlike                                 |
| 11. dissuade                      | k) to creep into                                       |
| 12. to oversee every nut and bolt | l) well-intentioned, merciful, considerate             |

**Task. Questions for discussion after reading the article:**

- 1) Using the facts from the article prove that Walt Disney was a workaholic.
- 2) What is the function of the following rhetorical question from the article?  
«How could a man whose whole life was dedicated to giving himself a childhood take on the burden of becoming a parent?»
- 3) What is the purpose of using the graphical expressive means? (*italics himself*). Find other cases of graphic expressive means in the article (*italics, bold, the expressive use of punctuation, the deliberate change of the spelling of the word, etc*). Define their pragmatic value.
- 4) In the article find epithets that create the image of the main character – Walt Disney. Give the character sketch of  
Walt as a child;  
Walt as an adolescent;  
Walt as an adult.

Доклады и презентации «Famous people in the field of culture».

Примеры практических заданий на формирование грамматических навыков

**Complete the sentences with the comparative or superlative form of the adverb in brackets.**

- 1) Who works \_\_\_\_\_ (hard) out of all the students in the class?
- 2) There isn't much traffic today, so we should arrive \_\_\_\_\_ (soon) than we expected.
- 3) If you ate \_\_\_\_\_ (slowly), you'd enjoy your food more!
- 4) The Swiss tennis player performed \_\_\_\_\_ (well) than his opponent and won the tournament.
- 5) Erik did \_\_\_\_\_ (badly) than I did in this month's test.
- 6) The world's population is growing \_\_\_\_\_ (fast) today than at any point in history.
- 7) grandparents' house isn't far, but aunt lives \_\_\_\_\_ (near) of all family.

**Match the two halves of the comparative sentences.**

- |  |   |
|--|---|
| 1) He's far more handsome in real life | <b>a</b> the colder it will be.           |
| 2) The harder you work,                | <b>b</b> than I'd wanted to.              |
| 3) I spent more this week              | <b>c</b> the cheaper the tickets will be. |
| 4) The later you leave tonight,        | <b>d</b> than on TV.                      |
| 5) The sooner we book,                 | <b>e</b> than it looks.                   |
| 6) This ice cream is less tasty        | <b>f</b> the more we feed it!             |
| 7) Our cat's getting bigger and bigger | <b>g</b> the better you'll do.            |

**Write the words in the correct order to make comparative sentences.**

- 1) that / one / than / is / This / expensive / cap / more / slightly



- 2) will / than / much / a / taxi / longer / take / The bus
- 3) do / far / than / / scarier / I / finds / brother / spiders
- 4) lot / cycling / energetic / Walking / is / than / less / a
- 5) little / planned / Her / than / a / she'd / shopping / took / longer
- 6) today / even / be / tomorrow / hotter / Apparently / will / than / !
- 7) news / you / surprised / I / the / less / than / was / no / at

**Complete the second sentence so that it means the same as the first.**

- 1) That was the worst holiday I'd ever had!  
I'd never had a holiday as \_\_\_\_\_ one!
- 2) If we walk fast, we'll get there quicker.  
The \_\_\_\_\_ we'll get there.
- 3) Fast food used to be less healthy.  
Fast food is \_\_\_\_\_ used to be.
- 4) jacket is nothing like as comfortable as yours.  
Your jacket is far \_\_\_\_\_ mine.
- 5) Your brother is the same age as me.  
Your brother is just \_\_\_\_\_ I am.
- 6) Indian food is far spicier than English food.  
English food is nothing \_\_\_\_\_ Indian food.

**Complete the text with the words below.**

*as far fewer like more nowhere than the*

Thanks to some films and TV shows, and certain types of music, many people still regard big cities in the USA as violent and crime-filled. However, recent reports show that they're 1) \_\_\_\_\_ near as dangerous as some people believe. Statistics for violent crime are nothing 2) \_\_\_\_\_ as bad as they were in the 1990s; the chance of being robbed or murdered is much lower 3) \_\_\_\_\_ in the 1990s when those crimes were far 4) \_\_\_\_\_ common than they are today. There are also slightly 5) \_\_\_\_\_ property crimes than forty years ago, with a drop of 2.8% being reported by some sources. Many inner-city areas once considered 'no-go' zones are 6) \_\_\_\_\_ more pleasant than they used to be, and cities generally are just as safe 7) \_\_\_\_\_ anywhere else in the world. The problem, of course, is that the more the media focuses on the few serious crimes, 8) \_\_\_\_\_ more afraid people become.

**Complete the second sentence with a comparative or superlative so that it means the same as the first. Use the correct form of the adverb or adjective from the first sentence.**

- 1) You don't walk as fast as me.  
I walk \_\_\_\_\_.
- 2) No one in family sings as badly as sister.  
sister is \_\_\_\_\_.
- 3) best friend is more outgoing than me.  
I'm not \_\_\_\_\_.
- 4) You'll be safe if you're cautious.  
The more cautious you are, \_\_\_\_\_.
- 5) mum doesn't drive as carefully as dad.  
dad drives \_\_\_\_\_.
- 6) No one I know is more critical than brother.  
brother is \_\_\_\_\_.

**Test: Comparisons of adjectives and adverbs**

- 1 You haven't got much experience. You ought to drive \_\_\_\_.
- A more careful      B more carefully      C the most careful

- 2 It would be \_\_\_\_ to get there by bus.  
**A** more quicker      **B** the most quick      **C** quicker
- 3 Summer is \_\_\_\_ season of the year.  
**A** more beautiful      **B** more beautifully      **C** the most beautiful
- 4 What is \_\_\_\_ way to the shopping center?  
**A** the shortest      **B** more short      **C** the most short
- 5 The test was \_\_\_\_ than we expected.  
**A** the most difficult      **B** more difficult      **C** difficulter
- 6 Mary is always \_\_\_\_ to get up.  
**A** the earliest      **B** more earlier      **C** the most earliest
- 7 Jill is feeling \_\_\_\_ now than she did last week.  
**A** badly      **B** more bad      **C** worse
- 8 I thought it would be \_\_\_\_ to learn the poem.  
**A** more easy      **B** easier      **C** the most easy
- 9 Today is \_\_\_\_ day of the month.  
**A** the most coldest      **B** the coldest      **C** colder
- 10 They lived \_\_\_\_ ten years ago.  
**A** happier      **B** more happier      **C** more happily
- 11 You should visit your grandparents \_\_\_\_.  
**A** more often      **B** oftener      **C** the most often
- 12 Health is \_\_\_\_ thing in our life.  
**A** more important      **B** the most important      **C** most important
- 13 Ann is much \_\_\_\_ than her brother.  
**A** lazier      **B** more lazy      **C** laziest
- 14 Dan is said to be \_\_\_\_ player in the team.  
**A** the best      **B** better      **C** a more good
- 15 It's \_\_\_\_ designed room I have ever seen.  
**A** the most beautiful      **B** more beautiful      **C** the most beautifully
- 16 How do you feel being \_\_\_\_ boy in the class?  
**A** the most tall      **B** the tallest      **C** tallest
- 17 I wish you had been \_\_\_\_ answering the questions.  
**A** the sincerest      **B** more sincerely      **C** more sincere
- 18 This is \_\_\_\_ evening dress I have ever bought.  
**A** the most expensive      **B** more expensive      **C** more expensively
- 19 Could you explain the point \_\_\_\_?  
**A** the clearest      **B** clearer      **C** more clearly
- 20 Have you heard \_\_\_\_ news?  
**A** later      **B** the latest      **C** the most late
- 21 We finished the work \_\_\_\_ than it had been planned.  
**A** soonest      **B** sooner      **C** more sooner
- 22 This shirt is too big. I need a \_\_\_\_ size.  
**A** smaller      **B** more smaller      **C** most smallest
- 23 The train was \_\_\_\_ than usual.  
**A** more crowd      **B** the most crowded      **C** more crowded
- 24 This house is \_\_\_\_ than the one across the street.  
**A** higher      **B** more high      **C** the most high
- 25 Fred is \_\_\_\_ person I've ever met.  
**A** more serious      **B** the most serious      **C** more seriously

3. Анализ полученных результатов. Подведение итогов занятия.

### КОНТРОЛЬНАЯ ТОЧКА 3

## План практических занятий № 12-15

**Тема:** Планы на будущее

**Цели занятия:**

обобщить и систематизировать знания по теме; актуализировать знания лексики в соответствующих ситуациях, формировать деловые навыки коммуникации в устной и письменной формах на иностранном языке; учить оценивать степень эффективности общения, определяя причины коммуникативных удач и неудач; строить выступление в соответствии с замыслом речи, свободно держаться перед аудиторией, осуществлять обратную связь с ней; формировать у обучающихся навыки устного общения по теме занятия; актуализировать знания грамматики, полученные в школе; улучшить понимание иноязычной речи на слух, развивать внимание, критическое мышление, расширять общий кругозор обучающихся; формировать уважения к культуре других народов и культуре своей страны.

**Время:** 8 часов

**Вопросы (задачи):**

1. Профессии.
2. Моя будущая профессия
3. Passive Voice

**Ход проведения занятия**

1. Объявление темы занятия, постановка целей.
2. Работа с различными видами практических заданий.

Примеры практических заданий на формирование грамматических навыков

**Fill in the PASSIVE in the appropriate tense:**

1. (TV / invent / Baird) ..... *TV was invented by Baird.* .....
2. (Pyramids / build / Egyptians) .....
3. (milk / produce / cows) .....
4. (coffee / grow / in Brazil) .....
5. (chopsticks / use / in China) .....
6. (plants / water / every day) .....
7. (the thief / arrest / policeman / yesterday) .....
8. (the injured man / take to a hospital / now) .....
9. (the car / repair / tomorrow) .....
10. (the letter / send / last week) .....

**Put the verbs in brackets into PRESENT SIMPLE PASSIVE:**

There is a chimpanzee which ..... *is called* ..... (call) "Bubbles". It ..... (own) by Michael Johnson. It ..... (keep) in his home. It ..... (feed) every day by Michael Johnson himself. It ..... (always / dress) in funny clothes. It ..... (said) that "Bubbles" is Michael Johnson's only friend.

**Using the PASSIVE, ask questions to which the bold type words are answers:**

1. Columbus discovered America. .... *Who was America discovered by* ..... ?
2. We keep money **in a safe**. .... ?
3. **A bee** stung him. .... ?
4. They speak **Italian** in Italy. .... ?
5. They have taken **his aunt** to hospital. .... ?
6. **The boys** damaged the television. .... ?
7. **Da Vinci** painted the Mona Lisa. .... ?
8. He invited **30 people** to his party. .... ?

9. They grow bananas **in Africa**. ..... ?

Актуализация знаний лексики по теме «Профессии»

Discuss the following questions with the group

1. What motivated you to pursue your current job or occupation, and how has it evolved over time?
2. How do you define success in a job or occupation, and what factors do you consider when measuring your professional satisfaction?
3. Can you share a memorable experience or accomplishment from your work that highlights the value of your job or occupation?
4. What role do continuous learning and skill development play in your chosen job or occupation, and how do you stay updated in your field?
5. How do you navigate work-life balance and well-being in your job or occupation, and what strategies have worked well for you?
6. Discuss the importance of job satisfaction and fulfillment in long-term career success and personal happiness.
7. Have you ever considered transitioning to a different job or occupation? What factors would you weigh in making such a decision?
8. How do you see the future of jobs and occupations evolving in the context of technological advancements and automation?

There are several terms employers use when talking about someone's professional experience. With so many ways to talk about experience, it's important to clearly understand the word "occupation" so you can speak about yours clearly and accurately. In this article, we discuss what an occupation is and how it differs from other forms of professional experience. We also provide examples of occupations and associated jobs.

What is an occupation?

Occupation is a general term that refers to the field or industry you are a part of or the work you are interested in. It can also refer to your role within an organization. Stating your occupation in an interview holds implications for you, your job, your profession and your career in a single answer. An occupation is a work situation had by a person who has a specific field of interest and distinct skills that benefit that field. That person could look for a job within a specific occupation, they could be interested in continuing a career in that occupation, and if the occupation requires licensing and certification, they could pursue it as a profession.

The difference between occupations, jobs, careers and professions

It is difficult to define what an occupation is without also discussing other terms that contribute to its definition. Below we'll examine the nuanced differences between occupations, jobs, careers and professions:

Occupation

Occupation is a broad term that describes a field of career interest. The U.S. Bureau of Labor Statistic divides occupations into 23 categories that include different work situations and offer jobs, careers and professions.

Job

A job is a specific position you hold within an organization. Jobs are the most narrow way to describe your professional experience, and they may refer to something an individual does on a full-time, part-time or freelance basis.

Career

This is a macro way to define the series of positions you've held during your working life. Often a career takes place in a single industry, but work experience across industries can also contribute to an overarching career. For instance, someone who has worked in recruiting for a proprietary college could use that experience to become a volunteer manager for a nonprofit. The two work experiences are in different industries, but paint the picture of a strong career in recruitment. Experiences that don't relate to one another usually indicate a career change.

## Profession

A profession typically refers to a path that mandates individuals have specialized skills or knowledge. Professions often require education, certification or licensing. Professions are broader than job titles but not as broad as an occupation. For example, your job title may be assistant district attorney, but your profession is a lawyer.

Answer the questions related to the text.

1. What does the term "occupation" generally refer to in the context of professional experience?
2. How can stating your occupation in an interview impact various aspects of your life and career?
3. How is an occupation different from a job, a career, and a profession according to the text?
4. Can you give an example of how someone's occupation might differ from their job title?
5. What are the key characteristics that distinguish a job from a career?
6. How does the text describe the relationship between work experience in different industries and the concept of a career?
7. What distinguishes a profession from an occupation and a job based on the information provided?
8. Why is it important for professions to often require education, certification, or licensing?
9. Can you explain how someone's job title may not completely encompass their entire profession according to the text?
10. How does the text outline the interconnectedness between occupations, jobs, careers, and professions?

**Put a "J" beside the examples below that describe a job. Put an "O" beside the examples that describe an occupation.**

teacher \_\_\_\_\_

8th grade teacher at Drumbo School \_\_\_\_\_

apprentice plumber \_\_\_\_\_

electrician \_\_\_\_\_

retail buyer for a toy store \_\_\_\_\_

avionics technician at UpAndAway Airlines \_\_\_\_\_

farmer \_\_\_\_\_

engineer \_\_\_\_\_

salesperson \_\_\_\_\_

mechanic for a tractor dealership \_\_\_\_\_

## **Jobs/Professions Vocabulary Words**

Translate the following vocabulary into Russian

accountant

actor

actress

air traffic controller

architect

artist

attorney

banker

bartender

barber

bookkeeper

builder

businessman

businesswoman

businessperson

butcher

carpenter

cashier

chef

coach

dental hygienist

dentist

designer

developer

dietician

doctor

economist

editor

electrician

engineer

farmer

filmmaker

fisherman

flight attendant

jeweler

judge

lawyer

mechanic

musician

nutritionist

nurse

optician

painter

pharmacist

photographer

physician

physician's assistant

pilot

plumber

police officer

politician

professor  
programmer  
psychologist  
receptionist  
salesman  
salesperson  
saleswoman

secretary  
singer  
surgeon  
teacher  
therapist  
translator  
translator

undertaker  
veterinarian  
videographer  
waiter  
waitress  
writer

Instructions: Match each profession with its corresponding job description.

1. Accountant
2. Actor / Actress
3. Architect
4. Attorney
5. Banker
6. Barber
7. Bookkeeper
8. Businessperson
9. Chef

10. Coach
11. Designer
12. Electrician
13. Farmer
14. Filmmaker
15. Lawyer
16. Nurse
17. Pilot
18. Professor

19. Programmer
20. Psychologist
21. Salesperson
22. Surgeon
23. Translator
24. Veterinarian
25. Videographer
26. Waiter / Waitress
27. Writer

Job Descriptions:

- a. Performs surgeries and medical procedures.
- b. Designs and constructs buildings and structures.
- c. Prepares and interprets financial records and statements.
- d. Represents clients in legal matters.
- e. Prepares and cooks food in a restaurant or kitchen.
- f. Creates visual art using various mediums.
- g. Flies and operates aircraft.
- h. Cares for and treats animals' medical needs.
- i. Develops software applications and programs.
- j. Manages financial transactions in a bank.
- k. Handles the vision needs of clients.
- l. Guides and trains individuals or teams in a particular skill or sport.
- m. Captures and produces videos for various purposes.
- n. Oversees and assists in the healthcare of patients.
- o. Translates written text

from one language to another.

- p. Provides counseling and mental health support.
- q. Keeps records of financial transactions for a business.
- r. Serves drinks at a bar or pub.
- s. Cultivates and harvests crops or livestock.
- t. Directs and produces films or videos.
- u. Constructs and repairs electrical systems.
- v. Manages and oversees a business's daily operations.
- w. Directs and performs in theatrical productions.
- x. Cuts and styles hair.
- y. Writes and edits content for publication.
- z. Protects and serves the community, enforces the law.
- aa. Teaches students in an educational setting.

## **APPLYING FOR A JOB. Curriculum Vitae**

### **Read what a human resources manager says about CVs**

There's lots of advice on CVs and a lot of it differs so it's hard to say exactly what the perfect CV is. I'd say a good CV should cover no more than two sides of A4 paper and be divided into clear headings. The first section should include personal details: name, address, telephone number, email and things. Some employers like to see a photo, too. You can always phone the company and find out.

Next comes education and qualifications starting with the most recent things. The third section deals with work experience – again starting with the most recent job. I think it's important here to be brief so use bullet points and you don't need to use complete sentences as long as it's very clear what you've done.

Following this is the section on professional skills. Show the employer your abilities, including your ability to use IT and foreign languages.

Finally, detail your interests. An employer likes to know what kind of person you are and things like team sports, for example, show this.

Perhaps the most important thing is to show how you meet the criteria in the job advertisement. Make it easy for the employer to ask you to an interview.

Presentation is also important. Good quality paper and a clear typeface make a difference. And once you've written your CV check your grammar and spelling carefully. Use **action verbs** to describe your experience. They attract attention and demonstrate that you are an 'action' person. What are these typical action verbs in your language?

**Read the text again. Are these statements true or false? Correct any false statements. How is this advice different to CVs in your country?**

1. A CV should be no longer than two pages.
2. You should always include a photograph.
3. You put the most recent experience first.
4. You should write in full sentences.
5. An employer is not interested in your hobbies and interests.
6. You should adapt your CV to the job description.
7. You should make sure there are no grammar and spelling mistakes.

**Read the text about writing cover letters, use the advice to complete the sentences below.**

When writing cover letters you need to use a standard format. Remember that the address of the person you are writing to always appears on the left-hand side of the page and your address is in the top-hand corner. Put the date under your address.

Always make sure you start and end your cover letters correctly. If you are writing to Mrs Linda Carr then you should start the letter 'Dear Mrs Carr' and finish it with 'Yours sincerely'. Note that 'sincerely' has a small 's', not a capital letter.

If the advertisement asks you to send your application to Melanie, how would you begin your letter? 'Dear Melanie'? 'Dear MelanieThompson'? 'Dear Mrs Thompson' is not really appropriate as she might not be married. It is probably safe to put 'Dear Melanie Thompson'.

If the advertisement just says 'reply to J. Brown' how would you address the letter? 'Dear Sir'? or 'Dear Madam'? or 'Dear Mr Brown'? You should ring the company and find out J. Brown's name and whether this person is a man or a woman.

Remember that letter etiquette costs you nothing, but can really pay dividends and you may be the only person who has made the effort to find out. This could help to make you different from all the other applicants and being noticed is important if you are going to get invited for interview. If the advertisement just states: 'Write to the Human Resources Department' or 'Reply to Atlas Travel' it may not be possible for you to find out who will be dealing with your reply. In these cases you will have to start your letter 'Dear sir / Madam' and finish the letter with 'Yours faithfully' with a small 'f'.

1. The address of the person the letter is addressed to appears .....

2. If you begin a letter with 'Dear Mrs Healey' you should end with .....
3. You should write your own address .....
4. If an advertisement says 'Reply to Vikki West' you should .....
5. If an advertisement says 'Reply to R. Simpson' you should .....
6. If an advertisement says 'Please send CV+cover letter to MarketingDirector', you should begin your letter with ..... ,and end with .....

**The following phrases are useful when writing cover letters.**

- Say where you saw the advertisement. (I am writing in reply to your advertisement in the ...)
- Say what job you are interested in. (I would like to apply to the position of (job title))
- Emphasize what makes you the right person for the job (I have experience in (types of duties and responsibilities).I am a (positive adjective to describe you).
- Say when you can attend an interview. (I am available for interview (days and times))
- Write a concluding sentence (I look forward to hearing from you)

Прочитать текст **Preparing for a job interview** и сделать тест

**Preparing for a job interview**

For most people, attending a job interview is one of the most stressful aspects of looking for work. In this article I aim to offer some tips which I hope will help to reduce levels of stress.

First of all, if you have reached the interview stage, you know that your prospective employer must have been impressed by your application. You will most probably have the appropriate formal qualifications and experience or perhaps they have seen something else of interest. When you receive the email, letter or phone call inviting you to attend an interview, you should immediately acknowledge and accept the invitation. If, however, you have already accepted another job, you should politely decline and explain that your situation has changed. The world of work can be a small one so it's important to make a good impression whenever you can.

Now you have the date in your diary you need to be prepared. There are many simple things you can do to ensure that your interview goes as smoothly as possible. First of all, you need to make sure you have researched the organization. Spend some time looking at the company's website as your interviewer is likely to ask you some background questions. It's a good idea to have questions of your own prepared as well as this shows interest and initiative. By questions, I don't mean 'How much will I get paid? How many weeks' holiday do we get?' but 'What plans do you have for expanding into the Asian market?'

First impressions are very important. Research has shown that decisions are made within seconds of meeting someone. You want to fit in and be seen as someone who'd be an asset to the team so dress appropriately. If you're applying for a job in a financial institution, wear a smart suit. If you're hoping to work in a more relaxed environment, you can dress in a more casual way but always look neat and clean.

Walk the office with confidence. Shake hands with a firm grip and make eye contact. When you sit down, don't cross your arms and legs as this makes you look defensive. Don't play with your hair or jewelry. Take deep breaths and speak calmly and clearly. Finally, there's nothing worse than being late. Make sure you know exactly where you're going. If necessary, try the route beforehand so you know how long the journey will take you. Leave home in plenty of time so that you have a few minutes to relax and collect your thoughts when you arrive. So, good luck and remember that every interview is good experience so don't worry if you're not successful the first time. It could be that the job just wasn't the right one for you.

1) If you're asked to attend an interview, you must have the right qualifications.

- True
- Not given
- False

2) Other things can be as important as experience and qualifications.



- False
  - Not given
  - True
- 3) You should always accept the invitation.
- False
  - Not given
  - False
- 4) People will soon find out if you don't behave appropriately.
- False
  - True
  - Not given
- 5) The interviewer will test your knowledge of the company.
- False
  - True
  - Not given
- 6) You should ask about perks and working conditions.
- Not given
  - True
  - False
- 7) You should always wear a suit.
- Not given
  - False
  - True
- 8) Your behaviour is more important than your appearance.
- True
  - False
  - Not given
- 9) You should always shake hands.
- False
  - True
  - Not given
- 10) It's important to sit still.
- False
  - True
  - Not given
- 11) Breathing deeply helps you to relax.
- False
  - True
  - Not given
- 12) It's important to plan the route to the interview.
- Notgiven
  - True
  - False

Прослушать трек и выполнить задания-тесты.

Listen to the job interview to practise and improve your listening skills.

### Before listening

Do the preparation task first. Then listen to the audio and do the exercises.

### Preparation task

Match the abbreviations (1–4) with the definitions (a–d).

Abbreviation	Definition
1. .... B2B	a. learning and development
2. .... B2C	b. human resources
3. .... L&D	c. business to business
4. .... HR	d. business to customer

### Tasks

#### Task 1

Circle the best answer.

- Four years ago, Maria worked for a small HR services provider ...
  - in the B2B sector.
  - in the B2C sector.
  - in both B2B and B2C sectors.
- Maria has been in her current job ...
  - for four years.
  - for three years.
  - for one year.
- Maria's current role is focused ...
  - only on learning and development.
  - on a number of HR topics.
  - only on payroll and she wants to do L&D.
- Maria ...
  - did a diploma in L&D two years ago.
  - is doing a diploma in psychology at the moment.
  - Both options are true.
- Maria will need to ...
  - identify and devise an L&D strategy.
  - devise and implement an L&D strategy.
  - implement an L&D strategy that has already been devised.
- Maria ...
  - will hear back from them next week.
  - has been invited to a second interview next week.
  - needs to call them next week to find out the next steps.

#### Task 2

Complete the sentences with words from the box.

personal	good fit	aligned	replicated
stability	measured	responsible	report

- Maria feels her skills and experience are a ..... for the company.
- Maria changed jobs because she was looking for more .....
- She was ..... for learning and development.
- She feels ..... with the company's brand and values.
- She's used to taking a ..... approach to L&D.
- Her ideas can be ..... on a larger scale.
- She would ..... to the HR manager.
- Performance will be ..... in different ways.

### Практическое занятие. Job Interview Написать informal letter:

You have received a letter from your English-speaking pen-friend Jane who writes:

*I'm thinking of getting a work experience. I have already found some advertisements in the newspaper and would like to apply for the positions. I know that I'll have interviews with the employers...That worries me a lot because I have never had such an experience before. What should I start with? Should I prepare for the job interview? Can you give me some tips how to behave at the job interviews?*

Как писать CV

Написание сочинения по теме: «My future occupation», написание CV, cover letter.

3. Анализ полученных результатов. Подведение итогов занятия.

### **План практических занятий № 16-18**

**Тема: В магазине. Покупки.**

**Цели занятия:**

обобщить и систематизировать знания по теме; актуализировать знания лексики в соответствующих ситуациях, формировать деловые навыки коммуникации в устной и письменной формах на иностранном языке; учить оценивать степень эффективности общения, определяя причины коммуникативных удач и неудач; строить выступление в соответствии с замыслом речи, свободно держаться перед аудиторией, осуществлять обратную связь с нею; формировать у обучающихся навыки устного общения по теме занятия; актуализировать знания грамматики, полученные в школе; улучшить понимание иноязычной речи на слух, развивать внимание, критическое мышление, расширять общий кругозор обучающихся; формировать уважения к культуре других народов и культуре своей страны.

**Время:** 6 часов

**Вопросы (задачи):**

1. Шоппинг (одежда)
2. В магазине
3. Active Voice – revision

**Ход проведения занятия**

1. Объявление темы занятия, постановка целей.
2. Работа с различными видами практических заданий.

Reading and Discussion

Do you prefer to shop online or in-store for your purchases?

It depends on what I'm buying – for clothing, I prefer to try things on in-store, but for tech gadgets and books, I don't mind shopping online.

How do you decide what to buy when you're shopping?

It depends on what I'm shopping for. If it's something specific, like a new winter coat or a gift for someone, I'll do some research beforehand and read reviews. But if I'm just browsing, I tend to buy things that catch my eye and fit within my budget.

Have you ever regretted a purchase you've made?

Definitely. There have been times when I've bought something on impulse and later realized it wasn't really what I wanted or needed. Now I try to be more thoughtful about my purchases and make sure they align with my values and priorities.

Do you prefer to do your shopping online or in person?

It depends on what I'm shopping for. For clothing and accessories, I usually prefer to shop in person so I can try things on and see how they look and feel. But for household items or groceries, I often opt for online shopping since it's more convenient.

What are your thoughts on buying secondhand items?

I'm a big fan of buying secondhand items! It's a great way to save money while also reducing waste and supporting sustainable consumption. There are so many high-quality, gently used items out there that can be found at a fraction of the cost of buying brand new.

1. What is your favorite fashion trend at the moment? Why?
2. Do you prefer to shop for clothes online or in physical stores? Why?
3. Have you ever gone clothes shopping abroad? If so, where and what did you buy?
4. What factors do you consider when choosing an outfit for a special occasion?
5. Do you think fashion trends influence people's behavior? Why or why not?

6. What is your opinion on wearing animal fur? Why?
7. Do you believe it's important to follow fashion trends? Why or why not?
8. How would you describe your personal style?
9. What type of clothing do you feel most comfortable wearing? Why?
10. Do you enjoy wearing accessories such as jewelry, hats, or scarves? Why or why not?
11. Have you ever had a fashion disaster? Can you describe what happened?
12. Would you ever wear vintage or second-hand clothing? Why or why not?
13. Do you think it is important for brands to promote sustainable fashion? Why or why not?
14. Have you ever tried to make your own clothes or accessories? If so, what did you make?
15. Do you think fashion is more important for women or men in society? Why?
16. Do you think people judge others based on their appearance and style? Why?
17. What is the most expensive piece of clothing or accessory you own? Why did you buy it?
18. Would you ever consider a career in the fashion industry? Why or why not?
19. Are there any fashion trends you dislike? Why?
20. What is one fashion item you can't live without? Why?

### **Questions about Fashion**

1. How would you define your personal style?
2. What factors influence your fashion choices?
3. Are there any fashion trends that you don't understand or like?
4. Do you think it is necessary to follow fashion trends?
5. How does fashion influence people's self-esteem?
6. Have you ever regretted buying a piece of clothing? What happened?
7. Do you prefer shopping online or going to physical stores? Why?
8. What role does fashion play in your culture?
9. Do you think people judge you based on your appearance?
10. Are there any fashion rules that you always follow?
11. What are your thoughts on fast fashion and its impact on the environment?
12. Do you enjoy dressing up for special occasions? Why or why not?
13. Do you think the fashion industry puts too much pressure on individuals to look a certain way?
14. How do you feel when you wear your favorite outfit?
15. What do you think about vintage clothing? Would you wear it? Why or why not?
16. What are some fashion accessories that you enjoy wearing?
17. Do you think fashion is more important for women than for men? Why or why not?
18. Do you believe that people can express their personality through their fashion choices?
19. Do you prefer casual or formal attire in your daily life?
20. How do you keep up with the latest fashion trends?

In pairs or groups, think of a store you know well or often visit. Answer the questions.

- Where is the checkout counter?
- Does the store play any background music? What kind of music?
- Is there a window display? What's usually in it?
- In which part of the store can you find the discounts and special deals?

**Read the blog. Circle three techniques that you find interesting.**

12 Common tricks used by stores

Stores are planned very carefully. Every detail has a purpose, and it's all designed to make you buy more!

Here are some common psychological tricks they use.

1. Senses Stores appeal to all five senses, because senses tempt you to buy things. You can taste food for free and touch (or try on) clothes. Smell is very important. That's why fresh cakes and flowers are common in stores. (In one experiment, the smell of apple pie in an electronics store sold more fridges!)

2. Background music Stores want you to spend a long time, because if you stay longer, you'll probably buy more. Listening to slow background music makes people relax and spend longer in the store!
3. Prices Products that cost \$4.99 are only one cent less than \$5, but customers think of them as \$4.
4. Fitting rooms The fitting room is usually at the back of clothing stores, so that you pass more products on the way there. The store hopes that you'll be tempted to try those on too!
5. Sales and discounts People who like saving money love them, but they're actually spending money!
6. Displays Stores spend a lot of time and money on beautiful window displays and on putting attractive items at the front of the store, so that you want to go inside. They often change them so that it looks 'new'.
7. Checkout counters Small items like chocolate bars and accessories (earrings etc.) are next to the checkout counter. We feel tempted to buy these while we're waiting in line as a 'special treat'.
8. Signs 'Sale' and 'discount' signs are red, because red makes people react faster than other colours.
9. Entrances Many stores have large doors at the entrance, so that the store seems bigger than it is.
10. Getting lost Have you ever got lost in a big store? Stores are designed that way! The bathroom, stairs, fitting room and checkout are in strange places, so that you see more products as you walk around.
11. Double deals Stores can sell two things instead of one if they display items that belong together. For example, they put belts on trousers, shirts next to ties, or display pasta next to pasta sauces.
12. Location of items Stores put the things that make the most profit (for them) at eye level where you can see them easily. The cheapest items are usually on the top shelves or at the back of the store.

Work with a partner. Discuss some techniques from the blog.

- Layout and location of products How do they affect you? Give examples of common tricks that stores use and describe what they make you do.
- Tricks of the senses Which techniques use a sense to tempt you? Give examples and say why stores use them.
- Tricks of the mind Which tricks affect the way you think or react? Do any cause associations in your mind? Give some examples and explain the purpose of them.

Work in pairs or groups and design your own store. Use some techniques you learned about.

- Decide what kind of store you want.
- Brainstorm products that you will sell.
- Plan the layout of the store. Use these ideas to help you:  
entrance / doors / windows / checkout counter / special counters / fitting room / bathrooms
- Decide on some techniques you'll use to help you sell more. Use these ideas to help you:  
background music / lighting / window displays / sales and discounts / prices / double deals / cheap and expensive items / mirrors
- Using technology or poster paper, draw a final design and prepare to explain it to the class.

Примеры практических заданий на повторение грамматических конструкций

***Tense Review (Present Simple / Present Continuous / Simple Past)***

**Complete the sentences using the verbs in brackets in the PRESENT CONTINUOUS or PRESENT SIMPLE:**

1. Please be quiet. I ..... (try) to read the paper.

2. This is a very quiet town. Where ..... (people / go) in the evenings?
3. John ..... (drink) milk every night, but now he ..... (drink) tea.
4. What ..... (you / do) with all that paper and glue?
5. I ..... (not / use) the computer at the moment so you can use it.
6. .... (Karen and John / ever / write) to you?

**PRESENT CONTINUOUS or PRESENT SIMPLE in context. Put in the right form of the verb in brackets:**

Laura : Hello, George! What ..... (you / do) these days?  
 George : Hi, Laura. I ..... (learn) French and Spanish at college. What about you?  
 Laura : Me? Oh, I ..... (work) at a Travel Agency until August.  
 George : ..... (you / like) it?  
 Laura : Yes, I do. I ..... (work) in the shop most mornings, and three afternoons a week the manager ..... (tell) me about the travel business. I ..... (work) quite long hours. I ..... (not / get) home until six, but I ..... (prefer) that to not having enough to do.  
 George : Yes, I ..... (work) hard too at the moment. It ..... (become) more and more difficult to get a job using languages. They ..... (ask) for higher and higher exam grades all the time.  
 Laura : You can do it, George. You ..... (be) clever.  
 George : Thanks. Laura.

**Put the verbs in brackets into PRESENT CONTINUOUS or PRESENT SIMPLE:**

It .... *is* ..... winter and the snow ..... (fall). It usually ..... (snow) in January here. Betty and James ..... (play) in the garden. They ..... (build) a snowman and they ..... (throw) snowballs. They ..... (like) the snow very much! Their mother and father ..... (not / like) it. They always ..... (stay) in the house when it is cold. Mother usually ..... (watch) TV and Father ..... (listen) to the radio or ..... (read) a book. At the moment they ..... (sit) in the living-room. Mother ..... (write) a letter and Father ..... (read) a book.

**Complete the sentences. Use the words in parentheses. Use SIMPLE PRESENT, PRESENT CONTINUOUS, or SIMPLE PAST.**

1. I ..... (get) up at eight o'clock yesterday morning.
2. Mark ..... (talk) to John on the phone last night.
3. Mark ..... (talk) to John on the phone right now.
4. Mark ..... (talk) to John on the phone every day.
5. Jim and I ..... (eat) lunch at the cafeteria two hours ago.
6. We ..... (eat) lunch at the cafeteria every day.
7. I ..... (go) to bed early last night.
8. My roommate ..... (study) Spanish last year.
9. Sue ..... (write) a letter to her parents yesterday.
10. Sue ..... (write) a letter to her parents every week.

3. Анализ полученных результатов. Подведение итогов занятия.

**КОНТРОЛЬНАЯ ТОЧКА 4**

### 3 семестр

#### План практических занятий № 1-2

**Тема: Английский язык- язык международного общения.**

**Цели занятия:**

обобщить и систематизировать знания по теме; актуализировать знания лексики в соответствующих ситуациях, формировать деловые навыки коммуникации в устной и письменной формах на иностранном языке; учить оценивать степень эффективности общения, определяя причины коммуникативных удач и неудач; строить выступление в соответствии с замыслом речи, свободно держаться перед аудиторией, осуществлять обратную связь с ней; формировать у обучающихся навыки устного общения по теме занятия; актуализировать знания грамматики, полученные в школе; улучшить понимание иноязычной речи на слух, развивать внимание, критическое мышление, расширять общий кругозор обучающихся; формировать уважения к культуре других народов и культуре своей страны.

**Время:** 4 часа

**Вопросы (задачи):**

1. Роль английского языка в мире
2. Почему я изучаю английский язык.
3. Повторение времен в действительном залоге.

**Ход проведения занятия**

1. Объявление темы занятия, постановка целей.
2. Работа с различными видами практических заданий.

Reading and Discussion

**PRE-READING ACTIVITY:**

Match the words with the definitions.

- |                         |   |
|-------------------------|---|
| a) to give up something | 1) an investigation which asks lots of people what they think about something |
| b) equipped             | 2) on the subject of  |
| c) the headmaster       | 3) to stop doing something  |
| d) a survey             | 4) a subject that every student must take                                     |
| e) a compulsory subject | 5) the teacher who directs a school; the principal                            |
| f) when it comes to     | 6) ready; prepared  |

#### FOREIGN LANGUAGES IN OUR LIFE

How many languages can you speak? British people are generally not very good language learners. In a recent survey, 62 per cent of the population only speak English!

If you're reading this, then you're probably studying English. Maybe you speak a couple of other languages too. What are the British like when it comes to learning languages?

**Statistics**

Brits are famous for not speaking foreign languages. According to a survey published by the European Commission, this bad reputation is totally justified. The results of the survey state that the British are officially the worst language learners in Europe! Let's look at some statistics:

62 per cent of people surveyed can't speak any other language apart from English.

38 per cent of Britons speak at least one foreign language, 18 per cent speak two and only 6 per cent of the population speak three or more.

The European Union average showed that 56 per cent speak at least one foreign language, 28 per cent speak at least two and 11 per cent speak three or more. The survey confirmed that

English was the most widely-spoken foreign language. 51 per cent of EU citizens can have a conversation in English.

### ***School***

Learning a foreign language is not a popular option at school in Britain. In UK schools it is common for children to start studying a foreign language at the age of 11 and many students give up languages completely at 14. So why don't young people continue with languages at school? Research suggests that students think that it is more difficult to get good grades in languages than in other subjects such as science or history. The British government is now looking at different ways to improve language learning at school. One idea is to start much younger; there are plans to introduce foreign languages from the age of five.

### ***Which languages?***

Another plan is to give school children more choice. The languages traditionally studied in British schools have been French, Spanish and German. Now the government is encouraging teachers to expand the range of languages taught to include Arabic, Mandarin Chinese and Urdu.

Mandarin is predicted to become the second most popular foreign language learned in UK schools. It is already studied by more children than German or Russian. Only French and Spanish are more popular. Gareth from Wales says 'I am learning Chinese, and find it fun'. Another student, Thomas from London, says 'Just telling people that I learn Mandarin impresses people. Even having a very basic level gives you an advantage'. Brighton College has become the first independent school to make Mandarin a compulsory foreign language. Its headmaster Richard Cairns said, 'One of my key tasks is to make sure pupils are equipped for the realities of the 21st century. One of those realities is that China has the fastest-growing economy in the world'.

It may be an ambitious task to change attitudes towards learning languages but the government is determined to try!

## ***AFTER-READING ACTIVITIES:***

### ***1. True/False statements***

- |   |       |
|---|-------|
| 1. The British are good at learning languages.  |       |
| True  | False |
| 2. A lot of British schoolchildren stop learning languages when they are 14.                      |       |
| True  | False |
| 3. The British government wants children to start learning a foreign language at the age of five. |       |
| True  | False |
| 4. British children only study French at school.  |       |
| True  | False |
| 5. There are plans to offer more languages at school.   |       |
| True  | False |
| 6. Many people are interested in learning Mandarin Chinese.                                       |       |
| True  | False |

### ***2. Match to make correct sentences about the text.***

- 1) in languages than in other subjects
- 2) as I thought it would be
- 3) the second most popular foreign language learned in UK schools
- 4) the worst language learners in Europe
- 5) more popular than Mandarin Chinese
- 6) the most widely-spoken foreign language
- 7) the fastest-growing economy in the world
- 8) much younger

The results of the survey state that the British are officially \_\_\_\_\_. The survey confirmed that English was \_\_\_\_\_. It is more difficult to get good grades \_\_\_\_\_. One idea is to start \_\_\_\_\_.





music, and many musical terms, expressions, and instructions are in Italian. Understanding Italian can be an advantage for interpreting scores, working with classical compositions, and communicating effectively within the classical music community.

Knowledge of the Italian language is no less important for opera singers. They must sing Italian operas as if Italian was their native language. They should be able to read and at least a little bit understand French and Spanish. There are a lot of works that are written in French, for example opera «Carmen» by Georges Bizet, «Zarzuelas», comic operas are written in Spanish.

While fluency in multiple languages is beneficial for opera singers, they often learn foreign languages phonetically to perform specific pieces. This is particularly true in the world of opera, where singers may need to perform in Italian, German, French, Russian, and other languages depending on the repertoire.

Learning phonetically involves grasping the pronunciation and intonation of the words without necessarily understanding the language on a conversational level. Singers work with coaches who specialize in language and diction to ensure accurate and expressive delivery.

However, for a more comprehensive and nuanced interpretation, especially in roles that involve significant dialogue or interaction between characters, a deeper understanding of the language is valuable.

The knowledge of the English language is the most important in the life of an opera singer as it is an international language and a means of communication. English is necessary for comfortable communication with colleagues and for participation in various events. The knowledge of the English language can be beneficial for a professional musician, especially when collaborating with international artists, touring in diverse regions, or engaging with a global fan base. It can enhance communication and foster a deeper understanding of cultural nuances in music. Opera singers do a large amount of off-stage work in order to prepare for the final performance. This includes learning entrances and exits, mastering props and set elements, memorizing lyrics, and whatever else is necessary in order to successfully inhabit their character. Additionally, opera singers must master their musical parts and find cohesion with the orchestra and other singers. In this case they use the international language – English.

Opera singers will not be capable of expressing a scene to its fullest emotional extent without the knowledge of the diction of the language as well as the meaning, tone, and context of the lyrics they're singing.

There are two main options for future opera singers to learn the diction of the language they sing in. There is the International Phonetic Alphabet to help them learn single sounds in the language they want to sing in. Also, opera singers usually tend to seek the help of a coach experienced in the language. This coach would mainly focus on pronunciation and diction rules. A diction coach is more helpful in this situation rather than an actual language teacher, unless a future opera singer wants to be fluent in English in all aspects and not just in pronunciation.

Without any doubt future opera singers should know the meaning of what they're singing or saying in order to portray it properly. It also helps with their interpretation and appropriation of the lines. And they probably convey feelings and emotions much better if they really embrace and internalize their lines' meanings. Not only they need to understand what they're saying but they should also know the meaning of the lines of the characters they share scenes with. In any case, the language used in opera is rarely useful in day-to-day conversations. Likewise, common language is not often useful in opera.

So, it is important for future opera singers to know the meaning of what they are singing or saying. However, it is not compulsory for them to be fluent in understanding the language. Actually, it's more important for them to be able to reproduce the sounds correctly and know about what they're singing.

Life hacks for future opera singers in learning English as a foreign language.

1. **Lyric Translation:** Translate opera lyrics into your native language first. Understand the meaning of each word and phrase. Then, work on translating it back into the original language, enhancing your grasp of the foreign language.

2. **Language Apps:** Use language learning apps to practice vocabulary and pronunciation. Apps like Duolingo, Babbel, or Rosetta Stone can be effective for daily language drills.
  3. **Phonetic Practice:** Focus on the pronunciation of words. Practice phonetics by listening to native speakers, mimicking their intonation and accent. This is crucial for delivering authentic performances.
  4. **Flashcards:** Create flashcards with opera-related terms in both languages. This can be a fun way to reinforce the vocabulary, especially for specific opera genres.
  5. **Role Play:** Act out scenes from operas in the target language. This not only helps with language learning but also enhances the expressiveness and understanding of the character.
  6. **Language Tutors:** Consider hiring a language tutor, preferably someone with a background in music. They can tailor lessons to include opera-related vocabulary and help with pronunciation.
  7. **Immersion Techniques:** Immerse yourself in the language as much as possible. Watch operas with subtitles, read librettos in the original language, and engage with other singers or language speakers.
  8. **Labeling Objects:** Label objects in your daily life with their names in the English language. This creates a language-rich environment and reinforces vocabulary.
- Integrating the English language learning into the daily routine, especially in ways related to a student's passion for opera, can make the process more enjoyable and effective.

### ENGLISH IN THE LIFE OF A MODERN DIRECTOR

Fluent English gives us a sense of inner and outer freedom: it helps us to build career, provides an opportunity to travel and get acquainted with the lives of other nations, watch movies and read books in the original.

To understand how far English influences the life of a modern director, it is necessary to understand the way professional routine of this exact profession works. The routine of a drama director is divided into studying and creating. In terms of studying, a director should constantly absorb art, theater history, history of cinema, painting, and music. As well as observing people's lives: their habits, pain, joy, desires. The creative routine includes the practice of creating "your own" art. This can be not only working directly with the actor, but also developing an effective analysis of the play, composing sketches.

An important part of the "creative" routine for a director is his work towards himself as an actor (which includes working with stage attention, imagination and fantasy, muscle freedom).

So, how does knowledge of English affect the creative life of a director?

It was mentioned that the director is constantly absorbing art. And how much does his coverage of art increase if he, has the opportunity to watch foreign operas (which almost always have subtitles in English), if Shakespeare is open to him in the original, if he reads the poems by Edgar Allan Poe not in translation, if foreign paintings become clearer to him through knowledge of the language of the creator? I guess we all got it.

Let's take up the role of thinking in the life of a director and turn to scientific research on the impact of learning foreign languages on the brain. A 2012 Swedish study proved that the brains of language learners increased in size, while the brains of participants who studied other subjects, let it even complex ones, but not related to the new language, remained unchanged. Increasing the size of the brain while learning a foreign language improves memory, attention and the ability to switch between tasks. This change in brain structure can also contribute to a deeper understanding of new information and more effective problem solving. In the same study, an increase in the size of the brain regions responsible for language processing during intensive study was noted. This affects not only the progress in linguistic skills, but also the improvement of memory, attentiveness and learning skills.

As for observing the life of the society, we must understand that a director is a civilian

profession, since on stage they always talk about painful and relevant aspects of life. So, learning English makes it possible to independently compare the cultural experience of the Russian-speaking people and the experience of the English-speaking ones. Moreover, the director has the opportunity to observe life abroad. Like Peter the Great, he finds the best and brings it to his native country for a trial. It is obvious that if an action on stage takes place not in Russia, but in Europe or America, the director must know and feel the colour of the characters' nation.

Also, one of the most significant parts of director's work is an effective analysis of drama. For a high-qualified analysis, the director must know a lot of information about the playwright's life and problems in society, surrounding people at the time of writing the play. It is often simply impossible to find this information in the Russian information field.

Returning to the director's work on himself as an actor, we cannot help but notice that real communication and the exchange of life experience are important in this process. It is impossible to convey emotions from face-to face communication with a person living on the other side of the planet, you can only prepare for this and experience it by yourself.

Thus, the theater of a director who knows English is a theater of a deeper level, translating love toward the whole world and all cultures, keeping the heritage of all mankind alive.

Выступление на конференции с докладом «Английский язык в моей профессии»

Развитие грамматических навыков. Повторение времен в действительном залоге

**Put the verbs in brackets into the correct tense:**

1. He often ..... *brings* ..... (bring) me flowers.
2. .... (you / meet) Paul yesterday?
3. Father ..... (work) in the garden now.
4. What ..... (you / do) at the moment?
5. Mr. Jones ..... (paint) his house last month.
6. She ..... (go) to school on foot every day.
7. It ..... (be) hot yesterday.
8. The baby ..... (not / sleep) now.
9. He never ..... (drive) fast.
10. She ..... (leave) Paris in 1987.
11. She always ..... (go) to church on Sunday.
12. I ..... (buy) a new bicycle last week.
13. My family ..... (go) to the theatre yesterday.
14. Tom ..... (live) in London three years ago.
15. My mother ..... (make) some coffee now.
16. Sam ..... (go) to the circus yesterday.
17. I ..... (talk) on the telephone at the moment.
18. Sally always ..... (help) her mother in the house.
19. I ..... (have) dinner in a restaurant last Friday.
20. Listen! The birds ..... (sing) in the garden.
21. I often ..... (buy) fruit from the greengrocer's.
22. My mother ..... (drink) tea now.
23. Look at Tom and Jim! They ..... (walk) up the hill.
24. That man ..... (laugh) at the moment.
25. The cat ..... (play) with a ball now.
26. We always ..... (wear) warm clothes in winter.
27. He often ..... (eat) a sandwich at lunchtime.

**Fill in the postcard with the correct form of the verbs:**

Dear Joe,

Hello from Hawaii. .... We're having ... (have) a great time. The sun ..... (shine) and we ..... (enjoy) every minute of our vacation. Jack ..... (sit) on the

beach. He ..... (watch) the children. The water ..... (be) warm, but I'm lazy. So I ..... (sit) on the sand and ..... (write) this postcard to you. We ..... (get) very tan. Oh, and Jack ..... (learn) to surf. Are you surprised? I am.

Wish you were here.

Love,

Jane, Jack, Billy and Sue

**Fill in the blanks to complete the movie review. Use the correct tense of the verbs given:**

**E.T. by JOE BERNES**

Last night, I saw a good movie. The title of the movie was **E.T.** It was an excellent film. To my surprise. I ..... *laughed* ..... (laugh), I ..... (cry), and I ..... (worry) about the little creature from space, and I completely ..... (enjoy) the show.

The story is about an extraterrestrial person named E.T. He ..... (land) on earth in a flying saucer. But his space ship ..... (depart) without him. A little American boy ..... (discover) E.T. They ..... (play) together and they ..... (like) each other a lot. But E.T. .... (miss) his home. He ..... (want) to go back. He ..... (plan) his return trip, but then ...

Well, go and see this excellent summer film and find out about E.T.

3. Анализ полученных результатов. Подведение итогов занятия.

**План практических занятий № 3-4**

**Тема: Англоязычные страны. Великобритания.**

**Цели занятия:**

обобщить и систематизировать знания по теме; актуализировать знания лексики в соответствующих ситуациях, формировать деловые навыки коммуникации в устной и письменной формах на иностранном языке; учить оценивать степень эффективности общения, определяя причины коммуникативных удач и неудач; строить выступление в соответствии с замыслом речи, свободно держаться перед аудиторией, осуществлять обратную связь с ней; формировать у обучающихся навыки устного общения по теме занятия; актуализировать знания грамматики, полученные в школе; улучшить понимание иноязычной речи на слух, развивать внимание, критическое мышление, расширять общий кругозор обучающихся; формировать уважения к культуре других народов и культуре своей страны.

**Время:** 4 часа

**Вопросы (задачи):**

1. Лондон. Города Великобритании.

2. Культурная жизнь Лондона (фестивали театральные, музыкальные)

3. Традиции и обычаи

**Ход проведения занятия**

1. Объявление темы занятия, постановка целей.

2. Работа с различными видами практических заданий.

The presentation – the United Kingdom of Great Britain and Northern Ireland

UK quizzes

1. Name all the countries of the UK and their capitals

2. What languages do people speak in Scotland?

3. St Patrick is the patron saint of what country?

4. The official currency of the UK

5. The famous English Unis
6. What is the oldest known name of the island of Great Britain? What does it mean?
7. What country of the UK is the birthplace of the Industrial Revolution?
8. What is the name of the flag of the UK?
9. The political structure of the UK. What does it mean?
10. Shamrock is the national symbol of what country?

### **The UK Political System**

**1. The UK is...**

- a) a constitutional monarchy
- b) a presidential republic
- c) a monarchy

**2. The official head of the state in the UK is ...**

- a) the King
- b) the Prime Minister
- c) Parliament

**3. The King ... the bills.**

- a) signs
- b) votes on
- c) passes

**4. The Government of the UK represents the... branch of power.**

- a) legislative
- b) representative
- c) executive

**5. ... makes laws in the UK.**

- a) the House of Commons
- b) the House of Lords
- c) the Cabinet

**6. The members of the House of Lords are ...**

- a) elected
- b) non- elected
- c) appointed

**7. The British Prime Minister is the leader of the party with the majority seats in ...**

- a) The House of Lords
- b) the House of Commons.

**8. The House of Commons is made up of ... elected MPs.**

- a) 100
- b) 1000
- c) 646

**9. Which are Britain's two main political parties?**

- a) Democratic, Republican and Conservative
- b) Conservative and Democratic
- c) Labour and Conservative

**10. The official residence of the Prime Minister is at ... Downing Street in central London.**

- a) 7
- b) 10
- c) 55

Watch the video «10 interesting facts about the city of London» and be ready to discuss  
<https://rutube.ru/video/ad830aede62013016209219882be1390/>

**Read and translate the text:**

## CHRISTMAS

The 25<sup>th</sup> of December is Christmas Day. It's a happy holiday for many people in different countries.

Some week before Christmas English people are busy. They send greeting cards to all their relatives and friends. You can buy Christmas cards or you can make them. Many children make their cards at school.

People buy a Christmas tree and decorate it with toys, coloured balls and little coloured lights.

On Christmas Eve people put their presents under the tree. When children go to bed, they put their stockings near their beds.

At night Father Christmas comes. He has got a big bag of presents for children. He puts the presents in the children's stockings.

Every year there is a very big Christmas tree in the centre of London, in Trafalgar Square. This is a present from the people of Norway to the people of Great Britain. They send it to Londoners every year and Londoners decorate the Christmas tree.

In the evening before Christmas people like to come to Trafalgar Square to look at the tree. On Christmas Eve streets in London are decorated, too.

The shops are very busy at Christmas. People want to buy presents for their family and friends (for their nearest and dearest). And they buy a lot of food and drink for all the Christmas parties.

People open their presents on Christmas morning and they all are happy with what they get.

For Christmas lunch people eat turkey, potatoes and green vegetables. Then they have the Christmas pudding. At five o'clock it's time for tea and Christmas cake.

On Christmas people wish their nearest and dearest a merry Christmas.

The day after Christmas is Boxing Day. People usually visit their relatives and friends. They do not work on that day.

### **2. Answer the questions.**

- 1) Why are people busy some weeks before Christmas?
- 2) Where can people get Christmas cards?
- 3) Where is a Christmas tree from?
- 4) What are the traditional Christmas dishes?
- 5) What is Boxing Day?
- 6) Do English people like Christmas?

### **3. Complete the sentences**

1. Many children make their cards at .....
2. Father Christmas puts the presents in the children's .....
3. There is a very big Christmas tree in the centre of .....
4. On Christmas people wish their nearest and dearest a .....
5. They do not..... on that day.

### **Read and translate the text:**

#### CUSTOMS AND TRADITIONS IN GREAT BRITAIN

Every nation and every country has its own traditions and customs. In Britain traditions play a more important role in the life of people than in other countries. They say British people are very conservative. They are proud of their traditions and carefully keep them up. But when we speak about British traditions we always remember that there are four parts in Britain — England, Scotland, Wales and Northern Ireland. Traditions are different in these parts of the country.

You already know some of the English traditions and holidays. We hope you remember St. Valentine's Day, St. Patrick's Day and Halloween which have also become traditional American holidays. Here are some more facts about old English traditions.

One of the old English legends says that London can be the capital of the country, rich and great until twelve black ravens live in the Tower of London. Each has got its name and the keepers carefully look after them. If one of the birds dies, another younger raven takes its place. Londoners believe this legend and always bring some food to give to the birds when they come to the Tower. The keepers cut the birds' wings a bit as they are afraid that they may fly away.

Another old English tradition is Guy Fawkes Day. Children go out into the streets on the 5th of November with figures like scarecrows. They stand in the streets and squares asking for the usual "Penny for the Guy". Then with the money they have collected they buy fireworks and burn the guy (the figure like a scarecrow) on their bonfire.

People watch fireworks and some people go to parties in the evening.

Though different countries have different traditions and holidays people all over the world know some of them. They are — Easter, Christmas and New Year.

### **I. True or False.**

1. Every country has its own traditions and customs.
2. There are no common traditions all over the world.
3. English people celebrate Maslenitsa.
4. There are some common holidays in England, Scotland, Wales and Northern Ireland.
5. London can be great until 10 black ravens live in the Tower.
6. English people celebrate Guy Fawkes Day on the 5th of November.

### **II. Choose the best title for the text.**

1. BRITISH ARE JUST TRADITIONS CRAZY!
2. MORE ABOUT BRITISH TRADITIONS.
3. GUY FAWKES DAY.

### **III. Match the words from the left column with their Russian equivalents from the right column.**

- |               |               |
|---------------|---------------|
| 1. look after | a. фейерверк  |
| 2. scarecrow  | b. обычай     |
| 3. firework   | c. заботиться |
| 4. custom     | d. костер     |
| 5. bonfire    | e. чучело     |

Speak on customs and traditions of the UK (презентации и доклады о традициях и обычаях Великобритании)

Speak on cultural life of London (theatrical and musical festivals) — (презентации и доклады о культурной жизни Лондона (фестивали театральные, музыкальные))

3. Анализ полученных результатов. Подведение итогов занятия.

## **План практических занятий № 5-6**

**Тема: Россия**

**Цели занятия:**

обобщить и систематизировать знания по теме; актуализировать знания лексики в соответствующих ситуациях, формировать деловые навыки коммуникации в устной и письменной формах на иностранном языке; учить оценивать степень эффективности общения, определяя причины коммуникативных удач и неудач; строить выступление в соответствии с замыслом речи, свободно держаться перед аудиторией, осуществлять обратную связь с нею; формировать у обучающихся навыки устного общения по теме занятия; актуализировать знания грамматики, полученные в школе; улучшить понимание иноязычной речи на слух, развивать внимание, критическое мышление, расширять общий кругозор обучающихся; формировать уважения к культуре других народов и культуре своей страны.



**Время:**4 часа

**Вопросы (задачи):**

- 1.Моя страна (Крым)
- 2.Россия.
- 3.Традиции и обычаи народов России.
- 4.Прямая-косвенная речь. Вопросительные предложения

**Ход проведения занятия**

1. Объявление темы занятия, постановка целей.
- 2.Работа с различными видами практических задани5й.

The presentation – Russia

Video about Russia

<https://youtu.be/mORJmK1Ljgk?si=jc3hDaXJNPpsLesi>

Watch the video and answer the questions

1. How many time zones are there in Russia?
2. Who said this about Russia "Russia is a riddle wrapped in a mystery inside an enigma"?
3. What place in the world does Russia take in the length of railroads? What is the longest route?
4. What are the main two reasons foreigners like to visit fast food places in Russia?
5. What is the largest source of fresh water on the planet?
6. How many people a day does the Moscow subway serve?
7. What is the scientific capital of Russia?
8. What city is the gateway between Europe and Asia?
9. What is the main attraction of Kazan?
10. How many people live in the European part of Russia (% of the population)
11. In what natural resources does Russia take the sixth place in the world?

Speak on customs and traditions of peoples of Russia (презентации и доклады о традициях и обычаях народов России)

Speak on cultural life of Russia and the Crimea (theatrical and musical festivals) – (презентации и доклады о культурной жизни России и Крыма (фестивали театральные, музыкальные)

Выполнение практических заданий на формирование грамматических навыков

**Change the following sentences from DIRECT to INDIRECT SPEECH:**

1. He said, "I will be here at noon."

He said that he would be here at noon.

2. Mary said, "The train will probably arrive on time."

.....

3. He said, "I have to finish this report by five o'clock."

.....

4. The doctor said, "Mr. Smith will improve quickly."

.....

5. William said to me, "I am leaving in the morning."

.....

6. The teacher said, "Everyone has to write a composition."

.....

7. John said, "I saw that movie on Wednesday."

.....

8. Helen said, "I have read that book."

.....

9. Mary said to John, "I cannot go to the movie with you."

10. John said, "I have finished studying my lesson."

11. Mary remarked, "John speaks English well."

12. William said to me, "I will not see Mr. Jones until Tuesday."

13. Mr. Smith said, "I will refuse their offer."

14. John said, "I certainly hope it won't rain tomorrow."

15. Henry said, "I can meet them later."

16. The boy said, "I am only eight years old."

17. She said to me, "The lights have gone out."

18. The man said, "The telephone is out of order."

19. He said, "I will never speak to her again."

20. I said to the clerk clearly, "I have already paid that bill."

### **What does the policeman want to know?**

1. What's your name?

The policeman wants to know what my name is.

2. What's your job?

3. Where do you work?

4. Where do you live?

5. Where were you yesterday?

6. Why are you in London?

7. When did you come?

8. How did you come?

9. Where's your ticket?

10. Have you ever been in London?

11. Do you know anyone in London?

12. Were you in London last month?

13. Are you telling the truth?

**Wh- questions:**

Examples: \* "What is the time?" he asked.

He asked me what the time was.

\* "Where do you live?" he asked Mary.

How wanted to know where Mary lived.

**Do the same:**

1. He asked, "How long does it take you to have lunch?"

2. He asked me, "What are you doing at the weekend?"

3. She asked, "Why are you late, Tom?"

4. My mother asked me, "Where is your umbrella?"

5. The secretary asked the man, "Who do you want to see, sir?"

6. The students asked, "What time does the bell ring?"

7. He asked Tom, "What kind of films do you like watching?"

8. The teacher asked the girl, "When do you have to be home?"

9. They always asked, "Why don't you let my cat in?"

10. The passengers asked, "When did the last train leave?"

11. He asked, "What will you do tomorrow, Jane?"

3. Анализ полученных результатов. Подведение итогов занятия.

**План практических занятий № 7-9**

**Тема:Англоязычные страны. США**

**Цели занятия:**

обобщить и систематизировать знания по теме; актуализировать знания лексики в соответствующих ситуациях, формировать деловые навыки коммуникации в устной и письменной формах на иностранном языке; учить оценивать степень эффективности общения, определяя причины коммуникативных удач и неудач; строить выступление в соответствии с замыслом речи, свободно держаться перед аудиторией, осуществлять обратную связь с нею; формировать у обучающихся навыки устного общения по теме занятия; актуализировать знания грамматики, полученные в школе;

улучшить понимание иноязычной речи на слух, развивать внимание, критическое мышление, расширять общий кругозор обучающихся;

формировать уважения к культуре других народов и культуре своей страны.

**Время:6 часов**

**Вопросы (задачи):**

1.Традиции и обычаи Америки. Праздники.

2.Культурная жизнь страны.

3.Крупнейшие города США

4.Модальные глаголы

### Ход проведения занятия

1. Объявление темы занятия, постановка целей.
  2. Работа с различными видами практических заданий.
- The presentation – the USA

The USA quizzes (handouts)

Video about the system of measurements

<https://youtu.be/6QYrueUBfsc?si=qWg2taF1CnQaa2dz>

Reading and Comprehension

#### AMERICA'S DRIVE-IN MOVIE THEATRE

**The classic American outdoor movie theater is making a comeback**

*Is there anything more American than the "drive-in"? The "drive-in" or "drive-thru" is part of America's twentieth century culture; and no "drive-in" is more classically American than the drive-in movie theater. For years, the number of drive-in theaters in the USA was falling. But then there was Covid-19, and suddenly, in 2020, the decline in drive-in movie theaters stopped, and has gone into reverse. Suddenly drive-in movie theaters are thriving again.*

They were a cultural icon, a classic product of twentieth century lifestyle; movie theaters where you just drove up, paid a few **bucks**, parked facing the screen, relaxed in your car, and waited for the movie to begin.

In the mid fifties, when drive-in theaters were at their most popular, there were over 5000 of them spread all across the USA. It was the age of the American Dream, of James Dean and the young Elvis Presley, a time before anyone had heard of Vietnam, **smog**, inner cities or color TV. The "automobile" was king, a symbol of the new-found freedoms of the great American middle class. The American dream was to live in a nice house in a friendly suburb, with a large comfortable automobile or two parked in the **driveway**; and the automobile was there to be used. Drive-in movie theaters originated in the eastern USA in the 1930's; in those days the quality of movies was not terribly polished, so people tended not to worry about poor quality sound and images that **flickered** on the vast outdoor screens in front of them. Often, it wasn't much better in indoor movie theaters. Moreover the drive-ins had advantages that indoor theaters did not have; you didn't get disturbed by the person next to you, and you could go as you pleased. In those days, people dressed up to go to the movies in town; there was no dressing up for drive-ins.

From the end of the Second World War, until the mid sixties, drive-ins lived their glory years. They got bigger and smarter, and the sound quality **improved** markedly. In the early years, the sound had come from huge loudspeakers placed below the screen; by the fifties, the system of individual sound for each car had become the norm, and all you had to do was to roll down the window and hook the small loudspeaker over it. If there were too many **mosquitos**, you could even pull the speaker right into the car, and roll the window up again.

Movie theaters were changing; but so was American society. By 1965, the American Dream was beginning to show some cracks. Once color television arrived, the writing was on the wall for thousands of U.S. movie-theaters, both drive-ins and indoor cinemas. With an escalating crime **rate** and rising fears of violence, more and more Americans decided that it was better not to go out in the evening at all.

Drive-in movie theaters were also suffering from commercial pressures; some went out of business, unable to compete with the flexibility and comfort of new suburban **multiplex** cinemas - but many profitable theaters closed too. As towns and cities expanded, large suburban sites became valuable **real estate**, and few owners could resist multi-million dollar offers to sell out to supermarket chains or business corporations. Over 1,000 drive-ins closed during the 1970's; over 2,000 followed in the next decade; by the time 1990 arrived, there were less than 1,000 drive-in

screens across the USA, and few people thought that there would be any left at all by the end of the century.

Yet things have not happened that way. In 2019, there were still 321 drive-in movie theaters in the USA, a third less than there were at the start of the century. However, some movie theaters have opened new screens, particularly in areas where suburban real estate values have not *escalated* too far. Ohio and California, for instance, still have 44 drive-in theater screens, and the state of New York has 49 !

Then COVID-19 came along, and while traditional movie theaters in many places had to shut down, most drive-ins could remain open. With people watching from the socially-distanced safety of their own car , the drive-in movie theater was suddenly fashionable again, and it looks like a fashion that is likely to remain. The future for drive-in movie theaters is now looking as good as it was back in the *heyday* of the 1950's, three generations ago.

Today's theater owners have learned to market their *assets* more effectively; instead of remaining empty during the day time, theater *parking lots* are now used for *flea markets*, open air sales, and other activities.

Technology has come to the drive-in too; the modern drive-in uses a low-frequency FM radio or bluetooth sound system, and viewers simply tune their car radio to the right channel, and listen to the soundtrack using their own in-car hi-fi. Given the quality of the sound systems in some cars these days, there is a new *breed* of drive-in theater fans who come along to enjoy their own in-car sound systems. Watching a movie like *Twister* with the advantage of a quadriphonic megawatt in-car hi-fi was, it is said, quite an experience - especially on a windy night with lightening flashing in the distance!

Many movie-goers, however, come along just for the fun, or the nostalgia, of watching a movie in a different sort of environment, under a star-lit sky, and in the comfort of their car! They can smoke if they want to, drink coffee, or bring along a pizza or a burger; subject to covid-19 regulations, food and drink are available in today's drive-ins, providing another plus that indoor theaters cannot offer... and that too is helping drive-ins to survive.

It is still possible to visit a drive-in movie theater in the USA, and in the world of covid-19 the drive-in offers one of the safest ways of enjoying an evening out. Watching a movie from the back of a 1962 Cadillac convertible was one thing; doing so from the back of a Honda Civic is not the same experience ... but the sound quality is better, and as they say, better safe than sorry.

**Difficult words:** *buck: dollar - smog: a mixture of smoke and fog, pollution - driveway: access to a house - flicker: jump around - improve: get better - mosquito: insect that stings - rate: level - multiplex: with several screens - real estate: land, property - escalate: rise, go up - heyday : best times - asset: something that is positive - parking lot: car park - flea market: place where people sell old things they don't want - breed: race –*

### **Comprehension: true/false exercise:**

**Read the article and decide if these statements are true or false: justify your answer by quoting from the text.**

1. The drive-in movie theater was invented before color television
2. People liked the original drive-ins because the quality of the pictures was so good.
3. In the 1930's people usually put on smart clothes if they went to the movies in town.
4. The original drive-ins had individual loud-speaker systems for each car.
5. The rise in street crime contributed to the falling fortunes of drive-in movie theaters.
6. The owners of many drive-in movie theaters opened supermarkets in their place.
7. The 1970's were the worst decade in the history of drive-in movie theaters.
8. Today, drive-in movie theaters tend to be used for other things during daylight hours.

Speak on customs and traditions of America (презентации и доклады о традициях и обычаях Америки)

Speak on cultural life of America (theatrical and musical festivals) – (презентации и доклады о культурной жизни Америки (фестивали театральные, музыкальные))

Выполнение практических заданий на формирование грамматических навыков

**Fill in the blanks with CAN or CAN'T:**

1. She is a small baby. She ..... eat meat, but she ..... drink milk.
2. That dress is not expensive. I ..... buy it.
3. A cat ..... climb up a tree, but a dog .....
4. I'm very tired today. I ..... clean my room.
5. John is very short. He ..... play basketball very well.
6. We are very hungry, so we ..... eat a lot of sandwiches.
7. He is very fat. He ..... run very fast.
8. We ..... sleep in the bedroom but we ..... sleep in the bathroom.

**Fill in the blanks with CAN / CAN'T or MUST / MUSTN'T:**

1. She is ill, so she ..... see the doctor.
2. It's raining heavily. You ..... take your umbrella.
3. We ..... (not / pick) the flowers in the park.
4. Mike is nine months old. He ..... (not / eat) nuts.
5. I am very tall. So I ..... play basketball.
6. I'm sorry but we ..... (not / come) to your party tomorrow.
7. You are speaking very quietly. I ..... (not / understand) you.
8. .... I use your phone?
9. We ..... go to the bank today. We haven't got any money.
10. My hands are dirty. I ..... wash them.
11. It's late. I ..... go now.
12. You ..... stop at a red traffic light.
13. You ..... (not / speed) in the city.
14. Tourists ..... take their passports when they go abroad.
15. Footballers ..... (not / touch) the ball with their hands.
16. .... you play the guitar?
17. I ..... (not / come) with you now. Because I'm studying my lessons.

**Fill in the blanks with MUST (NOT) / CAN (NOT) / (NOT) HAVE TO / NEEDN'T:**

1. You ..... park in that street. It is not permitted.
2. Look at George. He is working very well. He ..... be ill.
3. There's someone at the door. I'm expecting Paul. It ..... be Paul.
4. Ali's car is here. He ..... be here.
5. The baby is asleep. You ..... shout.
6. You've got plenty of time. You ..... hurry.
7. A: "Do you want me to wait for you?"  
B: "No, it's OK. You ..... wait."
8. I can't get any answer from my telephone. It ..... be out of order.
9. Ann stayed in bed this morning because she ..... go to work.
10. Tom has just given me a letter to post. I ..... forget to post it.

**Use a suitable present or past MODAL AUXILIARY:**

1. He ..... play chess when he was young.
2. You ..... drive a car when you are 18.
3. .... I ask you a question?
4. She ..... be 25. She looks older than that.

5. His telephone doesn't answer. He ..... (go) to the club.
6. She entered the room carrying a wet umbrella. She .....(walk) in the rain.
7. My car didn't work this morning. So I ..... walk to the office.
8. He ..... (be) home, but we didn't telephone him.
9. She ..... (help) me a lot by giving me a little of his time, but she preferred to go out.
10. He doesn't know the answer. He ..... (study).
11. I can't find the house. I ..... (write) down the address.
12. She is very sleepy. She ..... (stay) up very late last night.
13. I ..... go for a walk later. It depends on the weather.

3. Анализ полученных результатов. Подведение итогов занятия.

## КОНТРОЛЬНАЯ ТОЧКА 5

### План практических занятий № 10-11

**Тема:** Кино и телевидение.

#### **Цели занятия:**

обобщить и систематизировать знания по теме; актуализировать знания лексики в соответствующих ситуациях, формировать деловые навыки коммуникации в устной и письменной формах на иностранном языке; учить оценивать степень эффективности общения, определяя причины коммуникативных удач и неудач; строить выступление в соответствии с замыслом речи, свободно держаться перед аудиторией, осуществлять обратную связь с ней; формировать у обучающихся навыки устного общения по теме занятия; актуализировать знания грамматики, полученные в школе; улучшить понимание иноязычной речи на слух, развивать внимание, критическое мышление, расширять общий кругозор обучающихся; формировать уважения к культуре других народов и культуре своей страны.

**Время:** 4 часа

#### **Вопросы (задачи):**

1. Кинематограф и ТВ англоязычных стран.
2. Кинематограф и ТВ в России.

#### **Ход проведения занятия**

1. Объявление темы занятия, постановка целей.
2. Работа с различными видами практических заданий.

Актуализация лексики по данной теме

**Vocabulary. Read the text about jobs in film industry, and explain the meaning of the words in bold.**

The film industry employs thousands and thousands of people in many different countries. Here are some of the most well-known jobs in the film industry: The **PRODUCER** is the person responsible for everything that happens from the start to finish. The producer works on everything from the concept to the script to casting through to editing. The producer has to manage all the rest of the people who are working on the film and make sure everybody does their job on time and on **budget**.

The **DIRECTOR'S** main job is to manage the technical and artistic team that makes the film. The director runs the film shoots and tells everybody what to do. They work with the actors to help them perform their **lines** and actions so that the film can be edited into a story that makes sense.

The **SCREENWRITER** is the person who turns the story into a **script**. It is their job to make sure the dialogue sounds natural and the sequence of events in the film take place in the right way so that the story progresses smoothly and in an interesting way.

The **ART DIRECTOR** is responsible for the **film sets** and props. The sets are the settings where the **scenes** take place and the **props** are the things like guns and tools that actors use. If a film is set in interesting places like in historical dramas or science-fiction films, the Art Director will be very important as they have to build complex environments and find realistic props.

The **CINEMATOGRAPHER** is also known as the director of photography. They are responsible for setting up the camera shots. This means they have to decide what camera and **lens** to use and how the lighting needs to be set up to make the film look right.

The **EDITOR'S** job is to take the sound and film from the director and cut it together into a film. They have to take hundreds of different **shots** and organize them into one continuous sequence. They often work closely with the director so that the finished film looks the way the director imagined it.

The **ACTORS** have the most famous roles in film production. They act out the script and try to portray the characters in the film, showing the emotions the characters feel as realistically as they can. Some actors try to really live like the characters they are playing and stay in character even between shots. However, not everyone who appears in a film is an actor. Some films have hundreds of **extras**. These are the people who are used when lots of people are needed e.g. crowds at a football match or in a market. Extras don't usually have speaking roles.

*Choose the correct word according to its description:*

1. The ..... job is to put different scenes of a film together.  
a. director's b. producer's c. cinematographer d. editor's
2. The glass inside a camera:  
a. casting b. a scene c. budget d. script e. film set f. lens g. an extra h. prop i. a shot j. lines
3. Star Wars is ..... in space.  
a. filmed b. shot c. set d. screened
4. This person makes decisions about what the actors wear.  
a. costume designer b. cinematographer c. actors d. editor  
e. screenwriter f. director g. art director
5. This person takes parts of a film out of the final version.  
a. cinematographer b. editor c. art director d. director  
e. screenwriter f. actors g. costume designer
6. One camera angle within a scene:  
a. lens b. a scene c. casting d. lines e. prop  
f. script g. an extra h. budget i. a shot j. film set
7. Songs are part of the story in this type of film:  
a. a romantic comedy b. a sci-fi c. a historical drama d. a horror  
e. an action film f. a western g. a thriller h. a musical
8. This type of film is often about crime and it's exciting:  
a. a thriller b. a musical c. a western d. a romantic comedy  
e. an action film f. a sci-fi g. a horror h. a historical drama
9. .... are people who are in films but don't speak.  
a. Crowd b. Additions c. Extras d. Bonuses
10. This type of film is set in the past:  
a. a musical b. a sci-fi c. a historical drama d. a thriller  
e. a romantic comedy f. a horror g. a western h. an action film
11. A person in a film that has no speaking part and is often part of a large group:  
a. prop b. a scene c. script d. casting e. budget  
f. lines g. an extra h. a shot i. lens j. film set
12. The words that an actor has to remember:  
a. film set b. casting c. budget d. prop e. an extra  
f. lens g. lines h. a shot i. script j. a scene
13. A ..... will make you laugh.



- a. thriller b. romance c. sci-fi d. romantic-comedy
14. This person tells everybody what to do.  
a. screenwriter b. director c. cinematographer d. art director  
e. editor f. costume designer g. actors
15. This type of film is about love and will make you laugh.  
a. a romantic comedy b. a historical drama c. a thriller d. a western  
e. a horror f. a musical g. a sci-fi h. an action film
16. A part of a film where one piece of action happens:  
a. a shot b. lens c. casting d. script e. prop  
f. a scene g. lines h. an extra i. budget j. film set
17. A ..... turns a story into a script.  
a. cinematographer b. film-writer c. producer d. screenwriter
18. The money available to spend on a film:  
a. lens b. prop c. lines d. a scene e. casting  
f. a shot g. script h. budget i. an extra j. film set
19. These people are the people who star in a film.  
a. costume designers b. screenwriters c. cinematographers  
d. directors e. art directors f. actors g. editors
20. Something that an actor uses or holds in a film:  
a. lines b. a scene c. an extra d. film set e. a shot  
f. casting g. script h. budget i. prop j. lens
21. You will see cowboys in this type of film:  
a. a thriller b. a sci-fi c. a historical drama d. a horror  
e. a romantic comedy f. an action film g. a musical h. a western
22. You might see aliens in this type of film:  
a. a horror b. a thriller c. a western d. a sci-fi  
e. a romantic comedy f. an action film g. a historical drama
23. This person is responsible for the location of the film and what the actors use.  
a. editor b. costume designer c. actors d. director  
e. cinematographer f. art director g. screenwriter
24. The process of choosing an actor for a role in a film:  
a. prop b. casting c. an extra d. lens e. a scene  
f. lines g. film set h. budget i. a shot j. script
25. This type of film usually has lots of fighting or car chases:  
a. a musical b. a thriller c. a historical drama d. a sci-fi  
e. an action film f. a horror g. a western h. a romantic comedy

***Match the speakers with their professions. Read the second time and match the speakers with the difficulties they have to cope with in their work. There are three extra items in both tasks. Explain the meaning of the words in bold.***

***Professions:***

- A** a cameraman/woman
- B** an actor in a horror film
- C** a make-up artist
- D** a comedy actor
- E** a special effects artist
- F** a stuntman/woman
- G** a film director

**H** a costume designer

***Difficulties:***

- A** inconsistency
- B** discomfort

- C** vanity
- D** fear
- E** texture
- F** time
- G** boredom
- H** cost

**Speaker 1.** What I hate most is how long it takes to get ready for a shoot. I'm up at five most days and they usually work on me for a couple of hours. It's quite a complicated procedure – they have to build it up layer by layer – and I end up quite **hideous**, with bits sticking out all over – a real sight for sore eyes! Not something you'd like to meet on a dark night. And it takes a good half hour to get it all off again.

**Speaker 2.** I never cease to be amazed by the end result – a complete transformation! And it's weird to see yourself in the mirror and realize that it really could be you looking like that – a few extra bars of chocolate a day for a couple of years is all it would take! It's pretty hot and sweaty, too, and quite **cumbersome** carrying around all that extra bulk – but at the end of the day it's worth it just to get people laughing.

**Speaker 3.** I must admit I take great pride in my work. You need quite a lot of on-the-job training, which is hard but exciting. Like the job – it can be so varied, you have to create so many different looks. Take today, for example, my task is to get rid of good looks, not enhance them. The main character has to appear thirty years older, so I have to imitate the ageing process – lines, wrinkles, **the lot**. It can be quite tricky as some actors are really **reluctant** to let me make them less attractive, and at times put up a lot of resistance.

**Speaker 4.** People have experimented for years with different ways of making it, using all kinds of unlikely **concoctions**, including ink, fruit juices, tomato sauce – you name it, it's been tried. But it was always too thick or too runny, and never quite the right colour. What I find works best is a mixture of syrup and food colouring thinned down a bit. It's cheap and easy to produce and looks authentic. Sticky, I agree, but effective.

**Speaker 5.** I always insist on the details being absolutely right. If someone's supposed to have been punched in the face the day before, for example, he has to look like it. I don't care what it takes them to get it right. And then sometimes I decide there has to be a retake of part of a scene, so there's the danger that some slight difference in the appearance of an actor will make the whole scene **implausible**. There's a very critical audience out there, you know.

**What sort of TV programmes are these people talking about?**

- 1) 'The prize is ₱1000000 this week. That's big money!' \_\_\_\_\_
- 2) 'Walt Disney made a lot of them. *Mickey Mouse* is probably his most famous.' \_\_\_\_\_
- 3) 'My granny watches it every day. She knows all the characters as if they were real.' \_\_\_\_\_
- 4) 'The Minister of Education was on it, discussing the new school policy' \_\_\_\_\_
- 5) 'I investigated how banks had wasted billions of euros in bad loans.' \_\_\_\_\_
- 6) 'They always solve the murder in the end, but it's very exciting.' \_\_\_\_\_
- 7) 'It's so funny, especially when the old uncle appears. We can't stop laughing.' \_\_\_\_\_
- 8) 'We wanted to find out if it was going to rain tomorrow.' \_\_\_\_\_
- 9) 'He interviewed that young star who just won an Oscar, oh, what's her name?' \_\_\_\_\_
- 10) 'They showed a repeat of the Manchester United versus Valencia match.' \_\_\_\_\_

**These adjectives are often used to describe films and TV programmes, characters, special effects, scripts, etc. Put them in the correct column of the table.**

absorbing action-packed appalling boring chilling compelling contrived convincing depressing disappointing enjoyable entertaining feel-good gripping hilarious incredible laughable likeable magnificent moving overcomplicated predictable realistic ridiculous riveting shallow spine-tingling staggering stunning thought-provoking



Write a review on one of Walt Disney's animated cartoons (movies). Follow the steps of writing reviews.

**Step 1. Write down initial thoughts.**

Before writing your review you should write down your initial reactions to the movie. This can cover everything from the performances to the story and visual effects. This way you have your ideas on paper in case there is a significant amount of time between when you watch the movie and when you write the review.

**Step 2. Create an outline.**

Outlining the review will help you decide what order the information will be presented in. Firstly, include a brief synopsis of the movie, hitting key points without giving any spoilers. Secondly, write about the actor's performances and what stuck out to you. Thirdly, write about the plot, specifically its strengths and weaknesses and whether it was well-paced or not. Fourthly, write about the content of the movie including topics such as violence and swearing as well as whether it was family-friendly or not. Finally, write a conclusion with your overall thoughts of the movie including whether or not you would recommend it to anyone.

**Step 3. Write a title for the review.**

The title should be catchy and can either play off a quote from the movie or the title of the movie. Make sure the title makes it clear what movie is being reviewed for the benefit of the audience.

**Step 4. Write the synopsis.**

The synopsis of the movie should be brief and include at least the basic setup of the movie. Be sure to include the main characters' names. A synopsis should be no longer than 3-4 sentences.

**Step 5. The characters.**

Write about the performances by the actors, specifically talking about the main characters. Include what stood out to you, both good and bad, devoting a brief description to each actor. Another option is to list each actor then allot a sentence discussing their contribution to the movie. A length of 3-4 sentences is adequate, though it can be longer depending on the number of actors discussed.

**Step 6. The story.**

Write about the film's story. Talk about what worked and what didn't, as well as whether it held up as a feature length movie or not. This should act as a follow up to the movie synopsis that started the review. Depending on the quality of the movie's plot, this section can be anywhere from four sentences to two paragraphs. However, do not spend too much time on this section.

**Step 7. The film's content.**

Write about the type of content the film contained. Discuss whether there was a lot of violence, nudity or swearing without giving exact numbers or details. You can say more with a more concise comment than with a full paragraph. Also state whether the movie is family-friendly or not, as parents may read a movie review before deciding whether it is appropriate for the child.

The length of this section depends on the amount of content you want to talk about, though it is best to keep it to one 4-5 sentence paragraph.

### **Step 8. Conclusion.**

Give your opinion on the movie, citing examples from previous sections in the review. End the review by stating whether or not you would recommend it to anyone. This section should be no longer than a paragraph. One sentence summarizing each section is enough.

### **Project work. Collect information and write your own quiz about famous figures of the movieland (actors, directors, cinematographers, cameramen, etc)**

Speak on cinematography and TV in English-speaking countries (презентации и доклады о кинематографе и ТВ англоязычных стран)

Speak on cinematography and TV in Russia (презентации и доклады о кинематографе и ТВ в России)

3. Анализ полученных результатов. Подведение итогов занятия.

## **План практических занятий № 12-13**

**Тема:Пресса.**

**Цели занятия:**

обобщить и систематизировать знания по теме; актуализировать знания лексики в соответствующих ситуациях, формировать деловые навыки коммуникации в устной и письменной формах на иностранном языке; учить оценивать степень эффективности общения, определяя причины коммуникативных удач и неудач; строить выступление в соответствии с замыслом речи, свободно держаться перед аудиторией, осуществлять обратную связь с нею; формировать у обучающихся навыки устного общения по теме занятия; актуализировать знания грамматики, полученные в школе; улучшить понимание иноязычной речи на слух, развивать внимание, критическое мышление, расширять общий кругозор обучающихся; формировать уважения к культуре других народов и культуре своей страны.

**Время:**4 часа

**Вопросы (задачи):**

- 1.Журналы (печатные и электронные).
- 2.Газеты (печатные и электронные).
- 3.Условные предложения, придаточные времени.

**Ход проведения занятия**

1. Объявление темы занятия, постановка целей.
- 2.Работа с различными видами практических заданий.

Выполнение практических заданий на формирование грамматических навыков

**Choose the correct item and underline it:**

1. If *I move* / *I'll move* to Boston, *I live* / *I'll live* on Main Street.
2. If *you call* / *you'll call* your mother, she'll be very happy.
3. If the mechanic fixes our car on time, we *drive* / *we'll drive* to Center ville.
4. If it *rains* / *it'll rain* today, we won't go to the park.
5. If I'm not in a hurry tonight, *I write* / *I'll write* to her.
6. If she *isn't* / *won't be* sick, she'll go to school.
7. If *they're* / *they'll be* tired tomorrow, they *don't go* / *won't go* to work.
8. If John doesn't buy a new car, he *buys* / *he'll buy* a motorcycle.

**Find correct items and complete the following sentences:**

1. If we ..... **go** ..... to London, ..... **we'll** ..... visit our cousin.
2. If they ..... their homework tonight, their teacher ..... happy.
3. If the weather ..... good, George ..... swimming this weekend.
4. If he ..... swimming this weekend, ..... a wonderful time.
5. If you don't eat your dinner tonight, ..... hungry.
6. If ..... tired, they'll go to sleep early tonight.
7. If it ..... , she'll wear her new raincoat.
8. If you ..... too many cookies after dinner tonight, ..... get a stomachache.
9. If I ..... too much coffee, ..... get a headache.

### Descramble the sentences:

1. If / she / she'll / misses / bus / the / the / walk

..... ***If she misses the bus, she'll walk*** .....

2. If / he / he'll / concert / goes / his / suit / the / to / wear

3. If / she / she'll / cook / isn't / dinner / tired

4. If / I'm / I'll / busy / not / you / visit

5. If / you / you'll / be / don't / school / finish / sorry

6. If / he / he'll / a / get / good / hard / job / works

### Use the correct tense:

1. The teacher will be very angry if you ..... (not do) your homework.
2. If he ..... (tell) me, I could help him.
3. If you don't water the flowers, they ..... (die).
4. If you didn't water the flowers, they ..... (die).
5. I ..... (come) if I had time.
6. If you don't hurry, you ..... (miss) the bus.
7. If I ..... (be) you, I wouldn't buy that car.
8. He will play tennis if the weather ..... (be) good.
9. I would be very happy if she ..... (be) my sister.
10. She could win the race if she ..... (try).
11. If he ..... (go) to bed early, he will get up early.
12. If he touches this wire, he ..... (get) a shock.
13. You will get wet if it ..... (rain).
14. If I knew, I ..... (come) earlier.
15. I wouldn't say it if I ..... (be) you.
16. What will you do if you ..... (get) a bad mark?
17. If she ..... (wear) a necklace, her dress will look better.
18. If you go near the dog, it ..... (bite) you.
19. Bodrum ..... (be) ideal for a holiday if it weren't so crowded.
20. He will be ill if he ..... (eat) so much.
21. If she ..... (read) the book carefully, she will understand it.
22. The children can stay up late if they ..... (be) good.
23. If the dinner isn't ready, I ..... (go) out.
24. We would die if the plane ..... (crash).

### Rewrite the sentences using UNLESS:

1. If you don't go to Venice, you will never ride in a gondola.

2. If it doesn't rain, we will go to the cinema.

3. If you don't go to a Chinese restaurant, you'll never taste a Peking Duck.

4. If you don't go to Bursa, you'll never climb Uludag.

5. If you don't go to India, you'll never see Taj Mahal.

6. If you don't answer my question, I won't go anywhere.

7. I won't let you go if you don't give me my money back.

8. I'll call the police if you don't go away.

9. If you don't complain the manager, you'll always get bad service.

10. If you don't have enough money, you can't buy this car.

11. If he doesn't work hard, he can't pass his class.

12. You won't catch the bus if you don't leave immediately.

Актуализация лексики по теме «Пресса»

**1 Divide the words below into the correct categories.**

Journalist	tabloid	editorial
Columnist	daily	rag
Feature	foreign correspondent	headline
Broadsheet reporter	quality	supplement
Article	hack	front page
Review		

1 people who work on a newspaper

2 types of newspaper

3 what you find in a newspaper

Now answer the questions below using some of the words above.

1 Which two words describe a newspaper that likes lots of pictures and stories that are dramatic and scandalous? Which of the words is informal and derogatory?

2 Which word is an informal, derogatory word for journalist?

3 Which word describes an article where the editor gives the opinion of the newspaper about an issue?

4 Which word describes a magazine that you find inside a newspaper – particularly a Sunday newspaper?

5 Which word describes a long article, usually on the inside pages?

6 Which word means the same as quality (newspaper)?

**2 Which of these words collocate with *news*?**

Example *newsroom*

Room                      stand                      print                      conference

Agency	flash	hound	letter
Worthy	paper	agent	desk

Complete these sentences with some of the words above.

- 1 The \_\_\_\_\_ is the place where journalists write their reports.
- 2 You can buy a 'paper at a news \_\_\_\_\_ or at a news \_\_\_\_\_ in the street.
- 3 If it is a good story, it is news \_\_\_\_\_.
- 4 A good reporter is sometimes called a news \_\_\_\_\_.
- 5 Politicians often inform journalists about their actions at news \_\_\_\_\_s.

### 3 What's the difference between the following?

- 1 a news agency and a newsagent's
- 2 a correspondent and a reporter
- 3 a journal and a magazine
- 4 an article and a report

### 4 Read the article. Answer the questions.

- 1 Is it from a tabloid or a quality newspaper?
- 2 Who wrote it? – a tabloid hack, a foreign correspondent, who?
- 3 What is it about?
- 4 Is it impartial or biased? What is the political standpoint of the newspaper?

### Middle Class tax squeeze

The prime minister's genius in making his party electable was to persuade the middle classes not to be afraid of him. His message was that he understood their fears that his left-wing party would tax them and redirect money to the party's traditional supporters. For a time he pulled the wool over all our eyes. Now the cleverness of his deceit is revealed. This new tax hike will hurt hard-working middle class people, and we should all wake up to what it means...

### 5 Match the words below to the headlines that they could be used to describe. There is more than one possible answer

Objective	a scoop	sensationalist	exploitative	intrusive
impartial		investigative	crass	biased

- 1 Exclusive! The true story of a Hollywood star's fall.
- 2 Priest has sex with seventeen-year-old
- 3 Why we must listen to what other European leaders are telling us
- 4 Government policy will lead us to ruin
- 5 Topless photos of soap star Kim Owers on holiday with new beau – see pages 4, 5, 6 and 8.
- 6 Corruption in the heart of the City revealed

### 6 Think of answers for these questions, then discuss them with two or three other people.

What is in the news in your country at the moment?

What type of newspaper do you read, and why do you read that type for?

What do you think of the press in your country? Is it sensationalist and exploitative?

Or is it serious and impartial?

What do you think the role of the press should be in society?

#### News Dictionary Quiz

1. What's a *newsdesk*?
2. How is being **in the news** different from being **on the news**?
3. If you get a *good press*, are you talked about positively or negatively?
4. What's the difference between a *news bulletin* and a *newsflash*?

5. What's *a newsreel*?
6. If a letter is *newsy*, what is it?
7. What does the expression *No news is good news* mean?
8. Do you hear the news or see the news?
9. Do we say the news **is** interesting or the news **are** interesting?
10. Which of these can we say? – *a piece of news, a bit of news, a part of news, an item of news*?
11. If you break the news, what do you do?

Press conference – the presentation of printed newspapers and e-newspapers, printed magazines and e-magazines.

3. Анализ полученных результатов. Подведение итогов занятия.

### План практических занятий № 14-15

**Тема: Музыка. Жанры музыки.**

**Цели занятия:**

обобщить и систематизировать знания по теме; актуализировать знания лексики в соответствующих ситуациях, формировать деловые навыки коммуникации в устной и письменной формах на иностранном языке; учить оценивать степень эффективности общения, определяя причины коммуникативных удач и неудач; строить выступление в соответствии с замыслом речи, свободно держаться перед аудиторией, осуществлять обратную связь с ней; формировать у обучающихся навыки устного общения по теме занятия; актуализировать знания грамматики, полученные в школе; улучшить понимание иноязычной речи на слух, развивать внимание, критическое мышление, расширять общий кругозор обучающихся; формировать уважения к культуре других народов и культуре своей страны.

**Время:** 4 часа

**Вопросы (задачи):**

1. Музыка в моей жизни.
2. Музыкальные инструменты.
3. Жанры музыки.
4. Фразовые глаголы. 5 типов вопросов

**Ход проведения занятия**

1. Объявление темы занятия, постановка целей.
2. Работа с различными видами практических заданий.

**Robert Gupta: Music is medicine, music is sanity**([https://youtu.be/w5mhN6tF5hY?si=TXCT-w\\_brpzJ8\\_L4](https://youtu.be/w5mhN6tF5hY?si=TXCT-w_brpzJ8_L4))



Gupta is a TED fellow and got a Master's degree in music from Yale, after studying medicine for his undergraduate degree. A violinist with the Los Angeles Philharmonic, Gupta maintains a passionate parallel interest in neurobiology and mental health.



## Comprehension

1. What is Steve Lopez's profession?
2. What did Lopez hear on the streets of downtown LA?
3. What happened to Nathaniel Ayers?
4. How did Nathaniel act when Gupta first met him?
5. Is Nathaniel receiving treatment for his condition?
6. How did Nathaniel act the second time Gupta met him?
7. Was Gupta afraid of Nathaniel?
8. How did Nathaniel react when Gupta started playing the violin?

## Fill in the blanks

**0:00** One day, Los Angeles Times columnist Steve Lopez was walking along the streets of downtown Los Angeles when he heard beautiful music. And the source was a man, an African-American man, \_\_\_\_\_, **rugged**, homeless, playing a violin that only had two strings.

**0:32** And I'm telling a story that many of you know, because Steve's columns became the \_\_\_\_\_ for a book, which was turned into a movie, with Robert Downey Jr. acting as Steve Lopez, and Jamie Foxx as Nathaniel Anthony Ayers, the Juilliard-trained double bassist whose \_\_\_\_\_ career was cut short by a tragic **affliction** with paranoid schizophrenia. Nathaniel dropped out of Juilliard, he suffered a complete breakdown, and 30 years later he was living \_\_\_\_\_ on the streets of Skid Row in downtown Los Angeles. I encourage all of you to read Steve's book or to watch the movie to understand not only the beautiful bond that formed between these two men, but how music helped shape that bond, and ultimately was instrumental – \_\_\_\_ - \_\_\_\_\_ --in helping Nathaniel get off the streets.

**1:20** I met Mr. Ayers in 2008, two years ago, at Walt Disney Concert Hall. He had just heard a performance of Beethoven's First and Fourth symphonies, and came backstage and introduced himself. He was speaking in a very jovial and gregarious way about Yo-Yo Ma and Hillary Clinton and how the Dodgers were never going to make the World Series, all because of the \_\_\_\_\_ first violin passage work in the last movement of Beethoven's Fourth Symphony. And we got talking about music, and I got an email from Steve a few days later saying that Nathaniel was interested in a violin lesson with me.

**1:52** Now, I should mention that Nathaniel refuses treatment because when he was treated it was with \_\_\_\_\_ therapy and Thorazine and handcuffs, and that scar has stayed with him for his entire life. But as a result now, he is prone to these schizophrenic **episodes**, the worst of which can \_\_\_\_\_ themselves as him **exploding** and then disappearing for days, wandering the streets of Skid Row, exposed to its horrors, with the **torment** of his own mind unleashed upon him.

**2:22** And Nathaniel was in such a state of **agitation** when we started our first lesson at Walt Disney Concert Hall --he had a kind of \_\_\_\_\_ glint in his eyes, he was lost. And he was talking about invisible demons and smoke, and how someone was poisoning him in his sleep.

**2:41** And I was afraid, not for myself, but I was afraid that I was going to lose him, that he was going \_\_\_\_ \_\_\_\_\_ into one of his states, and that I would ruin his relationship with the violin if I started talking about scales and arpeggios and other \_\_\_\_\_ forms of didactic violin pedagogy. (Laughter) So, I just started playing. And I played the first movement of the Beethoven Violin Concerto.

**3:07** And as I played, I understood that there was a profound change occurring in Nathaniel's eyes. It was \_\_\_\_ \_\_\_\_ he was in the grip of some invisible **pharmaceutical**, a chemical reaction, for which my playing the music was its \_\_\_\_\_. And Nathaniel's manic **rage** was transformed into understanding, a \_\_\_\_\_ curiosity and grace. And in a miracle, he lifted his own violin and he started playing, by ear, \_\_\_\_\_ snippets of violin concertos which he then asked me to

complete -- Mendelssohn, Tchaikovsky, Sibelius. \_\_\_\_\_ we started talking about music, from Bach to Beethoven and Brahms, Bruckner, all the B's, from Bartók, all the way up to Esa-Pekka Salonen.

**3:57** And I understood that he not only had an encyclopaedic \_\_\_\_\_ of music, but he related to this music at a **personal** level. He spoke about it with the kind of \_\_\_\_\_ and understanding that I share with my colleagues in the Los Angeles Philharmonic. And through playing music and talking about music, this man \_\_\_\_\_ transformed from the paranoid, **disturbed** man that had just come from walking the streets of downtown Los Angeles to the charming, erudite, brilliant, Juilliard-trained musician.

**4:30** Music is medicine. Music changes us. And for Nathaniel, music is \_\_\_\_\_. Because music allows him to take his thoughts and **delusions** and shape them through his imagination and his creativity, into reality. And that is an \_\_\_\_\_ from his tormented state. And I understood that this was the very essence of art. This was the very reason why we made music, that we take something that exists within all of us at our very fundamental core, our \_\_\_\_\_, and through our artistic lens, through our creativity, we're able to shape those emotions into reality. And the \_\_\_\_\_ of that expression reaches all of us and moves us, inspires and unites us.

**5:19** And for Nathaniel, music \_\_\_\_\_ him back into a fold of friends. The redemptive power of music brought him back into a family of musicians that understood him, that \_\_\_\_\_ his talents and respected him. And I will always make music with Nathaniel, whether we're at Walt Disney Concert Hall or on Skid Row, because he \_\_\_\_\_ me why I became a musician. Thank you.

## Vocabulary

<b>Rage</b>	<b>Agitation</b>	<b>Rugged</b>	<b>Pharmaceutical</b>	<b>Affliction</b>
<b>Personal</b>	<b>Delusion</b>	<b>Episode</b>	<b>Torment</b>	<b>Explode</b>
<b>Disturbed</b>				

- strong and simple; not delicate: \_\_\_\_\_
- something that makes you suffer: \_\_\_\_\_
- a single event or group of related events: \_\_\_\_\_
- to break up into pieces violently, or to cause something to do this: \_\_\_\_\_
- great mental suffering and unhappiness, or great physical pain: \_\_\_\_\_
- worry and anxiety: \_\_\_\_\_
- medicine: \_\_\_\_\_
- (a period of) extreme or violent anger: \_\_\_\_\_
- relating to one person and not a group or an organization: \_\_\_\_\_
- not thinking or behaving normally due to mental or emotional problems: \_\_\_\_\_
- belief in something that is not true: \_\_\_\_\_

## Speech, speech!

*Write a short speech (200-300 words) on one of the following topics and present it to your classmates. It can be in agreement with or arguing against the statement!*

Music has the power to change people.

Medical treatments are not the answer for every condition.

My relationship with music is unique.

Musical instruments. Worksheet exercises (handouts)

**Place these musical instrument words into the correct box below.**

harmonica	violin
guitar	cello
saxophone	double bass
clarinet	trumpet
drums	flute
viola	trombone
cymbals	banjo
xylophone	harp
glockenspiel	piano
bagpipes	mouth organ

Played with hands

Hands and Mouth

Выполнение практических заданий на формирование грамматических навыков (handouts)

Speak on the genres of music (презентации и доклады на тему «Жанры музыки»)

Writing an essay «What is Music for you?»

3. Анализ полученных результатов. Подведение итогов занятия.

### План практических занятий № 16-17

**Тема:Музеи. Посещение музея/галереи/выставки.**

**Цели занятия:**

обобщить и систематизировать знания по теме; актуализировать знания лексики в соответствующих ситуациях, формировать деловые навыки коммуникации в устной и письменной формах на иностранном языке; учить оценивать степень эффективности общения, определяя причины коммуникативных удач и неудач; строить выступление в соответствии с замыслом речи, свободно держаться перед аудиторией, осуществлять обратную связь с нею; формировать у обучающихся навыки устного общения по теме занятия; актуализировать знания грамматики, полученные в школе; улучшить понимание иноязычной речи на слух, развивать внимание, критическое мышление, расширять общий кругозор обучающихся; формировать уважения к культуре других народов и культуре своей страны.

**Время:**4 часа

**Вопросы (задачи):**

- 1.Приглашение в музей/театр.
- 2.Виды музеев.
- 3.Обобщение грамматики.

**Ход проведения занятия**

1. Объявление темы занятия, постановка целей.
- 2.Работа с различными видами практических заданий.

### Weird Museums

**Work together in your group. Read the text and then decide together which form of the words you should write in the gaps (luck / specialist, normally, sincerity, usually, locate, colour, visit, entry, truth)**

Weird museums – The Museum of Bad Art (1) \_\_\_\_\_ for 600+ very (2) \_\_\_\_\_ pieces of art, there is a museum that only shows bad art. In (3) \_\_\_\_\_ circumstances, these paintings would probably inspire mostly (4) \_\_\_\_\_ compliments, but in this (5) \_\_\_\_\_ art museum, they have a place to shine. The museum, (6) \_\_\_\_\_ beside the toilet in an old

basement in Dedham, Massachusetts, accepts only art that is much too bad to ignore. Row after row of oddly shaped flowers and brightly (7) \_\_\_\_\_ portraits reaffirm what most (8) \_\_\_\_\_ think when they (9) \_\_\_\_\_; “my five-year-old could do that”. Make sure you don’t miss Lucy in the field with flowers, a (10) \_\_\_\_\_ icon depicting an old woman floating amongst a field of blossoms.

**Use the text below to correct your partner’s answers.**

Weird museums – The Avanos Hair Museum Avanos, a tiny town in (1) **central** Turkey, has always been (2) **well-known** for its (3) **unbelievably** beautiful ceramics. In recent years, however, the town has gained (4) **fame** for a more (5) **unusual** sight: the caves of the Hair Museum, created by (6) **potter** Chez Galip The walls under his studio are covered with the world’s biggest collection of real hair, (8) **donated** from more than 16,000 women. Locks of every (9) **length** and colour (10) **transform** the walls into a kind of hairy wonderland.

Key Vocabulary for talking about art galleries and museums

<https://www.esolcourses.com/ielts/vocabulary/museums-and-galleries.html>

Read the text and answer the questions

Early museums began as the private collections of wealthy individuals, families or institutions of art and rare or curious natural objects and artifacts. These were often displayed in so-called wonder rooms or cabinets of curiosities. One of the oldest museums known is Ennigaldi-Nanna's museum, built by Princess Ennigaldi at the end of the Neo-Babylonian Empire. The site dates from c. 530 BCE, and contained artifacts from earlier Mesopotamian civilizations. Notably, a clay drum label—written in three languages—was found at the site, referencing the history and discovery of a museum item.

Modern museums first emerged in western Europe, then spread into other parts of the world. The first public museums were often accessible only by the middle and upper classes. It could be difficult to gain entrance. When the British Museum opened to the public in 1759, it was a concern that large crowds could damage the artifacts. Prospective visitors to the British Museum had to apply in writing for admission, and small groups were allowed into the galleries each day. The British Museum became increasingly popular during the 19th century, amongst all age groups and social classes who visited the British Museum, especially on public holidays.

The purpose of modern museums is to collect, preserve, interpret, and display objects of artistic, cultural, or scientific significance for the education of the public. From a visitor or community perspective, the purpose can also depend on one's point of view. A trip to a local history museum or large city art museum can be an entertaining and enlightening way to spend the day. To city leaders, a healthy museum community can be seen as a gauge of the economic health of a city, and a way to increase the sophistication of its inhabitants. To a museum professional, a museum might be seen as a way to educate the public about the museum's mission, such as civil rights or environmentalism. Museums are, above all, storehouses of knowledge.

Museums can vary based on size, from large institutions covering many of the categories below, to very small institutions focusing on a specific subjects, such as a specific location, a notable person, or a given period of time. Museums can also be categorized into major groups by the type of collections they display, to include fine arts, applied arts, craft, archaeology, anthropology and ethnology, biography, history, cultural history, science, technology, children's museums, natural history, botanical and zoological gardens. Within these categories, many museums specialize further, e.g. museums of modern art, folk art, local history, military history, aviation history, philately, agriculture, or geology.

Source: [Wikipedia](#)

1. Who had access to the museums during the early times?

- ☐ a) the students

- ☐ b) the politicians
- ☐ c) the rich
- 2. Which best speaks about a museum?
  - ☐ a) aristocratic
  - ☐ b) collection
  - ☐ c) public
- 3. Where are modern museums most notable?
  - ☐ a) in Babylonia
  - ☐ b) in Europe
  - ☐ c) in all corners of the world
- 4. Why are museums purposely opened to the public?
  - ☐ a) for monetary purposes
  - ☐ b) for educational purposes
  - ☐ c) for popularity
- 5. Which items are usually exhibited in a zoological museum?
  - ☐ a) fossils of extinct animals
  - ☐ b) oldest computer and other machines
  - ☐ c) different kinds kinds of jars
- 6. Who usually visits the modern art museum?
  - ☐ a) the children
  - ☐ b) the students of art
  - ☐ c) the miners

Present the information on «The unique museum in the world», «The best gallery in the world».

Обобщение грамматики (handouts)

3. Анализ полученных результатов. Подведение итогов занятия.

## **КОНТРОЛЬНАЯ ТОЧКА 6**

### **Заочная форма обучения**

#### **Установочная сессия**

#### **План практического занятия №1**

**Тема: Знакомство, приветствие и прощание. Мое окружение. Мои друзья. Быт современного обучающегося. Мой университет. Спорт, досуг**

#### **Цели:**

обобщить и систематизировать знания по теме; актуализировать знания лексики в соответствующих ситуациях, сформировать навыки устного общения по теме занятия; актуализировать знания грамматики, полученные в школе; улучшить понимание иноязычной речи на слух, развить внимание, критическое мышление, расширять общий кругозор обучающихся; формировать уважения к культуре других народов и культуре своей страны.

**Время:** 2 ч.

**Вопросы (задачи):**

Представление. Порядок слов в английских предложениях, утвердительном и вопросительном, с/без вопросительных слов. Вспомогательный глагол «to be»

Дни недели, месяцы. Погода. Конструкции There is/are. Неопределенный артикль.

Дом, жилищные условия. Артикли – определенный, нулевой. Особые случаи употребления артикля.

Мой родной город. Хобби. Университет. Множественное число существительных. Слова-исключения.

Мой рабочий день. Исчисляемые и неисчисляемые существительные.

Члены семьи. Мои друзья. Притяжательный падеж имени существительного.

Виды спорта. Спортивные игры.

Местоимения. Притяжательные, указательные, неопределенно-личные, возвратные.

**Ход проведения.**

1. Объявление темы занятия, постановка целей.

2. Работа с различными видами заданий. Презентации обучающихся на темы «About myself», «My University», «My family and friends».

Пример практических заданий по теме «Студенческая жизнь»

**University. Week days Text 1. Oleg's student life**

Oleg studies at Mozyr State Teachers' Training University. The University was founded on February 23, 1944. There were only 210 students and 3 faculties: Physics and Mathematics, History and Geography, Philology.

At present it is one of the biggest and most up-to-date institutions of higher education in Gomel region.

Rector is the head of the University. There are 8 faculties headed by deans:

- Physics and Mathematics,
- Foreign Languages,
- Philology,
- Technology,
- Physical Culture,
- Engineering and Pedagogics,
- Pre-school and Primary Education,
- Biology.

There are 3 departments there: Day-Time, Preparatory and Extra-Mural. The University trains teachers for pre-school establishments, primary and secondary schools.

There are 31 chairs where about 400 professors and teachers train about 8000 students. They give lectures, hold seminars and tutorials, examine students and supervise the students' research work.

The University occupies 3 large buildings where students have good facilities for study and rest: a lot of classrooms and lecture-halls, an assembly-hall, 3 libraries with reading rooms, some computer rooms, gym-halls and a stadium.

During a break students can have a snack in a buffet in each building of the University.

Most students from other towns or villages live in 3 modern hostels with students' dining-rooms. A lot of students are busy with social work. They take part in sport competitions and Olympic Games, stage concerts, organize dance ensembles, discos, put out wall newspapers.

Those who are interested in research work can take a post-graduate course at the University which runs for 3 years. At the end of the third year a post-graduate defends his thesis to get a scientific degree.

**2. Oleg's studies**

Oleg is a first-year student. In 5 years when he graduates from the University he will be able to work as a teacher of mathematics and information science at school.

Oleg studies at the Day-Time department, at the faculty of Physics and Mathematics. The faculty is rather large. Its 500 students study such subjects as algebra, geometry, mathematical analysis, information science, physics, foreign languages, pedagogics, psychology, methodology, etc. Usually students have 3 or 4 periods a day. They go to the University every day except Sunday. The course of studies is 5 years.

The academic year begins on the 1st of September and ends in June. It lasts 10 months. The academic year is divided into 2 terms: autumn and spring. Each term lasts 4 months and ends with examinations which take place in January and June. Oleg always passes credit tests and examinations successfully and gets a scholarship. Students have holidays twice a year: in winter and in summer. Summer holidays are long. They last 2 months. The winter ones are short. They last only 2 weeks. All the students have a record-book and a student's pass.

**1. Use the text to find synonyms for the following words:**

*a department, to organize seminars, an elementary school, a Pedagogical University, scientific work, grants, correspondence department, the newest.*

**2. Use the text to complete the sentences:**

1. *The students have good ... for study and rest.*
2. *The University ... 3 large buildings.*
3. *Graduates who ... in research work can take a ... course at the University.*
4. *Oleg always ... credit tests and examinations successfully.*
5. *Students have holidays twice ... .*
6. *In 5 years Oleg ... as a teacher of mathematics and information science at school.*

**3. Use the information from the text to expand the following sentences:**

1. *It has 8 faculties and 3 departments.*
2. *The teaching staff consists of 400 professors and teachers.*
3. *The University has 3 large building in different parts of Mozyr.*
4. *Students live in 3 modern hostels.*
5. *Students take an active part in social life of the University.*
6. *Graduates from the University can take a post-graduate course.*

**4. Use the text to put 2–3 questions beginning with the words:**

- What
- How many
- Who
- Do (Does)
- Is (Are)
- When

**5. Use the text to fill in the blanks with prepositions if necessary:**

1. *... 5 years Oleg will work a teacher ... Mathematics and Information science.*
2. *Students go ... the University 6 days ... a week.*
3. *The academic year begins ... the 1st of September.*
4. *Oleg studies ... the Day-Time department.*
5. *After he graduates ... the University, he will work ... school.*
6. *Oleg has 3 or 4 periods ... a day.*
7. *The academic year is divided ... autumn and spring terms.*
8. *Students can have a snack ... a break.*

**Study the following vocabulary before reading the text:**

a dressing-gown – халат

slippers – тапочки

to do one's bed – застилать постель

to leave for – уходить, уезжать

a time-table – расписание

to be over – заканчиваться

to wash up – мыть посуду

spare – свободный, экономить

to feel tired (sleepy) – чувствовать себя усталым (сонным)

His working day starts early in the morning. He gets up at 6.15. Oleg jumps out of bed, switches on the radio and does his morning exercises to the radio music. Then he puts on his dressing-gown and slippers and goes to the bathroom where he washes his face and neck, cleans his teeth and takes a cold and hot shower if he has enough time. Then Oleg does his bed and dresses himself. It takes him about 25–30 minutes. After that he sits down at the table and has his breakfast. He cooks breakfast himself.

After breakfast Oleg leaves for the University. As he lives not far from the University, he needn't go to the bus-stop and take a bus. He goes on foot there. In 5 minutes he is at the University. The classes begin at 8 o'clock. According to the time-table students have 3 or 4 periods each day. There are breaks between periods which last 20 or 25 minutes. During a break Oleg goes down to the buffet to have a snack. The classes are over at 13.25 on Mondays and on Saturdays or at 15.20 on other days of the week.

After classes Oleg sometimes goes to the dining-room of the University to have dinner. But usually he has dinner at the hostel. After dinner he washes up. Then he has a short rest, reads books and newspapers, makes some telephone calls or listens to music. After that he does his homework. It usually takes him about 2 hours. Sometimes he goes to the library to read for seminars.

At about 7 or 8 o'clock Oleg and his room-mates have supper. In the evening he always has some spare time. He watches TV or, if the program is not interesting, he operates a computer or goes to the cinema or to the disco with his friends. Late at night he feels tired and sleepy. At 11 o'clock he goes to bed.

**1. Find in the text the sentences with the following words and word combinations and reproduce them:**

to do one's morning exercises to sit down (at)

to have a snack each day

to go for a walk spare time

to wash up to be over

to read (for) not far away

to switch on the radio to put on

face and neck with a tooth-brush

to take a shower it takes

to last to leave (for)

**2. Find in the text synonyms for the words:**

free, to go to the University, to turn on the music, to begin, a week day, a period, to end.

**3. Find in the text antonyms for the words:**

to come, to switch off, to be over, to go to bed, to get off a bus, before classes, in the evening, late.

**4. Use the text to complete the sentences:**

1. Oleg's father ... at 6.15.

2. He goes to work ... as it is a long way from his home.

3. It ... him 20 minutes to get to his office.

4. After supper his wife ... the dishes.

5. In the evening Oleg's father goes ... with his dog.

6. After morning exercises Oleg ... a dressing-gown and slippers.

7. Oleg's sister doesn't like to ... a shower in the morning.

8. Everybody feels ... late at night.

**5. Use the text to put 2–3 questions about Oleg's working day with the words:**

– How

– How many (much)

– What



– Do (Does)

– Is (Are)

**6. Find in the text words to speak about Oleg's day:**

– in the morning

– during classes

– after classes

– in the evening

**Be ready to speak about your working day.**

**Additional texts for reading**

**Read and translate the text with a dictionary. Say what you think about it. Study the following vocabulary before reading the text:**

vice versa – наоборот

a fresher – первокурсник

Vac (= vacation) – каникулы

a Hall of Residence – общежитие

Most 18 and 19 year-olds in Britain are fairly independent people, and when the time comes to pick a college they usually choose one as far away from homes as possible! So, many students in northern and Scottish universities come from the south of England and vice versa. It is very unusual for university students to live at home. Although parents may be a little sad to see this happen, they usually approve of the move, and see it as a necessary part of becoming an adult. When they first arrive at college, first year university students are called 'freshers'. A fresher's life can be exciting but terrifying for the first week.

Often freshers will live in a Hall of Residence on or near the college campus, although they may move out into a rented room in their second or third year, or share a house with friends. Many freshers will feel very homesick for the first week or so, but living in hall soon helps them to make new friends.

During the first week, all the clubs and societies hold a "freshers' fair" during which they try to persuade the new students to join their society. The freshers are told that it is important for them to come into contact with many opinions and activities during their time at university, but the choice can be a bit overwhelming!

On the day that lectures start, groups of freshers are often seen walking around huge campuses, maps in hand and a worried look on their faces. They are learning how difficult it is to change from a school community to one of many thousands. They also learn a new way of studying. As well as lectures, there are regular seminars, at which one of a small group of students (probably not more than ten) reads a paper he or she has written. The paper is then discussed by the tutor and the rest of the group. Once or twice a term, students will have a tutorial. This means that they see a tutor alone to discuss their work and their progress. In Oxford and Cambridge, and some other universities, the study system is based entirely around such tutorials which take place once a week. Attending lectures is optional for 'Oxbridge' students! The academic year at all British universities has 3 terms: it starts in October, each term lasting 8 weeks at Oxford and Cambridge, or 10 weeks at other universities.

Students have vacations at Christmas, at Easter and the so-called "Long-Vac" in summer.

After three or four years' study (depending on the type of course and the university) the undergraduates will take their first degree – Bachelors of Arts (B.A.) or Bachelors of Science (B.Sc.). It will have been well earned!

The system of study at Oxford University brings about a situation where all the days of a term are really working days as we are left to work on our own. I will therefore describe a typical day of the term. In term-time I usually get up at about 8 o'clock, eat breakfast, and then begin private study at about 9 o'clock. Most lectures in the Modern languages faculty tend to be either at 10 or 11 o'clock although there are some at 9 and at 12. As lectures are not compulsory I usually try to ascertain which are worthwhile and attend them. If I have a lecture I go to the university. I continue private study all morning if I have no lectures. At 1 o'clock I

eat lunch and then continue to study either in the library or in my room. My work involves reading texts, then criticisms and finally writing an essay on a title given to me by my tutor. I have to do 1 or 2 of these essays a week. I also have to do a French translation and a Russian translation and so almost all the days of the term are devoted to study.

The work I do must be presented to my tutor at a tutorial. Quite often therefore in the afternoon I have to go to a tutorial which lasts 1 hour. I eat dinner at 6.30 p.m. and usually study for a couple of hours in the evening and then visit some friends to chat for a while. Sometimes I go to see a French or English film in the evening or to see a play. These films are usually at the cinema but some are shown at the University French Society.

### **Additional texts for reading**

### **Student Life in the UK**



The United Kingdom (UK) has always been considered a major educational hub for students across the world. With many of its universities ranked in the top 100 universities across the world, UK has never lost its charm with the student community. UK has been a preferred destination for students from India. As an international student, you may come across a lot of enriching experiences which could help you discover a new dimension to your personality. You will have opportunities to meet new people and discover new places. The country is known for its contemporary and progressive culture, yet it holds out a rich history and tradition. Your stay as an international student will broaden your sense of responsibility and will give you insight into different cultures and lifestyles. In addition to the quality of academic training, it might have tremendous value which might help propel your career to great heights. Here are some ***tips to help you improve the quality of your student life in the UK:***

- **Settling In and Making Friends**

During your first few weeks in UK, you will find a lot of support to help you get familiar with the place. Before you get started, it is important that you first register yourself with the police and with a doctor. Most colleges and universities hold special sessions for international students, where the staff members guide you through the campus and local area. Besides these, a lot of universities organize Freshers' week, where you can expect parties and events to help you socialize and meet students. Though it may all sound exciting but coping with a life in a new country can be tough too. It is absolutely normal to feel so and there are a lot of ways you can help yourself to deal with it. It is always advisable to **interact with fellow students and make new friends**. In fact, you may come across other international students who, like you, are new to the country and are looking for new friends. Also, you can spend more time with people from your country. Many colleges and institutions have an international society to help foreign

students. These societies offer social programmes such as festive celebrations, parties, get-togethers and trips to local tourist destinations. Always remember, the easiest way to make friends is to be friendly! Start a conversation with a person sitting next to you in class or attend discussion groups.

- **Academic Culture in the UK**

UK's academic culture is different from the Indian education system. It may take a while for you to get used to the education system in UK. In UK, you are encouraged to be creative and explore new ideas. You may often be **required to do your own analysis and research or work with groups for projects**.

The education system in UK is very interactive; the idea is to have fun while you learn. Your guide or teacher will encourage you to share opinions and lead discussions. Academic expectations may vary according to the field of study, the level of study and the institution.

- **Transportation**

UK offers various modes of transportation to the student community. Usually student get by walking or cycling, using public transport and taxis. If you regularly use bus services then it is always a great idea to make bus passes. As a student, you may get special **discounts on travel cards/ passes**. You may contact the Student union group for further assistance. For long distance travelling you can use the tube trains.

- **Entertainment & Food**

UK is an incredible mix of culture whether you go to a club, cafeterias, pubs, concert halls, music festivals or gigs. Cultural events are regularly organized by students groups and independent artists and bands perform at university and college areas. Apart from this, you can go visit museums, exhibitions, monumental places and art galleries. The country is renowned for its literary and performing arts heritage, with regular theatrical performances it encourages the tradition to thrive.

Being an international student, you may find a little difficulty adjusting to the food habits in UK. It is always good to adapt and try out different cuisines. You may find restaurants and cafes offering menus with ethnic influences. Not to forget the English breakfast of fish and chips. Also, preparing and sharing a traditional meal from your home country is a great way to make new friends.

- **Accommodation**

Finding the right place to live is always an uphill task. You should be clear about your choice of accommodation and equip yourself with all information regarding availability. Many students prefer to stay close to their place of study. This helps out in balancing cost and convenience. Usually, for foreign students most universities have independent halls of residence known as the International Student House (IHS), which you may apply for. Catered halls, which provide meals, is a good option depending on your food preferences. Information on this should be available on the institution's website you are/going to be part of. Otherwise the institute may help you find alternative housing facilities such as shared private houses. One should be careful before entering into an agreement with regard to housing. However, think what is best suited for your needs and make a decision accordingly.

- **Sports and leisure activities**

Sport is a great way to unwind and boost your mood. Taking up a hobby, whether purely for fun or improving health and fitness, is an exciting way to make new friends who share your interest. Most institutions provide sports facilities and as a student you may find numerous opportunities to participate in various sports activities. Also, you can join different clubs and societies such as a dance club or a music club or get involved in some social and charitable events. Students may find several options to explore and engage in recreational activities. UK is known for its scenic beauty, you can indulge in adventurous activities such as mountain trekking, cycling or camping.

Пример практического задания по аудированию

1. Введение НЛЕ, работа с вокабуляром из видео. Вводная информация о

Великобритании, ее основных городах.

2. Просмотр видео Student life in the city of Edinburgh  
<https://rutube.ru/video/3c9d873e3124311468c092da5ac52d4b/>

3. Ответы на вопросы по видео. Обсуждение.

4. Письменное задание – сравнить студенческую жизнь в ВБ и России. Общее и отличительное.

Пример практических заданий по грамматике:

**Fill in the blanks using “AM, IS, ARE, AM NOT, ISN’T, AREN’T”:**

1. It ..... an onion. (+)
2. Jasmine ..... a student. (-)
3. We ..... friends. (+)
4. I ..... hungry. (-)
5. Mark ..... 20 years old. (+)
6. A bee ..... a big insect. (-)
7. Newsweek ..... a magazine. (+)
8. I ..... a professional football player. (-)

9. I know you. You ..... in my class. (+)
10. Cows ..... insects. They ..... mammals. (- / +)

11. İzmir ..... a city. (+)

12. He ..... a postman. (+)
13. It ..... nine o'clock. (+)
14. Manhattan ..... an island. (-)
15. Mr. Richards ..... a lawyer. (+)
16. I ..... ill. I ..... happy. (+ / -)
17. London ..... a big city. (+)
18. Dave and Adrian ..... sisters. They ..... brothers. (- / +)
19. New York ..... near to New Jersey. (+)
20. Susan and I ..... teachers. We ..... students. (- / +)

**Choose the best answer:**

1. Maggie and Carol ..... good friends.  
a) am b) are c) is d) isn't
2. Sue ..... a science teacher.  
a) are not b) is c) are d) am
3. Mark Steven ..... a student at Kennedy High School. It ..... an old school.  
a) am / is b) are / is c) is / am d) is / is
4. Margarita ..... from Spain. I ..... from Turkey.  
a) is / am b) are / is c) am / is d) is / are
5. You and I ..... at the same age.  
a) am isn't c) are d) is

**Put in A / AN or THE. Sometimes you don't need either word – you leave it blank.**

1. There was ..... waiter standing at ..... entrance of ..... restaurant. I ordered him ..... glass of ..... vodka with some juice in it.
2. There was ..... question I wanted to ask ..... biology teacher about ..... kangaroo. She had said ..... kangaroo carried her baby in ..... kind of bag in ..... front part of ..... her body. I wanted to know how many baby kangaroos it could carry at ..... time.
3. “Is that your wife?”  
“No, my wife's ..... woman in ..... red dress.”
4. I work with ..... man and two women. .... man is quite nice, but ..... women are not very friendly.
5. What's in ..... newspaper?
6. Can you show me ..... that book, please?
7. What's ..... name of ..... woman in ..... blue dress?
8. .... water turns into ..... ice at 0 degree C.
9. I like ..... steak, but I don't like ..... eggs.
10. She lives in ..... nice flat on ..... fifth floor of ..... old house.

11. It's terrible - ..... eggs are \$ 2 ..... dozen.
12. There was ..... boy and ..... girl in the room. .... boy was Japanese but ..... girl looked foreign. She was wearing ..... fur coat.
13. This morning I bought ..... newspaper and ..... magazine. .... newspaper is in my bag but I don't know where ..... magazine is.
14. "Have you got ..... car?"  
"No, I've never had ..... car in my life."
15. We don't go to ..... cinema very much these days. In fact, in ..... town where we live there isn't ..... cinema.
16. Don't stay in that hotel. .... beds are very uncomfortable.
17. After I leave ..... school, I want to go to ..... university.

Пример практических заданий по теме «Досуг, спорт» (аудирование, чтение, работа с ЛЕ)

1) Введение НЛЕ, работа с вокабуляром из видео.

spend free time - проводить свободное время

different ways - различные способы

rollerblade - роликовые коньки

cricket - крикет

go sailing - заниматься плаванием

competitions - соревнования

quiz nights - ночь викторины

surprisingly - удивительно

horseracing - катание на лошади

sculpture - скульптуры

admission - вход

attractions - достопримечательности

to increase - возрастать

2) Просмотр видео Leisure из Window on Britain

<https://rutube.ru/video/e66473af3f6d6bf1ad40a26e1fab92d5/?ysclid=m6nrogumc5153081987>

British people spend their free time in a lot of different ways. They do sport, they watch sport, they visit interesting places, and they have hobbies. Have you tried any of these?

What do you do in your free time? I like to watch television and listen to music a lot. But I do go on the Internet as well. I like to skateboard and rollerblade in my free time. I play rugby in my free time for Oxford Rugby Club. And I also play tennis. In my free time I usually play sport, which is usually tennis if the weather is nice or swimming.

I like playing rugby. I'm a member of a rugby team. I like swimming, playing tennis and football. I play football for a football team. I play a lot of tennis as well. I play rugby or cricket, or go sailing. I play sport, go into town, see my friends. In my free time I go to a drama group and a dance group.

So what are the top ten leisure activities in Britain? The most popular activity for British people outside their own home is ... going to the pub. Over the last ten or twenty years pubs have changed a lot.

People don't just go to the pub for a drink. Almost all pubs serve meals nowadays and many pubs have live music, karaoke competitions and quiz nights. The second most popular activity is going to a restaurant. And the third?

Young people, especially, like going out for fast food. The number of fast food restaurants in Britain has increased about 10 times since 1982. And after fast food? The fourth most popular activity is ... going to the library. Surprisingly, this is more popular than going to the cinema... although the number of people going to the cinema has almost doubled since 1980, and the number of cinemas has more than doubled, too.

Many people visit historic buildings. This is Kingston Lacey, a beautiful seventeenth century house with lovely gardens. Nearby is Corfe Castle. It is over one thousand years old and full of history. Short break holidays both abroad and in Britain are very popular. A lot of young people go to discos and nightclubs. And, of course, watching sport is a big free time activity.

Favourite sports include football ... horseracing ... and cricket, a traditional English sport. Art galleries and museums are popular, too. This is the Ashmolean Museum in Oxford. The Ashmolean is the oldest museum in Britain and has been part of the University of Oxford since 1683. They have a wonderful collection here including these beautiful sculptures. 200,000

people visit this museum every year. Like many museums in Britain, admission is free

What other places do people like to visit? Almost 3 million people visit Alton Towers every year. This ride is called Nemesis. And this one is called Oblivion. Then there's Madame Tussaud's ... the Tower of London... Legoland ... and the London Eye. The London Eye opened in March 2000 and is one of London's most popular attractions.

But what do the British do at home in their free time? Well, listening to the radio or to CDs is popular. So is reading. And people spend a lot of time visiting or entertaining their friends and family. But the most popular activity? You've guessed it. It's watching TV.

3) Ответы на вопросы по видео. Обсуждение.

1. What is the most popular activity for British people outside their home?
2. What do many pubs and clubs have nowadays?
3. What are the third and the fourth popular activities nowadays in Britain?
4. When has the number of people going to cinema increased?
5. What is the traditional British kind of sport?
6. Where can you find the Ashmolean Museum? How many people visit this place every year?
7. What are the other popular activities of British people you know?

**Mark the statements true, false or not stated.**

1. British people don't have any hobbies.
2. Boys prefer sport in their free time.
3. Over the last ten or twenty years pubs in Britain don't change.
4. Visiting library is more popular than visiting cinema.
5. Favourite kinds of sports include football, ice hockey and cricket.
6. People have to pay for visiting the Ashmolean museum.
7. Oblivion is a famous park of attractions.
8. The size of exhibits in Legoland is really big.

**Make sentences in right order.**

- a. Almost all pubs serve meals nowadays and many pubs have live music, karaoke competitions and quiz nights.
- b. They have a wonderful collection here including these beautiful sculptures.
- c. Have you tried any of these?
- d. The Ashmolean is the oldest museum in Britain and has been part of the University of Oxford since 1683.
- e. I play rugby in my free time for Oxford Rugby Club.
- f. In my free time I go to a drama group and a dance group.
- g. The London Eye opened in March 2000 and is one of London's most popular attractions.
- h. Like many museums in Britain, admission is free.

**Match the name of attraction with its translation.**

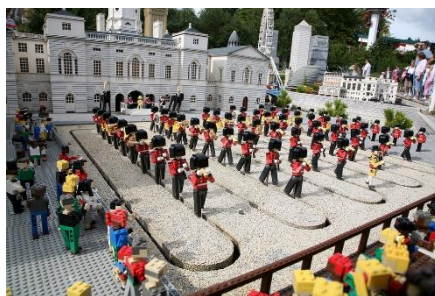
a. Oxford Rugby Club	1. Музей Эшмола
b. The house Kingston Lacey	2. Башня Элтон
c. The Corfe Castle.	3. Дом Кингстон Лейси
e. The Ashmolean Museum	4. Замок Корф
f. The Alton Towers	5. Оксфордский клуб регби
g. The Tower of London.	6. Лондонское колесо обозрения
h. The London Eye	7. Лондонский Тауэр

**Match the name of place with its picture.**

a

b





c



d



1. The London Eye
2. The London Tower

3. Legoland
4. The house Kingston Lacey

4) Письменное задание – сравнить досуг в ВБ и России. Общее и отличительное.

Примеры практических заданий по формированию грамматических навыков

**Fill in the blanks with MY, YOUR, HIS, HER, ITS, OUR, YOUR, THEIR:**

1. This is Tim. .... car is very fast.
2. Jane and I are in the garden. .... books are in the classroom.
3. Are you a driver? Where is .... car?
4. I am a driver? This is .... school.
5. She is my friend. .... name is Marina.
6. These are Mr. and Mrs. Brown. That's .... house.
7. Look at that cat. .... eyes are green.
8. Your friend and you are sad today. What's .... problem?
9. That's Mr. Green. He is driving .... car.
10. Ali's and Sue's bags are heavy. .... bags are full.
11. John and Helen are listening to pop music. .... mother is cooking in the kitchen.
12. The dog is eating a bone. .... teeth are very sharp.
13. Are you and your sister ready? .... friend is waiting for you in the car.
14. A: What's .... job?  
B: I'm a mechanic.
15. Madonna is a famous singer. .... new records are great.
16. Robert has got a dog. .... name is Bingo.
17. We have got a new house in Kerch. .... new house is very large.
18. The boys are riding .... bicycles in the garden.
19. Irina is going to school. .... school is very far.
20. Sue and Mary are wearing ear-rings. .... ear-rings are silver.

**Rewrite the underlined parts using ME, HIM, HER, THEM, US, IT:**

1. There are some books on the desk. Look at **these books**.
2. She is turning **the radio** on.
3. The teacher is asking **Jane** a question.

4. Take **your shoes** off.
5. The man is looking at **Ali and me**.
6. Jim is giving **his father** some tea.
7. This is the dog's meat. Give the meat to **the dog**.
8. Is Tom eating **any oranges**?
9. Give **the milk** to **that cat**.
10. Could you pass **the salt** to **your mother**?

**Choose the correct answers:**

1. **We / Us** met Sally yesterday afternoon. **She / Her** came to the cinema with **we / us**.
2. I phoned Sarah last night and gave **she / her** the message.
3. My brother is older than **I / me**, but **he / him** isn't as tall as **I / me** am.
4. "Who wants a cup of coffee?" "**I / Me**."
5. A: Have you seen Simon today?"  
B: Yes. **I / Me** saw **he / him** this morning. **He / Him** was going to the swimming pool.
6. A: What did those people want?  
B: **They / Them** asked **I / me** to help **they / them**.

**Complete the sentences using a REFLEXIVE PRONOUN:**

1. I didn't buy that cake from the shop. I made it .....
2. A: Who built your swimming pool for you?  
B: Nobody. We built it .....
3. Did someone phone the doctor for you? Or did you phone him .....?
4. A: Who told you they were moving?  
B: They told me .....
5. Mr. Mason ..... offered me the job.
6. Sally didn't buy that sweater, she made it .....

Пример эссе по теме «Спорт в нашей жизни». Обсуждение образца. Написание собственного эссе

Sport plays an important role in our life. They say, "A healthy nation is a wealthy nation". Sports make us healthy, provide a sense of relaxation in our routine life with miseries and hardships. Children in the modern world lead a sedentary lifestyle because of different gadgets. Sports can help them improve their mental strength and physical endurance capacity. If we do sports we become active, creative, sportive, dashing, daring and adventurous, capable to meet challenges in future life. For centuries, sports culture has influenced society and people's lives on many levels. And nowadays our life must become impossible without sports and games. Millions of people around the world, young and old, are fond of sports and games. There are summer and winter kinds of sport, outdoor games (football, baseball, hockey, rugby, jogging, running, rowing, tennis, skiing, skating, cycling) and indoor games (table tennis, chess, draughts, billiards, boxing, weightlifting, aerobics, gymnastics,) and even electronic sports. Some people like sport and participate in it as amateurs. It means they don't take part in competitions, they do it for pleasure.

Professional sport requires a lot of time, efforts and participation in competitions.

Millions of people are absolutely sure that doing sports is the best way to be healthy, not to get too fat, to be more organised and disciplined, to give up harmful habits, to become happy and to be successful in life. Sport unites people of different nations and nationalities.

3. Анализ полученных результатов. Подведение итогов занятия.

**КОНТРОЛЬНАЯ ТОЧКА 1**

**1 семестр**

**План практического занятия № 1**



## Тема: Питание и еда. Театр. Визит в театр.

### Цели занятия:

обобщить и систематизировать знания по теме; актуализировать знания лексики в соответствующих ситуациях, формировать деловые навыки коммуникации в устной и письменной формах на иностранном языке; учить оценивать степень эффективности общения, определяя причины коммуникативных удач и неудач; строить выступление в соответствии с замыслом речи, свободно держаться перед аудиторией, осуществлять обратную связь с нею; формировать у обучающихся навыки устного общения по теме занятия; актуализировать знания грамматики, полученные в школе; улучшить понимание иноязычной речи на слух, развивать внимание, критическое мышление, расширять общий кругозор обучающихся; формировать уважения к культуре других народов и культуре своей страны.

**Время:** 3 ч

### Вопросы (задачи):

Продукты питания, еда.

В кафе. Прилагательные, степени сравнения прилагательных.

Кухня народов мира.

Театр. Бронирование билета на театральное представление.

Active Voice - Present/ Past/Future Simple

Приглашение в театр

### Ход проведения занятия

1. Объявление темы занятия, постановка целей.

2. Работа с различными видами заданий.

Примеры практических заданий на формирование грамматических навыков

### Fill in the blanks with the adjectives in brackets:

1. Tom is ..... his brother. (old)
2. This problem is ..... that problem. (easy)
3. John is ..... boy in our class. (tall)
4. My friend is ..... my sister. (fat)
5. My room is ..... room in our house. (small)
6. Konya is ..... city in Turkey. (large)
7. Madonna is ..... Sandra. (popular)
8. My English is ..... your English. (good)
9. The weather today is ..... the weather yesterday. (bad)
10. This garden is ..... that garden. (large)
11. Elizabeth is ..... girl in our group. (beautiful)
12. I am ..... girl in the class. (short)
13. What is ..... film on TV today? (funny)
14. Who is ..... girl in your class? (pretty)

### Fill in the blanks as in the example:

I went on holiday last year but it was a disaster! My hotel room was .. **smaller than** ... (small) the one in the photograph in the brochure. I think it was ..... (small) room in the hotel. The weather was terrible too. It was ..... (cold) in England. The beach near the hotel was very dirty – it was ..... (dirty) all the beaches on the island. The food was ..... (expensive) I expected and I didn't have enough money. One day I went shopping in a big department store and I broke a vase. It was ..... (expensive) vase in the whole shop. But ..... (bad) thing all was that I lost my passport and I couldn't go back home. It was ..... (horrible) holiday all my life.

**Look at chart. Compare Miss Bennet with her brother and her best friend Tina Robbins:**

**Example:** (Miss Bennet / tall / Tina Robbins)

***Miss Bennet is taller than Tina Robbins.***

1. (Miss Bennet / short / her brother James)
2. (James / tall / her sister)
3. (Miss Bennet / old / her best friend)
4. (Her best friend / young / Miss Bennet)
5. (Miss Bennet / short / her brother)
6. (Her brother / tall / Miss Bennet)
7. (Miss Bennet / fat / Tina)
8. (Tina / slim / Miss Bennet)
9. (Miss Bennet / slim / her brother)
10. (Her brother / fat / Miss Bennet)

Выполнение заданий на формирование навыков диалогической речи. В кафе, в ресторане.

1) Answer the questions:

1. How often do you eat out? Who do you usually go with when you eat out?
2. Which meal do you like to eat at a restaurant: breakfast, lunch, or dinner?
3. Which kinds of restaurants have you been to: Thai, Korean, Chinese, Japanese, Middle Eastern, French, Mexican, Vietnamese, Russian, Italian, Indian, etc?
4. Do you think this area has a good variety of foreign restaurants? What other kinds of restaurants would you like to see opened?
5. In your native city, are there many restaurants with food from different countries?
6. If you could try one new food, what would you try? Why?
7. Do you ever drink alcoholic beverages when you eat out? Do you ever go out during happy hour?
8. Would you send a dish back if it did not taste good or if you received the wrong food?
9. Why is it important to tip waiters and waitresses in America? How do you decide how much of a tip to give?
10. Do you tip at restaurants in your native country? Explain.

2) Read the conversations below.

*Ada arrives at the restaurant.*

Hostess: Hello. Welcome to Jasmine's.

Ada: Hello. I have a reservation at 6:30.

Hostess: What's your name?

Ada: Ada Pang.

Hostess: Table for two?

Ada: Yes, thank you.

Hostess: Right this way, please.

*Ada and Phi order food.*

Waiter: Hi, my name is Daniel. I will be your waiter this evening. What would you like to drink?

Ada: I will have a Thai iced tea, please.

Waiter: And for you, ma'am?

Phi: Just water for me, thank you.

Waiter: Would you like any appetizers?

Ada: Yes, we will have the ginger prawns.

Waiter: Excellent choice. I will be back shortly.

3) Discuss these questions as a group.

- What kind of restaurant is this? Do you think this is an expensive or cheap restaurant? Why?
- Have you ever made a reservation at a restaurant?
- What other words and phrases do you hear at restaurants?
- Do you feel comfortable ordering food in English? Explain.

#### 4) Practice ordering food in English.

Pretend your Talk Time group is at a restaurant. Look at the menu (provided by your leader). Together, choose two appetizers. Each person should also choose a beverage and a main course. Your leader will take your order.

#### Практические задания по аудированию:

1) Listen to a nutritionist giving advice about the best food for people who do sport. Tick the things he mentions.

- l) calcium
- m) calories
- n) carbohydrates
- o) cholesterol
- p) fat
- q) fibre
- r) minerals
- s) nutrients
- t) preservatives
- u) protein
- v) vitamins

2) Listen again and complete the advice with the words you ticked in the previous exercise

- You don't have to eat broccoli, which is full of 1) \_\_\_\_\_ with oil and salt, but it might help to make it tastier!
- Sweet potatoes and tomatoes contain a lot of 2) \_\_\_\_\_.
- You should try and avoid red meat because although it has 3) \_\_\_\_\_, it also has a lot of 4) \_\_\_\_\_.
- You must eat fruit – bananas are a good option because they have a lot of 5) \_\_\_\_\_.
- You mustn't eat too many nuts because although they provide you with 6) \_\_\_\_\_, they also contain a lot of 7) \_\_\_\_\_.
- If you have to exercise in the evening, milk will help you relax and provide your bones with 8) \_\_\_\_\_.

3) Отработка НЛЕ - <https://wordwall.net/resource/488596>

4) *Joey doesn't share food* ([https://youtu.be/iCCzzZVVpIA?si=8uuDsH9\\_\\_lh\\_vY\\_o](https://youtu.be/iCCzzZVVpIA?si=8uuDsH9__lh_vY_o))

Watch the video and answer the questions.

1. What does Sarah order as main course?
2. What does Joey order as main course?
3. How does Joey try to prevent Sarah from taking food from his plate?
4. What's Joey's problem with his dessert?
5. What interrupts Sarah during dessert eating?
6. What does Joey do while Sarah is gone?
7. How does he feel afterwards?

5) Fill in the missing words and phrases based on the video.

1. J: It's not about a few fries, it's about what the fries .....
2. J: That looks great! Good .....
3. S: But, you've just said "what's mine is yours".  
J: Well, .....

- S: Fine, I just didn't think .....
4. J: I will just have what she is having instead.
- W: Oh, I'm sorry Sir, that was our last .....
5. S: If I can't have your clams you can't have my dessert. This is a .....

Практические задания для развития навыков говорения:

#### DINING DISCUSSION

STUDENT A's QUESTIONS (Do not show these to student B)

- 1) What kinds of food are you trying to avoid?
- 2) What's your favorite Taiwanese food?
- 3) Are you a big tea drinker? How about coffee?
- 4) Have you ever been on a diet?
- 5) What foods are you allergic to?
- 6) Are there any foods which disagree with you?
- 7) Do you like food from other Asian countries? Can you give examples?
- 8) Do you read online reviews before going to a restaurant?
- 9) Do you consider yourself a good cook?
- 10) What's the grossest thing you have ever eaten?

#### DINING DISCUSSION

STUDENT B's QUESTIONS (Do not show these to student A)

- 1) Do you prefer fast food or "slow" food?
- 2) Have your tastes changed over the years?
- 3) What special Taiwanese dishes would you recommend to foreigners in Taiwan?
- 4) How well can your mother cook?
- 5) Explain what the idiom "I could eat a horse" means.
- 6) Do you ever skip meals?
- 7) What kinds of international cuisine do you like?
- 8) Is there a food or a drink which you could not live without?
- 9) Are you fussy about food or do you eat most things?
- 10) Have you ever cooked a meal from scratch?

#### Food for Thought---Dining and Cooking Vocabulary

1. chef
2. taboo
3. cuisine
4. vegetarian
5. vegan
6. can't stand
7. food poisoning
8. consume
9. alcohol(ic)
10. server (=waiter/waitress)
11. gourmet
12. I have a nut allergy (=I am allergic to nuts.)
13. [food] disagree with someone (Spicy food disagrees with me)
14. I could eat a horse!
15. to skip meals
16. fussy
17. to cook from scratch

### Cooking & Dining: Walk and Talk Activity

1. What meals or dishes can you make?
2. What's the difference between a cook and a chef?
3. What's your worst dining experience? How about the best?
4. If you had to open a restaurant, what kind of restaurant would it be?
5. Name some food taboos.
6. What's your favorite foreign cuisine?
7. How often do you dine out?
8. What do you think about vegetarian food?
9. Do you know the difference between the terms "vegan" and "vegetarian"?
10. Is there any food or drink that you can't stand?
11. Have you ever had food poisoning?
12. What's your favorite junk food? Which is your favorite fast food restaurant?
13. What types of alcohol have you tried? How often do you consume alcoholic drinks?
14. Do you think the government should add a tax on sugary foods and drinks?
15. How much coffee and tea do you usually drink every day? How about soda?
16. Do you think junior high schools should have cooking classes?
17. Can your dad cook? How often does he cook dinner at home?
18. Can you recommend a good restaurant?
19. When you go to a nice restaurant, do you usually take photos of your food?
20. Do you keep track of calories?
21. How do you react if a server in a restaurant has a bad attitude?
22. Have you ever been on a date in a restaurant? How did it go?
23. Can students get a discount at some restaurants?
24. How long are you willing to stand in line to get into a famous restaurant?
25. Would you be impressed if your boyfriend/girlfriend cooked you a gourmet dinner?
26. Do you have any food allergies?

### Vocabulary

1. chef (n.) a professional cook, especially the most senior cook in a restaurant, hotel, etc.
2. taboo (n.) a cultural or religious custom that does not allow people to do, use, or talk about a particular thing as people find it offensive or embarrassing
3. cuisine (n.) a style of cooking
4. vegetarian (adj) not eating or including meat
5. vegan (adj.) not eating, using or including any animal products
6. can't stand (idiom) to hate someone or something
7. food poisoning (n.) illness caused by bacteria or other toxins in food, typically with vomiting and diarrhea
8. consume (v.) to eat or drink something
9. alcohol(ic) (n/ adj) the clear liquid that is found in drinks such as beer, wine, etc. and is used in medicines, cleaning products, etc.
10. server (=waiter/waitress) : a person who serves food in a restaurant; a waiter or waitress
11. gourmet (adj) (of food) very high quality
12. I have a nut allergy (=I am allergic to nuts.)  
-allergy (n.) a medical condition that causes you to react badly or feel sick when you eat or touch a particular substance  
-allergic (adj) having an allergy to something
13. [food] disagree with someone (Spicy food disagrees with me.) to cause someone to feel ill
14. I could eat a horse! : used to say that you are extremely hungry
15. to skip meals: to miss meals

16. fussy (adj) not easily satisfied; having very high standards or very fixed standards about particular things
17. to cook from scratch : from the beginning, without using anything that already exists

Презентации обучающихся на темы «National cuisine», «Crimean food».

Примеры практических заданий на формирование грамматических навыков

**Read the questions & answers about ALAN and ask and answer about JUDITH.**

**Questions: ALAN**

- |                                       |   |
|---------------------------------------|---|
| 1. What does Alan do?                 | 1. Alan's a lorry driver.               |
| 2. How old is Alan?                   | 2. He's twenty-five years old.          |
| 3. How many days a week does he work? | 3. He works five days a week.           |
| 4. What time does he get up?          | 4. He gets up at six o'clock every day. |
| 5. What does he eat for breakfast?    | 5. He eats an enormous breakfast.       |
| 6. What does he drink?                | 6. He drinks two cups of tea.           |
| 7. What does he do after breakfast?   | 7. Then he kisses his wife.             |
| 8. What time does he leave for work?  | 8. He leaves for work at half past six. |
| 9. Where does he have lunch?          | 9. He has lunch in a transport café.    |
| 10. What time does he come home?      | 10. He comes home at five o'clock.      |
| 11. Where does he go in the evening?  | 11. In the evening he goes to the pub.  |
| 12. What time does he go to bed?      | 12. He goes to bed at ten o'clock.      |

**Questions: JUDITH**

- |          |                     |
|----------|---------------------|
| 1. ....  | 1. secretary        |
| 2. ....  | 2. 18               |
| 3. ....  | 3. 5 days a week.   |
| 4. ....  | 4. 7.30             |
| 5. ....  | 5. cornflakes       |
| 6. ....  | 6. orange-juice     |
| 7. ....  | 7. parents          |
| 8. ....  | 8. 8.15             |
| 9. ....  | 9. in the canteen   |
| 10. .... | 10. home / 5.30     |
| 11. .... | 11. evening classes |
| 12. .... | 12. eleven o'clock  |

**Complete these sentences in the PAST TENSE, using the correct verb:**

\* play \* enjoy \* watch \* listen \* talk \* phone \* stop \* walk \* travel \* like \* stay

I **watched** the late film on TV last night.

1. We really ..... the concert last night. It was great!
2. She ..... with friends in Brighton last summer.
3. Italy ..... very well in the last World Cup.
4. Her parents ..... by train from Shanghai to Moscow.
5. I ..... you four times last night but you were out.
6. We ..... along the beach yesterday. It was lovely.
7. She ..... the film but she didn't like the music.
8. The men ..... work at exactly one o'clock.
9. I ..... to the new Sting album yesterday. It's great.
10. They ..... to us about their trip to Madagascar. It was very interesting.

**Complete the story. Use the verbs in the brackets:**

Last year I went (go) on holiday. I ..... (drive) to the sea with my friend. On the first day we ..... (look) at the beautiful buildings and ..... (eat) in lots of restaurants. The next day ..... (be) very hot so we ..... (drive) to the sea. We

..... (leave) our clothes in the car and ..... (sunbathe) and .....  
 (swim) all day. At six o'clock we ..... (walk) to our car, but the car ..... (be)  
 there. We ..... (buy) some clothes and ..... (go) to the Police Station. The  
 police ..... (be) nice and we ..... (sleep) in the police station.

Практические задания на проработку НЛЕ по теме занятия.

Лексика на тему «Theatre»

opera-glasses — бинокль

command a view — хорошеюидно

gangway seats — места, ближайшие к проходу

front row — первый ряд

back row — последний ряд

circle of tier — ярус

Row L, D, F (in English theatre) — нумерация рядов в английском театре

stalls — партер

pit — места за креслами

dress circle — бельэтаж

upper circle, balcony — балкон

gallery — галёрка

box — ложа

book a seat — купитьбилет

gangway (aisle) — проход

booking-office/box-office — театральнаякасса

House is sold out — всебилетыпроданы

players — актёры

theatrical company — труппа

acting world — театральномир

revive — возобновлять

stage-manager (director) — режиссёр

musical director — дирижёр

fight (battle, etc.) arranged by... — консультантпосценическомудвижению

performance is a success (a failure) — спектакльимеетуспех (провалился)

scene is laid... — действие происходит

interplay — взаимодействие

impress — производить впечатление

be absolutely thrilled with — прийти в полный восторг

artificial acting — неестественная игра

subtle acting — тонкое исполнение

partner — выступать в качестве партнёра

be at one's best — быть в ударе

rose interest — вызывать интерес

preview — предварительный просмотр

subject to availability — если есть билеты в продаже

lyrics — текст песен

concessions — скидки

restricted view — места, с которых не видна вся сцена

interval — антракт

curtain falls (drops) — занавесопускается

ring down the curtain — опуститьзанавес

ring up the curtain — поднятьзанавес

good curtain — хорошее окончание акта (пьесы)

behind the curtain — закулисами

footlights — рампа  
 smell of the footlights — быть неестественным, театральным  
 lights go up (down) — свет зажигается, гаснет  
 dressing-room — актёрская уборная  
 prompt-box — суфлёрская будка  
 prompter — суфлёр  
 stage door — служебный вход  
 attendants — обслуживающий персонал  
 cloak-room — гардероб  
 check — номерок  
 leading performers — актёры, играющие главные роли  
 minor characters — второстепенные действующие лица  
 cast — состав исполнителей  
 be in the cast — быть в составе исполнителей  
 act — играть  
 create a role — создавать роль  
 play a role — играть (исполнять) роль  
 curtain call — вызов актёра на сцену аплодисментами  
 receive a curtain call — выходить на аплодисменты

Match two columns to complete the words

- |                 |                  |
|-----------------|------------------|
| 1. to drop the  | a) sold out      |
| 2. the lights   | b) role          |
| 3. to command a | c) view          |
| 4. leading      | d) go up         |
| 5. minor        | e) performers    |
| 6. the House is | f) is laid in... |
| 7. dress-       | g) characters    |
| 8. the scene    | h) box           |
| 9. to play a    | i) curtain       |
| 10. prompt-     | j) rehearsal     |

Complete the words with vowels

- |                    |                    |
|--------------------|--------------------|
| 1. p__rf__rm__nc__ | 11. m__ke-__p      |
| 2. __nt__rv__l     | 12. r__h__ __rs__  |
| 3. f__ __tl__ghts  | 13. st__g__        |
| 4. p__t            | 14. __sh__r        |
| 5. scr__pt         | 15. __ppl__ __d    |
| 6. st__lls         | 16. sp__ct__t__r   |
| 7. c__st           | 17. m__t__n__ __   |
| 8. g__ll__r__      | 18. d__c__r        |
| 9. pr__mpt__r      | 19. pr__d__c__r    |
| 10. pl__ __ __rs   | 20. pl__ __wr__ght |

Imagine you are an actor. Choose one of the situations and role play a dialogue with your partner. Change the intonation and your voice to suit the situation.

1. a teacher who gave a student a bad grade, they meet years later
2. a robot and his designer
3. two 4-year-old children in the kindergarten
4. a detective and a criminal
5. two boxers who will compete on the Ring tomorrow
6. two pensioners who have hearing problems
7. a landlady and a tenant who has come drunk to the dormitory
8. a boss and his secretary
9. two spies who are meeting late at night
10. two people who are angry at each other

Read the dialogues and act out similar ones.

*What seats were bought?*

V: Have you got any seats for today's performance?

A: Matinee or evening performance?

V: Evening, please.

A: How many tickets would you like?

V: Two, please.



A: OK, let me see...

V: I'd like the seats in the stall, please.

A: Would you like to sit in the middle of the row or in the aisle?

V: I prefer the seats in the middle of the row.

A: You can have two seats in the middle of row E.

V: Well, that's great! How much are they?

A: One hundred fifty euros, please.

V: Here are two hundred euros.

A: Thank you. Here are your tickets and fifty euros change.

V: What time does the performance start?

A: At seven p.m. and the doors open at 6.30.

V: Thank you.

A: You're welcome.

*Why is Kate disappointed?*

K: Thanks God, we aren't late.

J: I was afraid of being late too.

K: Where are our seats?

J: In the balcony, let's hurry up.

K: In the balcony? You are kidding! I thought they would be in the stalls.

J: No, our seats are in the balcony, you see, they were the last seats left.

K: You've bought the cheapest seats!

J: It was impossible to get other seats; by the way the view of the stage from the balcony is rather good. We'll see everything excellently.

K: OK, there's no use to quarrel in the theatre.

J: Don't worry. The play is modern and very interesting. You'll enjoy it.

*Was the performance successful?*

J: Did you like the performance?

K: Oh, John, it was great! I have forgotten everything. It was so interesting!

J: How did you like the acting of the young actress?

K: She was charming and witty. Her acting is impressive.

J: The cast was excellent today. They are all stars. I've got a lot of positive impressions.

K: You're right, my dear. Did you notice that the scenery was really beautiful?

J: Yes, I did. It was fantastic! Are you still angry with me?

K: No, my dear. I'm very happy!

Read the text and guess what theatre it is.

This Theatre is associated with one of the greatest English writers. It was built in 1599 by the actor Richard Burbage on the south bank the famous river. It was a round building. It had three levels of seats. There was also an area in front of the stage where people could stand. It was famous for its vivid and interesting plays. The theatre was destroyed by fire on June the 29th 1613 during the performance of Henry the Eighth. The second Theatre was built on the same site by June 1614 and closed in 1642. It could house up to 3,000 spectators. A modern reconstruction of the Theatre began in 1997 approximately 750 feet (230 m) from the site of the original theatre. It is the exact copy of the former theatre.

Практические задания по аудированию

**a Watch a documentary about the Globe Theatre**

(<https://rutube.ru/video/bcb0edb39f5b326ed58bdf958091c937/>).

Who was Sam Wanamaker?

Why did he decide to rebuild the Globe Theatre?

**b Watch again. Mark the sentences T (true) or F (false). Correct the F sentences.**

1 The first Globe Theatre was built by the Lord Chamberlain's Men in 1599.

- 2 The first theatre burned down in 1630.
- 3 It was rebuilt, but the second theatre also burned down.
- 4 Sam Wanamaker was not allowed to act in the USA.
- 5 He wanted to rebuild the Globe in Shakespeare's birthplace, Stratford-upon-Avon.
- 6 Everyone encouraged him to go ahead with his plan to reconstruct the Globe.
- 7 He died in the same year as the Globe opened.
- 8 The indoor theatre is named after Sam Wanamaker.

**c Watch some extracts from the documentary. Then, with a partner, say what the bold words mean.**

- 1 And it has a **thatched roof**...
- 2 He was shocked when all he found was a dirty old **plaque**
- 3 There are 857 **seats in the stalls**, and 700 people can stand **in the pit**...
- 4 All the lighting is provided by **candlelight**

**d Have you ever seen a Shakespeare play? Where did you see it? Was it in your language or in English? Did you enjoy it?**

3. Анализ полученных результатов. Подведение итогов занятия.

## КОНТРОЛЬНАЯ ТОЧКА 2

### План практического занятия № 2

**Тема: Путешествия. Отдых.**

**Цели занятия:**

обобщить и систематизировать знания по теме; актуализировать знания лексики в соответствующих ситуациях, формировать деловые навыки коммуникации в устной и письменной формах на иностранном языке; учить оценивать степень эффективности общения, определяя причины коммуникативных удач и неудач; строить выступление в соответствии с замыслом речи, свободно держаться перед аудиторией, осуществлять обратную связь с ней; формировать у обучающихся навыки устного общения по теме занятия; актуализировать знания грамматики, полученные в школе; улучшить понимание иноязычной речи на слух, развивать внимание, критическое мышление, расширять общий кругозор обучающихся; формировать уважения к культуре других народов и культуре своей страны.

**Время: 1 ч**

**Вопросы (задачи):**

1. Транспорт, виды путешествий
2. В аэропорту/ на таможне.
3. Бронирование номеров. Active Voice - Present/ Past/Future Continuous

**Ход проведения занятия**

1. Объявление темы занятия, постановка целей.

2. Работа с различными видами заданий.

Актуализация знаний лексики по теме «Travelling»

Работа с основными текстами и диалогами по теме практического занятия (handouts)

Выполнение практических заданий по текстам и изучаемой лексике (handouts)

Практические задания на формирование навыков говорения и письма (handouts)

Make up dialogues on the following situations.

1. You are planning to fly to the Crimea in summer. Discuss with your friend the advantages and disadvantages of travelling by air and by train.
2. You've just arrived from N. Your friend has come to meet you at the airport. Talk to her about your flight and stay at N.
3. You've come to the booking-office to get a ticket for a plane. What will you talk with the clerk

about?

4. How you spent your time on board.

5. Discuss some episodes from the film "The Titanic".

6. Your last travelling by train. Try to find some funny moments and discuss them with your friend.

7. You got off the train to buy an ice-cream and you did not hear about its departure. You found yourself in an unknown city without money, documents and your suitcase. What will you do? Discuss it with your partner

Make up situations, using the following words or word combinations.

1. to make a journey; a booking office; departure; arrival; to keep to schedule; to catch the train; luggage; a compartment; a long-distance train; to gather speed;

2. to make a cruise; travel agency; to board a ship; to have a lot of luggage; a life belt; a gangway; to while away the time during the voyage

3. to travel half fare; an inquiry office, to be due in ten minutes; a dining car; an upper berth; to change trains

4. to be fond of travelling; hitch-hike; to travel light; to go on a journey

5. a trip, a return ticket; to book tickets in advance; to leave on time; to fall behind schedule; to be due in a quarter of an hour

6. Customs Hall, a Customs officer; an air hostess; a non-stop flight; altitude; to gather speed; to take off; to feel sick; a safe belt

7. a single ticket; the left-luggage office; a porter; to see somebody off; to wave a kiss; to whistle

8. a compartment; a luggage rack; a dining-car; a junction; a ticket collector; an express train

9. an announcement; a fellow-passenger; a second class sleeper; a return ticket; to produce tickets; a compartment

10. to make a voyage; a promenade deck; a galley; a steward; porthole; a state-room; a life-belt; a crew

Write your essay on one of the following points.

1. My most exciting journey.

2. East or West, home is best.

3. Travel makes a wise man better but a fool worse.

4. I cannot forget my fellow-passenger.

5. When you travel by train, there are some important things you should know. I can give you some tips.

6. Why I prefer travelling by train (air, sea).

7. I make a lot of friends while travelling.

8. I need new experiences, that is why I am fond of travelling.

9. Hijacking is a real problem nowadays.

10. My first travelling by train.

Примеры практических заданий на формирование грамматических навыков

**Fill in the blanks with PRESENT CONTINUOUS or SIMPLE PRESENT:**

1. The children ..... (play) outside now.

2. She usually ..... (read) the newspaper in the morning.

3. I ..... (do) my homework now.

4. I ..... (eat) my dinner now.

5. .... (you / want) a pizza?

6. They ..... (watch) TV now.

7. I ..... (not / like) spaghetti.

8. The baby ..... (sleep) now.

9. My mother usually ..... (cook) dinner in the evening.

10. He ..... (write) a letter to his pen-friend every month.
11. She ..... (not / like) football.
12. Mary ..... (listen) to music now.
13. Tom usually ..... (drink) coffee, but he ..... (drink) tea now.
14. We ..... (go) to the disco tonight.
15. .... (he / go) to work by bus every day.

**Complete the sentences with SIMPLE PRESENT or PRESENT CONTINUOUS:**

1. Susan usually ..... (go) to school by bus, but now she ..... (go) to school by train.
2. Mary often ..... (read) in bed, but today she is very tired and she ..... (not / read).
3. The boys usually ..... (ride) their bikes to school. They ..... (like / ride) their bikes. They ..... (be) very naughty boys. They always ..... (go) to school late. Today their teacher ..... (be) very angry, because they ..... (be) late again.
4. Mary ..... (like / eat) sweets. Every morning she ..... (have) coffee with a lot of sweets and chocolate. For lunch she and her friends often ..... (eat) sweets or ice-cream. She ..... (not / like / eat) fruit or vegetables. She ..... (eat / never) eggs or cheese. Today she ..... (be) sick. She ..... (sleep) in her room now.

**Complete the sentences using DO / DOES / AM / IS / ARE / HAVE GOT / HAS GOT:**

1. .... the children want toy for their birthday?
2. Dazzle ..... a new dress for the party.
3. When ..... your brother's birthday?
4. How much ..... these glasses? " 80. "
5. Mr. and Mrs. Jackson ..... two children.
6. .... your uncle like chocolate?
7. .... I your friend?
8. How much ..... your new tennis racket?

**Circle the correct answer:**

1. Look! Thomas *is bringing* / *brings* his little sister to class.
2. My older sister *is often listening* / *often listens* to pop music.
3. We *are writing* / *write* an exercise now.
4. Mmmm! Mum *is making* / *makes* a cake.
5. Our teacher *is giving* / *gives* us a test every month.
6. Listen! Dad *is reading* / *reads* a story to Ricky.
7. Mr. Michael usually *is growing* / *grows* roses in his garden.
8. They *are building* / *build* a new house on the hill now.
9. Maria *is drinking* / *drinks* milk every morning.
10. Look! Nick *is running* / *runs* down the hill.

**Supply PRESENT CONTINUOUS TENSE in the blanks:**

1. He ..... (teach) his son to ride a bike.
2. A: Why ..... Ann ..... (wear) her new dress?  
B: Because she ..... (have) a party tonight.
3. Cindy usually does the shopping, but I ..... (do) it today because she is ill.
4. She ..... (not / work), she ..... (swim) in the river.

5. A: ..... Tom ..... (clean) his shoes now?  
 B: No, he ..... He ..... (tidy) his room.  
 A: Where is his brother?  
 B: He is in the garden, he ..... (water) the flowers.

**Fill in the blanks with a correct form of PAST CONTINUOUS:**

1. Alice hurt herself while she ..... (skate).
2. I met my neighbor while I ..... (walk) home from work.
3. Sally saw a friend while she ..... (ride) her bicycle along Park St.
4. Peter fell asleep while he ..... (study).
5. Bob stepped on Jane's feet while they ..... (dance) together.
6. I cut myself while I ..... (shave).
7. Mr. and Mrs. Brown burned themselves while they ..... (bake) cookies.
8. Tommy had a nightmare while he ..... (sleep) at a friend's house.

**Fill in the blanks with a correct form of PAST CONTINUOUS:**

1. It was very cold. The sun ..... *was not shining*. ..... (not / shine)
2. It wasn't a stormy night. The wind ..... (not / blow)
3. He wasn't sleeping. He ..... (look) at the ceiling.
4. They were having a rest. They ..... (not / work).
5. They were very happy. They ..... (enjoy) the party.
6. He was at home. He ..... (watch) a movie on TV.
7. He was getting worse. He ..... (not / recover).
8. We ..... (travel) in the north of Turkey when we were on holiday.
9. She ..... (drive) so fast when the accident happened.
10. I ..... (not / sleep) when you came in.

Сообщение по теме «My best trip (travelling)» с презентацией.

3. Анализ полученных результатов. Подведение итогов занятия.

## 2 семестр

### План практического занятия № 1

**Тема: Праздники**

**Цели занятия:**

обобщить и систематизировать знания по теме; актуализировать знания лексики в соответствующих ситуациях, формировать деловые навыки коммуникации в устной и письменной формах на иностранном языке; учить оценивать степень эффективности общения, определяя причины коммуникативных удач и неудач; строить выступление в соответствии с замыслом речи, свободно держаться перед аудиторией, осуществлять обратную связь с нею; формировать у обучающихся навыки устного общения по теме занятия; актуализировать знания грамматики, полученные в школе; улучшить понимание иноязычной речи на слух, развивать внимание, критическое мышление, расширять общий кругозор обучающихся; формировать уважения к культуре других народов и культуре своей страны.

**Время:** 1 ч.

**Вопросы (задачи):**

1. Праздники в России
2. Мой любимый праздник
3. Досуг. Active Voice - Present/Past/Future Perfect

**Ход проведения занятия**

1. Объявление темы занятия, постановка целей.

2. Работа с различными видами практических заданий.

Актуализация знаний лексики по теме «Holidays»

Работа с текстами, диалогами, выполнение упражнений по текстам

### **American Holidays**

People in every culture celebrate holidays. Although the word "holiday" literally means "holy day", most American holidays are not religious, but commemorative in nature and origin. The nation is rich in customs and traditions deep-rooted in all cultures of the world, immigrants brought from their native lands, but all holidays have a distinctively American flavor. In the USA the word "holiday" is synonymous with celebration. In the strict sense, there are no national holidays in the United States. Each of 50 states has jurisdiction over its holidays. Ten holidays per year are proclaimed by the federal government. They are as follows:

New Year's Day (January 1)

Martin Luther King Day (traditional - January 15, official - third Monday in January)

President's Day (third Monday in February)

Memorial Day (traditional - May 30, official - last Monday in May) Independence Day (July 4)

Labor Day (first Monday in September)

Columbus Day (traditional - October 12, official - second Monday in October)

Veterans' Day (traditional - November 11, official - second Monday in November)

Thanksgiving (fourth Thursday in November) Christmas (December 25).

#### **New Year's Day (January 1)**

In the United States the legal holiday is January 1, but Americans begin celebrating it on December 31. Sometimes people have masquerade balls, where guests dress up in costumes and cover their faces with masks. According to an old tradition guests unmask at midnight.

At the New Year's Eve most of the TV channels show Times Square in the heart of New York. At one minute before midnight a lighted ball drops slowly from the top to the bottom of one of the buildings. People count down at the same time as the ball drops. When it reaches the bottom the New Year sign is lighted. People hug and kiss and wish each other "A Happy New Year!"

The picturesque New Year Day Festivals help to make January 1 an entertaining holiday: the Mummers Parade and the Tournament of Roses. The Mummers Parade, which takes place in Philadelphia, is a ten-hour spectacle with clowns, musicians, and dancers.

The tournament of Roses takes place in California. Roses and thousands of other flowers depict a different theme each year. Prizes are awarded for the most unusual and attractive floral pictures. The Rose Bowl football game, that is a contest between top-ranking college football teams, is played after the parade.

#### **Thanksgiving Day (the fourth Thursday in November)**

Almost every culture in the world holds celebrations of thanks for a plentiful harvest. The American Thanksgiving holiday began as a feast of thanksgiving in the early days of the American colonies almost 400 hundred years ago.

In 1620 a boat filled with more than one hundred people sailed across the Atlantic Ocean to settle in the New World. The first winter in the New World was difficult. They had arrived too late to grow crops and without fresh food half the colony died from diseases. The following spring Indians taught them how to grow corn and other crops in the unfamiliar soil and how to hunt and to fish.

In the fall of 1621 beautiful crops of corn, barley, beans and pumpkins were harvested. The colonists had much to be thankful for, so a feast was planned. They couldn't help inviting Indians. In the following years many of the original colonists celebrated the fall harvest with a feast of thanks. After the United States became an independent country, Congress recommended that a certain day of Thanksgiving should be established for the whole nation to celebrate.

Thanksgiving is a time of sharing. Even if they live far away, family members gather for a reunion at the house of an older relative. All give thanks together for the good things they have. In this spirit of sharing people offer a traditional meal to those in need. On most tables

throughout the United States food eaten at the first Thanksgiving has become traditional: turkey, corn, pumpkin and cranberry. Now all of these symbols are drawn on holiday decorations and greetingcards.

### **Independence Day (July 4)**

This day is regarded as the birthday of the United States as a free and independent nation. Most Americans simply call it "the fourth of July", on which date it always falls. The holiday recalls the signing of the Declaration of Independence on July 4, 1776. At that time the people of the 13 British colonies located along the eastern coast of what is now the United States were involved in a war against unjust treatment by the King and Parliament in Britain. The war began in 1775. As the war continued the colonists realized that they were fighting not only for the better treatment, but they were fighting for the freedom from England's rule. The Declaration of Independence states this clearly and for the first time in an official document the colonies were referred to as the United States of America.

Generally picnics with patriotic speeches and parades are held all over the United States on the fourth of July. It is also a day on which fireworks fill the skies in the evening.

Every July 4, Americans have a holiday from work. People have day long picnics with favorite food like hot dogs, hamburgers, potato salad, baked beans and so on. The afternoon activities include listening to lovely music, a friendly baseball game, pie-eating competitions. Some cities have parades with people dressed as colonists who march in the parades to the music of school bands. Wherever Americans are around the globe they will get together for a traditional July 4th celebration.

### **Christmas (December 25)**

Christmas is the most important religious holiday for Christians, who attend special church services to celebrate the birth of Jesus Christ.

On Christmas Eve there also are evening church services and other religious ceremonies, which families attend before they visit friends and relatives.

To people all over the world Christmas is the season of giving and receiving presents and Christmas cards. Some of them are religious in nature, others are more secular. Special Christmas songs are sung and heard during the holiday season.

It seems that nearly every family has its own unique Christmas observances. Many people are especially proud of Christmas traditions brought to the United States from their native countries. The wonderful variety of food, music and songs, prayers and stories - all make Christmas the holiday of holidays in the United States.

Going home for Christmas is a most cherished tradition of the holiday season. It seems that the whole America is on the move and Americans are on their way to spend the holiday with their loved ones, family and friends.

Long ago each child hung a stocking or sock over the fireplace. Santa Claus entered down the chimney and left candies and presents inside the socks for children. Today the tradition is carried on, but the socks are now large sock-shaped fabric bags still called stockings.

Every year newspapers, some people and organizations try to emphasize that the true message of Christmas is to share what you have with the others. They send money or gifts to those who are less fortunate, toys for children in hospitals and orphanages, donations to charity funds.

### **Explanatory notes:**

Tournament of Roses – a contest in which a number of competitors take part, as a tennis tournament.

The Rose Bowl Football game – the contest to win the Bowl of roses.

A mummer – an actor in an old form of play in which there was no speaking.

### **Dialogue A.**

**L.** - Hallo, Galya! There is no place to meet in but the reading-hall! What are you reading about this time?

**G.** - Hi, Liz! You see, our English teacher promised we should have a test on American holidays,

so I am to know the material.

**L.** - Well, can you share what you have learned about them?

**G.** - They are so numerous and various, I should say! First of all, they have no national, but federal or "legal" public holidays, which are celebrated through the whole country, plus state, and even more local ones!

**L.** - State? Local? What does it mean?

**G.** - It means holidays observed in several or one state or at a local level. The dates of the holidays are decided upon by the state government. Whether citizens have a day off from work or not depends on local decisions.

**L.** - How nice! They are like ours, aren't they? For example, the celebration of the 140th anniversary of the Amur region .

**G.** - I'm afraid I can't say so. We celebrate holidays like this on Sundays and Americans do that mostly on Mondays. The more so some federal holidays fall on Mondays, such as Labor Day, President's Day, when the country honors all past presidents of the United States, Memorial Day, on which Americans honor the dead of all wars and all other dead the same way.

**L.** - What way?

**G.** - Church services, visits to the cemetery, flowers on graves, silence and reflection.

**L.** - It resembles our Parents' Day. Is there a special day to honor the war dead?

**G.** - Sure. On Veterans' Day Americans hold parades or other special ceremonies and the President or other high official places a wreath on the Tomb of the Unknown Soldier at Arlington National Cemetery outside Washington D.C.

**L.** - And to think logically, the holiday must fall on the day when a war ended.

**G.** - Just so! It's observed on November 11, the last day of the First World War.

**L.** - But what about working people? Do they have a holiday like our 1st of May?

**G.** - Certainly! It's the mentioned above Labor Day. It has been a federal holiday since 1894, but in some places it was observed before that day. In many cities the day is marked by parades of working people, representing the labor unions. By the way, they celebrate the birthday of a black clergyman as a federal holiday!

**L.** - Do they really?

**G.** - Yes. Martin Luther King is ranked high among the greatest Americans because of his crusade during the 1950s and 1960s to win full civil rights for black people. He was assassinated in 1968. Ever since special memorial services are held on January 15. But people have a day off on the third Monday in January. Oh, I guess, that's the difference between the official and traditional variant of a holiday!

**L.** - Sounds interesting! You seem to know everything about American holidays! You are to have your own! Let's go to the canteen!

**G.** - OK!

### **Dialogue B.**

**P.** - Hello , Ann! Are you all right? I have been ringing you up for two hours but you didn't answer!

**A.** - I was too busy, Patricia.

**P.** - I see you still are. What are you doing?

**A.** - Don't you know I like parades?

**P.** - And what of it? Your mom said you like fireworks, cakes, historical costumes, ice-cream. The list's endless, what do you want to say by that?

**A.** - Well, Columbus Day's coming with its huge parade and Dad said he would take us to New York City to take part in the major celebration of the day. Then Halloween and funny ghostly costumes. So I'm making costumes.

**P.** - Are you joking? Columbus Day and Halloween are in October, but now is April! And it is Easter what is coming! Halloween has a special significance for children, but you're too old to



knock at a door and shout “Trick or Treat” and be given candy and fruit!

**A.** – Come on, Pat! I’d rather tell you about Take Your Daughter to Work Day. No school! I went to work with Dad. A lot of interesting meetings with interesting people and they told me about things my dad had done for the factory. I’ll remember the day all my life!

**P.** – You are lucky. My parents’ work didn’t impress me much. The last Valentine’s Day I liked more. We had been writing greeting cards and making red hearts, then we sent them and other symbolic gifts to our sweethearts and gave heart-shaped chocolate, cakes, candies to our sweethearts, friends, family and took back.

**A.** – Yes, it was a happy day! Well, I want to make happy Mother’s and Father’s Days.

**P.** – Stop talking nonsense! I shouldn’t believe that the rest days except the second Sunday in May and the third Sunday in June your parents are unhappy!

**A.** – Sure they aren’t! It’s simply one more opportunity to show them my love!

**P.** – Oh, you are surprising me the whole day! What else do you have in store?

**A.** – Nothing special, only... I’ve created dyes for my costumes, would they dye eggs, I wonder? Easter’s coming...

- 1) to celebrate – праздновать
- 2) holy – святой
- 3) in origin – по происхождению
- 4) commemorative – памятный, мемориальный
- 5) a flavor – зд. особенность
- 6) in the strict sense – строго говоря
- 7) to have jurisdiction over – обладать правом устанавливать
- 8) to proclaim – объявлять
- 9) Memorial Day – День Поминовения
- 10) Independence Day – День Независимости
- 11) Labor Day – День Труда
- 12) Thanksgiving Day – День Благодарения
- 13) Christmas – Рождество
- 14) Halloween – День всех святых
- 15) legal – узаконенный
- 16) to unmask – снимать маску
- 17) to drop – падать
- 18) to light – зажигать(ся)
- 19) to hug – обнимать
- 20) picturesque – красочный, живописный
- 21) a festival – праздник
- 22) entertaining – развлекательный
- 23) to depict – изображать
- 24) a theme – тема
- 25) top-ranking – высокопоставленный
- 26) to hold a celebration – проводить (о празднике), праздновать
- 27) a plentiful harvest – обильный урожай
- 28) a feast – празднество, пир
- 29) unfamiliar soil – незнакомая почва
- 30) to establish – учреждать, устанавливать
- 31) to share – делиться
- 32) corn – кукуруза
- 33) a turkey – индейка
- 34) a pumpkin – тыква
- 35) cranberry – клюква
- 36) decorations – украшения

- 37) greeting –поздравительный
- 38) to locate –располагаться
- 39) unjust treatment – несправедливое отношение
- 40) to fight –бороться
- 41) fireworks –фейерверк
- 42) church service – церковная служба
- 43) an eve –канун
- 44) secular –светский
- 45) a prayer –молитва
- 46) an orphanage –приют
- 47) donations –пожертвования
- 48) to observe –соблюдать
- 49) a day off – выходной день
- 50) to honor –чествовать
- 51) to place a wreath – возлагать венок
- 52) a cemetery –кладбище
- 53) to rank high – занимать выдающееся место
- 54) a crusade –кампания
- 55) to assassinate – убить предательски
- 56) in memorial – в память о ком-либо, чем-либо
- 57) to resemble –напоминать
- 58) huge – огромный, гигантский
- 59) ghostly - похожий на привидение
- 60) Easter –Пасха
- 61) significance –значение
- 62) trick or treat! – угощайте или будете осмеяны
- 63) heart-shaped – в формесердца
- 64) a sweetheart –возлюбленный\ая
- 65) dye –краска

### **Reading comprehension and vocabulary exercises**

**Exercise 1.** *Read and translate the text*

**Exercise 2.** *Answer the following questions in 2-3 sentences:*

1. How many major holidays are there in the USA? 2. How are they observed? 3. What does Thanksgiving Day signify for Americans? 4. What is Thanksgiving Day marked by? 5. What is the most important religious holiday for Christians? 6. What do Americans give to one another on Valentine's Day? 7. What holiday has a special significance for children? Why? 8. Whom do Americans honor on Memorial Day? 9. What is the purpose of Martin Luther King Day? 10. What is the origin of Independence Day? 11. What is the difference between Memorial and Veterans' Days? 12. Is New Year Day a family holiday? 13. What holidays can you call "national"? 14. Which of the holidays is believed to be the most American? 15. What is the historical background of Thanksgiving Day? 16. How is this holiday usually celebrated? 17. Why is Independence Day an important holiday and what is its historical background? 18. What can you tell about other American holidays?

**Exercise 3.** *Give a summary of the text.*

**Exercise 4.** *Give Russian equivalents for the following:*

federal holidays, to win full civil rights for, to hold parades, to give gifts, to honor mothers and fathers, to be assassinated, memorial services, to commemorate smth, the Tomb of the Unknown Soldier, the holiday is observed on, greeting cards, a special significance, to dress in ghostly costumes

**Exercise 5.** *Give English equivalents for the following:*

День Благодарения; Рождество; религиозный праздник; по происхождению; подписание Декларации независимости; праздновать по всей стране; быть предательски убитым;

возлагать венок; могила неизвестного солдата; дарить символические подарки; День поминовения.

**Exercise 6.** Find all adjectives that go together with the following nouns:

a holiday, service, nation, speeches, people, government, soldier.

**Exercise 7.** Translate the following verbs into Russian and give their four forms:

to hold, to mean, to observe, to fall, to show, to wish, to win, to fight.

**Exercise 8.** Say in oneword:

*Model:* An adjective, showing that a time or event is important, showing feelings of joy and happiness.

*Striking, original, interesting.*

7. The evening or day before some special day or event or action.

8. A public or military march, in the square or street.

9. Not depending on or controlled by other person or things.

10. The crops, etc., that are gathered in the fall.

11. A day of rejoicing in memory of an important event, a festival;

12. A splendid meal with many good things to eat and drink.

**Exercise 9.** Find in the text, read and translate sentences with the following words, make up your own sentences using these words: holiday, federal, to observe, the/a day off, to hug, parade, the birthday, independence, to hold, to celebrate, to honor, culture, harvest, to thank, gift, eve, cherished, church services, ceremonies, origin, to donate to share.

**Exercise 10.** Read and guess the meaning of the international words:

A colony, to recommend, a tradition, a symbol, literature, religious, a synonym, national, jurisdiction, federal, a president, a veteran, memorial, legal, a masquerade, a costume, a mask, a minute, a festival, a parade, a spectacle, a million, a clown, a musician, a prize, football, date, a declaration, official, a document, a patriot, a salad, music, to march, a school, the globe, special, a ceremony, a visit, a season, Santa Claus, a group, an organization.

**Exercise 11.** Match suitable parts:

My brother thinks	she had made for her sweetheart
Nina was afraid	her sister was taking part in the church service
All are glad	what the parents had brought
Children want to know	where Santa Claus lives
The family'll enjoy the feast	pupils in ghostly costumes had come to congratulate him
Ann was proud of the heart-shaped cake	they'll honor the eldest veteran
Sveta knew	the mother'll hug all the guests
We expect	she wouldn't represent the Labor Union at the meeting
The teacher understood that	the mother is cooking for Thanksgiving
I found the place	the mother'll have a day off

**Exercise 12.** Translate into Russian and back into English:

1. Soon I'll answer all questions you are asking. 2. He gave a toy-car to the boy he had never seen. 3. I send all greeting cards I was writing yesterday. 4. My parents attended all ceremonies they wanted to. 5. The parade entered the square where people had been waiting for it. 6. We left for New York where the Mummer's Parade would take place. 7. Sasha mentioned Columbus Day he had celebrated in America. 8. The journalist reported about fireworks which were filling the skies. 9. I've heard about picturesque festivals they had been holding the last two years. 10. I knew my sister was composing a floral picture.

**Exercise 13.** Translate into Russian:

Other nations have days of thanksgiving, too, but Thanksgiving Day in the USA has a special significance for Americans, because it's traced back to that group of people, who were among

the first to come to the New World in search of freedom.

Thanksgiving Day is marked by families gathering together to enjoy a traditional dinner of roast turkey, and to speak to one another of the things for which they are thankful. Young people who are at college or live away from their families usually come home for this dinner. Only the most essential businesses remain open that day and workers who must work in these businesses generally arrange for a family dinner later in the day or the next day so that all have the Thanksgivingfeast.

Christmas is a religious holy day, it isn't an official holiday. However, since most Americans are Christians, the day is one on which most businesses are closed and the greatest possible number of workers, including government employees, have the day off. Many places ofbusiness close early even on the day before Christmas. When Christmas falls on Sunday, the next day is also aholiday.

Columbus Day. This day commemorates Italian navigator Christopher Columbus' landing in the New World on October 12, 1492. Most nations of the Americas observe this holiday on October 12, but in the United States it's observed on the second Monday in October. The major celebration of the day takes place in New York, which holds a huge parade each year.

Veterans' Day. This holiday was originally established to honor those who had served in the First World War. It falls on November 11, the day on which the war ended in 1918. It honors veterans of all the wars in which the United States has been involved. Organizations of war veterans hold parades or other special ceremonies and the president places a wreath on the Tomb of UnknownSoldier.

#### **Exercise 14. TranslateintoEnglish:**

Американскиепраздники

Никто не возьмется перечислить американские праздники – у каждого штата свои обычаи. И все же 10 праздников можно назвать всеамериканскими : Новый год, День Вашингтона, День поминовения, Хэллоуин, День независимости, День труда, День ветеранов, День Колумба, День благодарения, Рождество. С 1986 года по решению конгресса как федеральный праздник стали отмечать и день рождения Мартина ЛютераКинга.

Федеральные праздники – нерабочие дни Америки, время отдыха и шумных торжеств. Есть, кроме того, праздники, связанные с религией, с различными моментами истории США, с обычаями переселенцев разных национальностей, с временами года, с яркими проявлениямиприроды.

Новый год и Рождество.

Новый год – начало всем праздникам. Но Санта Клаус приходит к американцам на Рождество. Рождество – это конец года. Это семейный обед, ярко разукрашенная елка, подарки детям и родным, поздравительные открытки родственникам и друзьям. А Новый год – это встреча с друзьями, танцы, шампанское. По телевизору показывают нью-йоркский Таймс-сквер.

День независимости.

Общенациональный праздник в США отмечается летом, 4 июля. В этот день в 1776г. была подписана знаменитая Декларация независимости: 13 североамериканских колоний объявили об образовании независимого от Англии государства – Соединенных Штатов Америки. С тех пор это день шумных собраний, торжественных парадов и пикников за городом и на лужайках возле домов. А с наступлением темноты в небо взлетают ракеты. По улицам гуляют веселые компании. И так почти до рассвета.

День благодарения.

С приходом глубокой осени, с окончанием работ на полях связан самый старый в Америке и, пожалуй, самый любимый американцами праздник – День благодарения. Этот праздник благодарения земле за щедрость был впервые отмечен колонистами Нового Света в 1621 году. В ту пору доступным лакомством на столе была дикая индейка. И по сей день индейка (но уже домашняя ) и пирог с тыквой – неперменные

блюда на празднике.

### Communicative exercises

**Exercise 1.** *Make up short situations on the following topics:*

3 It's been a wonderful evening for me!

4 Nice to think we'll go to the countryside for Christmas and New Year! 3 I was sure I had seen her. But where? Where had I seen the girl?

**Exercise 2.** *Make up and act out your own dialogues using the following phrases:*

In my opinion; there's nothing like; I don't quite see what people find in; how can you say such a thing!; I don't know anything more exciting than; I see nothing exciting in; absolutely marvelous; I like it immensely; don't you agree that.

**Exercise 3.** *Imagine that you have returned from a celebration, tell about it to your groupmates.*

**Exercise 4.** *Speak on the following:*

1 Where and how do you like to celebrate holidays. 2 The role of holidays in modern life. 3 Holidays as a part of life of people of different generations.

**Exercise 5.** *You are a family deciding on the way to celebrate a holiday. Tell about your final decision explaining the reasons for your choice. Point out advantages and disadvantages, give warning based on personal experience.*

**Exercise 6.** *Try to describe your favorite holiday. Let your groupmates guess which holiday you mean.*

Примеры практических заданий на формирование грамматических навыков

### Write a suitable sentence using the PRESENT PERFECT TENSE :

1. Ann's hair was dirty. Now it's clean. (wash) ..... **Ann has washed her hair** .....
2. Tom was 80 kg. Now he's 70. (lose weight)
3. Bill played football yesterday. Now he can't walk; his leg is in plaster. (break)
4. My sister is looking for her pen. (lose)
5. Mary is on holiday in France. (go)
6. Mr. Hill was in Canada last week. He's back in London now. (be)
7. Look! Mrs. Smith has got a lot of packages. (buy)
8. I can't eat anything now. (eat too much)
9. Mrs. Jenkins is very tired. (clean / house)
10. Tony needs a holiday. (work / hard / this year)

### Use PRESENT PERFECT TENSE after BECAUSE:

**Example:** She can't go to the party. (catch a cold)

She can't go to the party **because she has caught a cold.**

1. He can't walk very fast. (hurt / leg)
2. I can't get in. (lose / key)
3. I know this story very well. (see the film)
4. I can't post the letter. (not put / stamp / on it)
5. He can't stand up. (eat too much)
6. They can't go on holiday. (not save / money)
7. I know him. (meet him before)
8. We don't know how he is. (not hear from him)
9. He won't take a cigarette. (give up smoking)
10. She can't get in. (he / lock the door)

### Fill in the blanks with ALREADY or YET:

1. He hasn't called us .....
2. They have ..... sent the letter.
3. John has ..... bought the tickets for the football match.
4. We have ..... been to Mexico three times.

5. You haven't visited Tokyo .....
6. Has John bought a new car ..... ?
7. The plane has ..... left.
8. Has she done it ..... ? No, not .....
9. A: Haven't they arrived ..... ?
- B: Oh, yes. They have ..... arrived.

**Rewrite the following sentences twice, using SINCE and FOR:**

**Example:** I haven't seen you. (Christmas / 3 days)

*a) I haven't seen you SINCE Christmas.*

*b) I haven't seen you FOR 3 days.*

1. We've been here. (an hour / 4 o'clock)
  - a) .....
  - b) .....
2. She hasn't spoken to me. (2 weeks / last week)
  - a) .....
  - b) .....
3. They've lived in this street. (1970 / a long time)
  - a) .....
  - b) .....
4. I haven't had time to do it. (last Monday / a few days)
  - a) .....
  - b) .....
5. We haven't bought a new one. (ages / many years)
  - a) .....
  - b) .....

**Supply a suitable SIMPLE PAST or PAST PERFECT TENSE:**

1. I ..... (worry) a lot about her before I ..... (hear) that she was safe.
2. I I didn't like the flat. It ..... (be) much smaller than I ..... (think) at first.
3. He told us he ..... (shoot) a big tiger.
4. They ..... (drink) tea after they ..... (finish) dinner.
5. She ..... just ..... (fold) the pink apron and placed it in a table drawer when the door ..... (open) and Joe..... (enter).
6. The police wanted to know why he ..... (bring) a gun to school.
7. After he..... (work) at the hospital for two years he ..... (decide) to give up the job.
8. When I..... (arrive) at the party John ..... already ..... (go) home.
9. We ..... (wait) until the match ..... (finish).
10. They ..... (leave) the room before the meeting ..... (finish).
11. I ..... (buy) a new camera before I ..... (go) to London.
12. I ..... just ..... (turn off) the lights when the telephone ..... (ring).

**Complete the following sentences:**

1. After I had watched that horror film, I .....
2. She finished her homework after .....
3. When I came home, my sister ..... already .....
4. Before he went out, .....
5. They had telephoned me before .....

**Use FUTURE PERFECT TENSE:**

1. By next February I ..... (write) my third book.
2. I hope you ..... (not / forget) my name by tomorrow.

3. By next week we ..... (redecorate) the house.
4. Next July she ..... (be) dead for ten years.
5. I hope I ..... (not / make) a lot of mistakes in this exam when I finish it.
6. By the end of this year I ..... (drive) more than one hundred thousand kilometers with this car.
7. I hope it ..... (stop) raining before the match starts.
8. I ..... (have) an operation when you turn back.
9. By this time next week I ..... (marry).

Выполнение заданий на понимание иноязычной речи на слух. Аудирование  
[https://www.youtube.com/watch?v=YcGv7\\_QeLhE](https://www.youtube.com/watch?v=YcGv7_QeLhE)

In this video you will know all about Maslenitsa: when it is celebrated and why; why this pagan holiday is also a religious holiday, what people eat during this holiday and what they don't eat afterwards, traditional music and songs as well as about special days during this festival and about traditional games that are centuries old but are still played in Russia. And why do people say "forgive me" to everybody even though they haven't done anything wrong?

<https://youtu.be/0jkyh4h5s4>

Watch the video and write an essay about your favourite holiday

Выступление с докладом и презентацией «My favourite official holiday in my country»

3. Анализ полученных результатов. Подведение итогов занятия.

### **План практического занятия 1**

**Тема:**Выдающиеся деятели искусства

**Цели занятия:**

обобщить и систематизировать знания по теме; актуализировать знания лексики в соответствующих ситуациях, формировать деловые навыки коммуникации в устной и письменной формах на иностранном языке; учить оценивать степень эффективности общения, определяя причины коммуникативных удач и неудач; строить выступление в соответствии с замыслом речи, свободно держаться перед аудиторией, осуществлять обратную связь с нею; формировать у обучающихся навыки устного общения по теме занятия; актуализировать знания грамматики, полученные в школе; улучшить понимание иноязычной речи на слух, развивать внимание, критическое мышление, расширять общий кругозор обучающихся; формировать уважения к культуре других народов и культуре своей страны.

**Время:**1 ч

**Вопросы (задачи):**

Выдающиеся люди

Великие писатели, актеры, режиссёры, певцы.

Степени сравнения наречия

**Ход проведения занятия**

1. Объявление темы занятия, постановка целей.

2.Работа с различными видами практических заданий.

Актуализация знаний лексики по теме «Outstanding people»

**Работа с текстом Yuri Gagarin (handouts),** выполнение упражнений по тексту (handouts)

Просмотр видео Yuri Gagarin – first human in space

(<https://www.youtube.com/watch?v=7iMa03BApCQ>),

выполнениеупражненийнаlisteningcomprehension, discussion

## Outstanding people – Walt Disney (Уолт Дисней)

Watching and listening

### Task. Questions for discussion before watching the video:

What do you know about Walt Disney?

What Disney cartoons and movies can you name? Did you watch them in childhood? What is there about them that children even nowadays become mesmerized by Disney cartoons?

What are your favourites? What do you like about them?

Have you ever been to Disneyland? Where is it? What can a visitor see and do there?

### Task. Before watching the video «15 Things You Didn't Know About Walt Disney» practice the vocabulary:

**convalesce** (v) – to recover health and strength after illness; make progress toward recovery of health

**slaughter** (v) – to kill in a brutal or violent manner

**tough negotiations** (phr) – formal discussions between people who have different aims or intentions

**much-needed break** (phr) – highly necessary rest

**trash can** (n) – a container for the disposal of dry waste matter

**get some endorsement** (phr) – to get a form of public support or approval

**persevere** (v) – to persist in anything undertaken; maintain a purpose in spite of difficulty, obstacles, or discouragement; continue steadfastly

**shy away** (phr v) – to try to avoid (something) because of nervousness, fear, dislike, etc.

**highest-grossing** (adj) – used to describe a product or service, especially a film, that earns more money than any other

**slave driver** (n) – a hard taskmaster

**be tough on smb** (phr) – to be strict or stern and ready to treat someone or something severely

**at the helm** (phr) – in charge of

**miss out on** (phr v) – to lose a good opportunity for, lose a chance for, fail to achieve

**posthumously** (adv) – after a person's death, typically the death of the author or other artist

**diffident** (adj) – lacking confidence in one's own ability, worth, or fitness; timid; shy; restrained or reserved in manner, conduct, etc.

**self-deprecating** (adj) – belittling or undervaluing oneself; excessively modest

**insecure** (adj) – not confident or certain; uneasy; anxious

**sue** (v) – to institute a process in law against; bring a civil action against (to sue someone for damages)

**accolade** (n) – any award, honor, or laudatory notice

**bold in public** (phr) – showing courage and confidence in public

**defame** (v) – to attack the good name or reputation of, as by uttering or publishing maliciously or falsely anything injurious; slander or libel

### Task. Match the words and phrases with their Russian equivalents:

- |                         |   |
|-------------------------|---|
| 1) accolade             | a) безжалостный начальник                       |
| 2) at the helm          | b) быть излишне суровым к                       |
| 3) be tough on smb      | c) во главе                                     |
| 4) bold in public       | d) жесткие переговоры                           |
| 5) convalesce           | e) крайне необходимый отдых                     |
| 6) defame               | f) лишать себя                                  |
| 7) diffident            | g) мусорная урна                                |
| 8) get some endorsement | h) награда                                      |
| 9) highest-grossing     | i) неуверенный в себе, робкий                   |
| 10) insecure            | j) обесславить, опорочить, налгать, изуродовать |
| 11) miss out on         | k) получить поддержку                           |
| 12) much-needed break   | l) поправляться                                 |



- |                        |   |
|------------------------|---|
| 13) persevere          | m) посмертно                                      |
| 14) posthumously       | n) привлекать в качестве ответчика по иску в суде |
| 15) self-deprecating   | o) разудалый на людях                             |
| 16) shy away           | p) самый кассовый (высокоприбыльный)              |
| 17) slaughter          | q) склонный к самоиронии, самокритичный           |
| 18) slave driver       | r) сомневающийся                                  |
| 19) sue                | s) сторониться                                    |
| 20) tough negotiations | t) убить, зарезать                                |
| 21) trash can          | u) упорно продолжать, добиваться (не сдаваться)   |

**Task. Watch the video “15 Things You Didn't Know About Walt Disney”**

(<https://youtu.be/INR6bIM9klw>). While watching the video, insert the missing information into the gaps:

1. Walt Disney \_\_\_\_\_ animation films and shorts for most of his life producing, directing and even \_\_\_\_\_ them.
2. His brother \_\_\_\_\_ was \_\_\_\_\_ in a hospital...
3. Even the classic Fantasia was called vulgar and he was accused of \_\_\_\_\_ J.M. Barrier's Peter Pan in The Times...
4. Disney's wife \_\_\_\_\_ was also a \_\_\_\_\_.
5. Disney was in the middle of \_\_\_\_\_ with the owner of the “Powers Cinephone” recording system when he suffered a \_\_\_\_\_.
6. Disney admired the \_\_\_\_\_ and \_\_\_\_\_ of Tivoli Gardens in Copenhagen.
7. It's suggested that the \_\_\_\_\_ were all evenly spaced from the \_\_\_\_\_ stands to reflect the number of \_\_\_\_\_ it would take to finish eating a \_\_\_\_\_.
8. He won for Winnie the Pooh and The Blustery Day \_\_\_\_\_ in 1969.
9. He received seven \_\_\_\_\_ Oscars as well as one full-size \_\_\_\_\_ for Snow White and the Seven Dwarves.
10. After releasing the Lion King Disney \_\_\_\_\_ by a biologist for \_\_\_\_\_ hyenas in his movie.
11. Walt was actually cremated and had his ashes buried at the \_\_\_\_\_ in \_\_\_\_\_.
12. Disney was known to \_\_\_\_\_ when others \_\_\_\_\_ from something or criticized it.
13. It took three years to complete the movie and turned out to be the \_\_\_\_\_ sound movie ever made at that time.
14. Disney had various reputations. Some thought he was a \_\_\_\_\_ who is extremely \_\_\_\_\_ on his employees.
15. He left as much of his estate to \_\_\_\_\_ as he did to his family.
16. Disney is still one of the most famous companies in the world and they're continuing to create much-loved animations even without Walt \_\_\_\_\_.

**Task. After watching the video, answer the questions:**

1. What inspired Walt Disney when he was planning his Disneyland?
2. What was the reason of Disney's nervous breakdown in 1931?
3. How did biographers call Walt Disney?
4. Where did Walt Disney jet off to recover after the nervous breakdown?
5. What did Walt want his Disneyland to mimic?
6. How much do they make from their theme parks? Why do they invest so much money in theme parks?
7. How many academy awards did Walt Disney win? When did he get the first award?

8. How many nominations did Walt Disney receive?
9. Why was Walt Disney sued by a biologist?
10. Some like to think that Walt Disney was buried; others believe he was cryogenically frozen. What is the truth?
11. In what way was Walt Disney connected with sport?
12. Why did P.L. Travers hate the finished Disney film? Why did she regret selling the rights?

Выполнение упражнений на формирования навыков чтения

**Task. Read the words and think which of them can relate to the world of Walt Disney?**

**Use these words and phrases in your own sentences describing Disney's world:**

airbrushed reality, cruel, a dream factory, fantasy land, happy endings, harmonious, harsh, imaginative, idealized, magical, romanticized, troubled, a tormented childhood, violent.

**Task. Before reading the article about Walt Disney written by Melissa Burdick Harmon, one of his biographers, practice the vocabulary. Give definitions or Russian equivalents of the following lexical units:**

to traipse, to sneak, a catnap, stern, deliver daily beatings, brunt, nostalgic, sketching, commodities, dirt-poor, to rock smb to sleep, to forge, sissy, to premiere, to rave reviews, overnight sensation, a benevolent employer, fits of rage, prolifically, to dissuade, to oversee every nut and bolt, circa, irresistible drive.

Vocabulary:

paper round регулярная развозка (разноска) газет

for a living ради добывания средств к существованию

**Task. Divide the article by Melissa Burdick Harmon into 3 parts and match them with the headings**

1) OF MICE, MARRIAGE AND MEN

2) THE LAST, BEST TIMES

3) AN AIRBRUSHED BOYHOOD

Walt Disney: How Entertainment Became an Empire

Walt Disney: The man behind the mouse by Melissa Burdick Harmon

It was 3.30 in the morning and 8-year-old Walt Disney was doing what he did at that time every morning rolling hundreds of copies of the Kansas City Morning Times that he would soon place behind the screen door of subscribers along his route.

It was hard work for a little kid who also had to go to school, and then deliver another round in the evening. Sometimes he had to traipse through three feet of snow. Other times get so tired he'd sneak into an alley for a catnap. But the paper round beat picking apples for a living. That's what he'd been doing before, on his family's failing farm in Marceline, Missouri. The problem was that his boss – his stern father, Elias – had the nasty habit of delivering daily beatings both to Walt and his brother Roy, eight years Walt's senior. After a disgusted Roy left home, the brunt of the work, and the beating, fell on Elias' youngest son.

Walt Disney, born on December 5, 1901, never had time for a childhood. As a result, he spent all of his adult life attempting to invent one for himself. In the process – almost by accident – he created wonderful childhood memories for generation after generation of children worldwide.

Later, Walt would paint a nostalgic picture of life in Missouri, carefully airbrushing away the difficult times. He'd talk about sketching the farm animals, which he did when he could find pencil and paper – rare commodities in their dirt-poor Disney home. Once he was punished for painting a cartoon on the wall of the house. As always, it was his teenage brother, Roy, who comforted him, rocking him to sleep.

When the Disneys moved to Chicago, Walter signed up for cartooning classes at the Chicago Academy of Fine Arts, working three part-time jobs to pay for them. But all these were abandoned during World War I, when, at the age of 16, he forged his parents' signatures and became an ambulance driver for the Red Cross in France.

Home again, Walt joined Roy in Kansas City and found work as a commercial artist. Here he met another artist, Ub Iwerks, and together they developed a series of short films called Alice in Cartoonland. Walt moved to Los Angeles, where Roy was in hospital with tuberculosis. He searched desperately for a distributor. The night he got a telegram offering him \$1,500 apiece for six Alice shorts, Walt raced to the hospital where Roy was a patient, and persuaded him to leave hospital and come to work for him the next day.

Roy Disney would devote the rest of his life to helping his baby brother, skillfully handling the business end of the Disney Empire. Walt also employed Ub Iwerks as chief animator.

When he was 24, he married one of his employees, Lillian Bounds. It was a union that would last – although not always happily – until his death 41 years later. At 24, Walt was already married to his work. He created a cartoon character called Oswald the Lucky Rabbit, who was a great success. He then shifted his attention to mice, or one particular mouse called Mortimer. Lillian dismissed the name Mortimer as ‘too sissy’, so Mortimer became Mickey. Surprisingly, it was Ub Iwerks, not Walt, who first drew him. Walt, however, provided Mickey’s voice. They made a talkie, Steamboat Willie, which premiered on November 18, 1928, to rave reviews, and Mickey Mouse became an overnight sensation.

Success followed success, but Walt pushed himself ever harder. In 1930 he suffered a nervous breakdown due to overwork, and when Lillian surprised him with the news that she was pregnant, he became severely depressed. How could a man whose whole life was dedicated to giving himself a childhood take on the burden of becoming a parent?

He produced his first feature-length cartoon, Snow White and the Seven Dwarfs, for which he won a special Oscar. Then came the birth of a second daughter, Sharon, who took to crying all night. Walt, who wanted a son, took to sleeping at the studio.

In many ways Walt was a benevolent employer, but, like his father he was subject to terrible fits of rage. Feeling totally betrayed when his animators went on strike because they wanted to join a union, he started working for the ‘House of Un-American Activities Committee’, which investigated ‘communists’ in Hollywood, and informed on the strike leader.

Post Second World War, Walt continued to work prolifically. In 1950 he produced his first live-action film, Treasure Island. Then came Disneyland®. Everyone tried to dissuade him, saying it was too costly a dream, but he wouldn’t listen. He oversaw every nut and bolt of his creation. His great world of fantasy opened on July 17, 1955. In the next seven weeks, more than one million people walked down Disneyland®’s Main Street USA, an idealized version of Main Street, Marceline, Missouri, circa 1900. The man who had spent his painful childhood in the real-life version of that town now stood in the window of an apartment decorated exactly like his boyhood home, tears streaming down his face, watching other people enjoy perfect childhood world that he had created.

In November 1966 he was diagnosed with lung cancer. He was given six months to two years to live, but two weeks later, after spending the evening with Roy working on a new Florida theme park, Walt Disney died. He had just turned 65.

Walt Disney used to say jokingly, ‘I hope we never lose sight of one thing...none of this would have happened if it hadn’t been for a mouse.’ But in truth, it was started by a tormented childhood and became reality through Walt’s irrepressible drive and imagination and the tireless help of a devoted brother.

(New Headway Advanced. Student’s Book / L. Soars, J. Soars. – Oxford: Oxford University Press, 2014. - P. 76-77)

**Task. Match the words from the text with their synonyms**

- |                     |  |
|---------------------|--|
| 1. to traipse       | a) burden, the hardest part              |
| 2. to sneak into    | b) to fake, to imitate, to fabricate     |
| 3. to have a catnap | c) productively, fruitfully, favorably   |
| 4. brunt            | d) to reject, to decline                 |
| 5. commodity        | e) to reassure, to argue out off         |
| 6. to forge         | f) to monitor everything, to cover every |

- |                                   |  |
|-----------------------------------|--|
| 7. to dismiss                     | single detail                              |
| 8. sissy                          | g) to wander idly, to stroll, to tramp     |
| 9. benevolent                     | h) broken sleep, forty winks, cat sleep    |
| 10. prolifically                  | i) accessory, utensil, belonging           |
| 11. dissuade                      | j) feminine, unmanlike                     |
| 12. to oversee every nut and bolt | k) to creep into                           |
|                                   | l) well-intentioned, merciful, considerate |

**Task. Questions for discussion after reading the article:**

- Using the facts from the article prove that Walt Disney was a workaholic.
- What is the function of the following rhetorical question from the article?  
«How could a man whose whole life was dedicated to giving himself a childhood take on the burden of becoming a parent?»
- What is the purpose of using the graphical expressive means? (*italics himself*). Find other cases of graphic expressive means in the article (*italics, bold, the expressive use of punctuation, the deliberate change of the spelling of the word, etc*). Define their pragmatic value.
- In the article find epithets that create the image of the main character – Walt Disney. Give the character sketch of  
Walt as a child;  
Walt as an adolescent;  
Walt as an adult.

Доклады и презентации «Famous people in the field of culture».

Примеры практических заданий на формирование грамматических навыков

**Complete the sentences with the comparative or superlative form of the adverb in brackets.**

- Who works \_\_\_\_\_ (hard) out of all the students in the class?
- There isn't much traffic today, so we should arrive \_\_\_\_\_ (soon) than we expected.
- If you ate \_\_\_\_\_ (slowly), you'd enjoy your food more!
- The Swiss tennis player performed \_\_\_\_\_ (well) than his opponent and won the tournament.
- Erik did \_\_\_\_\_ (badly) than I did in this month's test.
- The world's population is growing \_\_\_\_\_ (fast) today than at any point in history.
- grandparents' house isn't far, but aunt lives \_\_\_\_\_ (near) of all family.

**Match the two halves of the comparative sentences.**

- |  |   |
|--|---|
| 1) He's far more handsome in real life | <b>a</b> the colder it will be.           |
| 2) The harder you work,                | <b>b</b> than I'd wanted to.              |
| 3) I spent more this week              | <b>c</b> the cheaper the tickets will be. |
| 4) The later you leave tonight,        | <b>d</b> than on TV.                      |
| 5) The sooner we book,                 | <b>e</b> than it looks.                   |
| 6) This ice cream is less tasty        | <b>f</b> the more we feed it!             |
| 7) Our cat's getting bigger and bigger | <b>g</b> the better you'll do.            |

**Write the words in the correct order to make comparative sentences.**

- that / one / than / is / This / expensive / cap / more / slightly
- will / than / much / a / taxi / longer / take / The bus
- do / far / than / / scarier / I / finds / brother / spiders
- lot / cycling / energetic / Walking / is / than / less / a
- little / planned / Her / than / a / she'd / shopping / took / longer
- today / even / be / tomorrow / hotter / Apparently / will / than / !
- news / you / surprised / I / the / less / than / was / no / at

**Complete the second sentence so that it means the same as the first.**

- 1) That was the worst holiday I'd ever had!  
I'd never had a holiday as \_\_\_\_\_ one!
- 2) If we walk fast, we'll get there quicker.  
The \_\_\_\_\_ we'll get there.
- 3) Fast food used to be less healthy.  
Fast food is \_\_\_\_\_ used to be.
- 4) jacket is nothing like as comfortable as yours.  
Your jacket is far \_\_\_\_\_ mine.
- 5) Your brother is the same age as me.  
Your brother is just \_\_\_\_\_ I am.
- 6) Indian food is far spicier than English food.  
English food is nothing \_\_\_\_\_ Indian food.

**Complete the text with the words below.**

*as far fewer like more nowhere than the*

Thanks to some films and TV shows, and certain types of music, many people still regard big cities in the USA as violent and crime-filled. However, recent reports show that they're 1) \_\_\_\_\_ near as dangerous as some people believe. Statistics for violent crime are nothing 2) \_\_\_\_\_ as bad as they were in the 1990s; the chance of being robbed or murdered is much lower 3) \_\_\_\_\_ in the 1990s when those crimes were far 4) \_\_\_\_\_ common than they are today. There are also slightly 5) \_\_\_\_\_ property crimes than forty years ago, with a drop of 2.8% being reported by some sources. Many inner-city areas once considered 'no-go' zones are 6) \_\_\_\_\_ more pleasant than they used to be, and cities generally are just as safe 7) \_\_\_\_\_ anywhere else in the world. The problem, of course, is that the more the media focuses on the few serious crimes, 8) \_\_\_\_\_ more afraid people become.

**Complete the second sentence with a comparative or superlative so that it means the same as the first. Use the correct form of the adverb or adjective from the first sentence.**

- 1) You don't walk as fast as me.  
I walk \_\_\_\_\_.
- 2) No one in family sings as badly as sister.  
sister is \_\_\_\_\_.
- 3) best friend is more outgoing than me.  
I'm not \_\_\_\_\_.
- 4) You'll be safe if you're cautious.  
The more cautious you are, \_\_\_\_\_.
- 5) mum doesn't drive as carefully as dad.  
dad drives \_\_\_\_\_.
- 6) No one I know is more critical than brother.  
brother is \_\_\_\_\_.

**Test: Comparisons of adjectives and adverbs**

- 1 You haven't got much experience. You ought to drive \_\_\_\_.  
A more careful      B more carefully      C the most careful
- 2 It would be \_\_\_\_ to get there by bus.  
A more quicker      B the most quick      C quicker
- 3 Summer is \_\_\_\_ season of the year.  
A more beautiful      B more beautifully      C the most beautiful
- 4 What is \_\_\_\_ way to the shopping center?  
A the shortest      B more short      C the most short

- 5 The test was \_\_\_\_ than we expected.  
 A the most difficult    B more difficult    C difficulter
- 6 Mary is always \_\_\_\_ to get up.  
 A the earliest    B more earlier    C the most earliest
- 7 Jill is feeling \_\_\_\_ now than she did last week.  
 A badly    B more bad    C worse
- 8 I thought it would be \_\_\_\_ to learn the poem.  
 A more easy    B easier    C the most easy
- 9 Today is \_\_\_\_ day of the month.  
 A the most coldest    B the coldest    C colder
- 10 They lived \_\_\_\_ ten years ago.  
 A happier    B more happier    C more happily
- 11 You should visit your grandparents \_\_\_\_.  
 A more often    B oftener    C the most often
- 12 Health is \_\_\_\_ thing in our life.  
 A more important    B the most important    C most important
- 13 Ann is much \_\_\_\_ than her brother.  
 A lazier    B more lazy    C laziest
- 14 Dan is said to be \_\_\_\_ player in the team.  
 A the best    B better    C a more good
- 15 It's \_\_\_\_ designed room I have ever seen.  
 A the most beautiful    B more beautiful    C the most beautifully
- 16 How do you feel being \_\_\_\_ boy in the class?  
 A the most tall    B the tallest    C tallest
- 17 I wish you had been \_\_\_\_ answering the questions.  
 A the sincerest    B more sincerely    C more sincere
- 18 This is \_\_\_\_ evening dress I have ever bought.  
 A the most expensive    B more expensive    C more expensively
- 19 Could you explain the point \_\_\_\_?  
 A the clearest    B clearer    C more clearly
- 20 Have you heard \_\_\_\_ news?  
 A later    B the latest    C the most late
- 21 We finished the work \_\_\_\_ than it had been planned.  
 A soonest    B sooner    C more sooner
- 22 This shirt is too big. I need a \_\_\_\_ size.  
 A smaller    B more smaller    C most smallest
- 23 The train was \_\_\_\_ than usual.  
 A more crowd    B the most crowded    C more crowded
- 24 This house is \_\_\_\_ than the one across the street.  
 A higher    B more high    C the most high
- 25 Fred is \_\_\_\_ person I've ever met.  
 A more serious    B the most serious    C more seriously

3. Анализ полученных результатов. Подведение итогов занятия.

### КОНТРОЛЬНАЯ ТОЧКА 3

#### План практического занятия № 2

**Тема:** Планы на будущее

**Цели занятия:**

обобщить и систематизировать знания по теме; актуализировать знания лексики в соответствующих ситуациях, формировать деловые навыки коммуникации в устной и

письменной формах на иностранном языке; учить оценивать степень эффективности общения, определяя причины коммуникативных удач и неудач; строить выступление в соответствии с замыслом речи, свободно держаться перед аудиторией, осуществлять обратную связь с ней; формировать у обучающихся навыки устного общения по теме занятия; актуализировать знания грамматики, полученные в школе; улучшить понимание иноязычной речи на слух, развивать внимание, критическое мышление, расширять общий кругозор обучающихся; формировать уважения к культуре других народов и культуре своей страны.

**Время:** 0,5 ч

### **Вопросы (задачи):**

Профессии.

Моя будущая профессия

Passive Voice

### **Ход проведения занятия**

1. Объявление темы занятия, постановка целей.
2. Работа с различными видами практических заданий.

Примеры практических заданий на формирование грамматических навыков

### **Fill in the PASSIVE in the appropriate tense:**

1. (TV / invent / Baird) ..... **TV was invented by Baird.** .....
2. (Pyramids / build / Egyptians) .....
3. (milk / produce / cows) .....
4. (coffee / grow / in Brazil) .....
5. (chopsticks / use / in China) .....
6. (plants / water / every day) .....
7. (the thief / arrest / policeman / yesterday) .....
8. (the injured man / take to a hospital / now) .....
9. (the car / repair / tomorrow) .....
10. (the letter / send / last week) .....

### **Put the verbs in brackets into PRESENT SIMPLE PASSIVE:**

There is a chimpanzee which ..... **is called** ..... (call) "Bubbles". It ..... (own) by Michael Johnson. It ..... (keep) in his home. It ..... (feed) every day by Michael Johnson himself. It ..... (always / dress) in funny clothes. It ..... (said) that "Bubbles" is Michael Johnson's only friend.

### **Using the PASSIVE, ask questions to which the bold type words are answers:**

1. **Columbus** discovered America. .... **Who was America discovered by** ..... ?
2. We keep money **in a safe**. .... ?
3. **A bee** stung him. .... ?
4. They speak **Italian** in Italy. .... ?
5. They have taken **his aunt** to hospital. .... ?
6. **The boys** damaged the television. .... ?
7. **Da Vinci** painted the Mona Lisa. .... ?
8. He invited **30 people** to his party. .... ?
9. They grow bananas **in Africa**. .... ?

Актуализация знаний лексики по теме «Профессии»

Discuss the following questions with the group

1. What motivated you to pursue your current job or occupation, and how has it evolved over time?

2. How do you define success in a job or occupation, and what factors do you consider when measuring your professional satisfaction?
3. Can you share a memorable experience or accomplishment from your work that highlights the value of your job or occupation?
4. What role do continuous learning and skill development play in your chosen job or occupation, and how do you stay updated in your field?
5. How do you navigate work-life balance and well-being in your job or occupation, and what strategies have worked well for you?
6. Discuss the importance of job satisfaction and fulfillment in long-term career success and personal happiness.
7. Have you ever considered transitioning to a different job or occupation? What factors would you weigh in making such a decision?
8. How do you see the future of jobs and occupations evolving in the context of technological advancements and automation?

There are several terms employers use when talking about someone's professional experience. With so many ways to talk about experience, it's important to clearly understand the word "occupation" so you can speak about yours clearly and accurately. In this article, we discuss what an occupation is and how it differs from other forms of professional experience. We also provide examples of occupations and associated jobs.

What is an occupation?

Occupation is a general term that refers to the field or industry you are a part of or the work you are interested in. It can also refer to your role within an organization. Stating your occupation in an interview holds implications for you, your job, your profession and your career in a single answer. An occupation is a work situation had by a person who has a specific field of interest and distinct skills that benefit that field. That person could look for a job within a specific occupation, they could be interested in continuing a career in that occupation, and if the occupation requires licensing and certification, they could pursue it as a profession.

The difference between occupations, jobs, careers and professions

It is difficult to define what an occupation is without also discussing other terms that contribute to its definition. Below we'll examine the nuanced differences between occupations, jobs, careers and professions:

Occupation

Occupation is a broad term that describes a field of career interest. The U.S. Bureau of Labor Statistic divides occupations into 23 categories that include different work situations and offer jobs, careers and professions.

Job

A job is a specific position you hold within an organization. Jobs are the most narrow way to describe your professional experience, and they may refer to something an individual does on a full-time, part-time or freelance basis.

Career

This is a macro way to define the series of positions you've held during your working life. Often a career takes place in a single industry, but work experience across industries can also contribute to an overarching career. For instance, someone who has worked in recruiting for a proprietary college could use that experience to become a volunteer manager for a nonprofit. The two work experiences are in different industries, but paint the picture of a strong career in recruitment. Experiences that don't relate to one another usually indicate a career change.

Profession

A profession typically refers to a path that mandates individuals have specialized skills or knowledge. Professions often require education, certification or licensing. Professions are broader than job titles but not as broad as an occupation. For example, your job title may be assistant district attorney, but your profession is a lawyer.

Answer the questions related to the text.



1. What does the term "occupation" generally refer to in the context of professional experience?
2. How can stating your occupation in an interview impact various aspects of your life and career?
3. How is an occupation different from a job, a career, and a profession according to the text?
4. Can you give an example of how someone's occupation might differ from their job title?
5. What are the key characteristics that distinguish a job from a career?
6. How does the text describe the relationship between work experience in different industries and the concept of a career?
7. What distinguishes a profession from an occupation and a job based on the information provided?
8. Why is it important for professions to often require education, certification, or licensing?
9. Can you explain how someone's job title may not completely encompass their entire profession according to the text?
10. How does the text outline the interconnectedness between occupations, jobs, careers, and professions?

**Put a "J" beside the examples below that describe a job. Put an "O" beside the examples that describe an occupation.**

teacher \_\_\_\_\_  
 8th grade teacher at Drumbo School \_\_\_\_\_  
 apprentice plumber \_\_\_\_\_  
 electrician \_\_\_\_\_  
 retail buyer for a toy store \_\_\_\_\_  
 avionics technician at UpAndAway Airlines \_\_\_\_\_  
 farmer \_\_\_\_\_  
 engineer \_\_\_\_\_  
 salesperson \_\_\_\_\_  
 mechanic for a tractor dealership \_\_\_\_\_

### **Jobs/Professions Vocabulary Words**

Translate the following vocabulary into Russian

accountant	developer	physician's assistant
actor	dietician	pilot
actress	doctor	plumber
air traffic controller	economist	police officer
architect	editor	politician
artist	electrician	professor
attorney	engineer	programmer
banker	farmer	psychologist
bartender	filmmaker	receptionist
barber	fisherman	salesman
bookkeeper	flight attendant	salesperson
builder	jeweler	saleswoman
businessman	judge	secretary
businesswoman	lawyer	singer
businessperson	mechanic	surgeon
butcher	musician	teacher
carpenter	nutritionist	therapist
cashier	nurse	translator
chef	optician	translator
coach	painter	undertaker
dental hygienist	pharmacist	veterinarian
dentist	photographer	videographer
designer	physician	waiter

waitress

writer

Instructions: Match each profession with its corresponding job description.

- |                    |                 |                       |
|--------------------|-----------------|-----------------------|
| 1. Accountant      | 10. Coach       | 19. Programmer        |
| 2. Actor / Actress | 11. Designer    | 20. Psychologist      |
| 3. Architect       | 12. Electrician | 21. Salesperson       |
| 4. Attorney        | 13. Farmer      | 22. Surgeon           |
| 5. Banker          | 14. Filmmaker   | 23. Translator        |
| 6. Barber          | 15. Lawyer      | 24. Veterinarian      |
| 7. Bookkeeper      | 16. Nurse       | 25. Videographer      |
| 8. Businessperson  | 17. Pilot       | 26. Waiter / Waitress |
| 9. Chef            | 18. Professor   | 27. Writer            |

Job Descriptions:

- a. Performs surgeries and medical procedures.
- b. Designs and constructs buildings and structures.
- c. Prepares and interprets financial records and statements.
- d. Represents clients in legal matters.
- e. Prepares and cooks food in a restaurant or kitchen.
- f. Creates visual art using various mediums.
- g. Flies and operates aircraft.
- h. Cares for and treats animals' medical needs.
- i. Develops software applications and programs.
- j. Manages financial transactions in a bank.
- k. Handles the vision needs of clients.
- l. Guides and trains individuals or teams in a particular skill or sport.
- m. Captures and produces videos for various purposes.
- n. Oversees and assists in the healthcare of patients.
- o. Translates written text from one language to another.
- p. Provides counseling and mental health support.
- q. Keeps records of financial transactions for a

business.

- r. Serves drinks at a bar or pub.
- s. Cultivates and harvests crops or livestock.
- t. Directs and produces films or videos.
- u. Constructs and repairs electrical systems.
- v. Manages and oversees a business's daily operations.
- w. Directs and performs in theatrical productions.
- x. Cuts and styles hair.
- y. Writes and edits content for publication.
- z. Protects and serves the community, enforces the law.
- aa. Teaches students in an educational setting.

## **APPLYING FOR A JOB. Curriculum Vitae**

### **Read what a human resources manager says about CVs**

There's lots of advice on CVs and a lot of it differs so it's hard to say exactly what the perfect CV is. I'd say a good CV should cover no more than two sides of A4 paper and be divided into clear headings. The first section should include personal details: name, address, telephone number, email and things. Some employers like to see a photo, too. You can always phone the company and find out.

Next comes education and qualifications starting with the most recent things. The third section deals with work experience – again starting with the most recent job. I think it's important here to be brief so use bullet points and you don't need to use complete sentences as long as it's very clear what you've done.

Following this is the section on professional skills. Show the employer your abilities, including your ability to use IT and foreign languages.

Finally, detail your interests. An employer likes to know what kind of person you are and things like team sports, for example, show this.

Perhaps the most important thing is to show how you meet the criteria in the job advertisement. Make it easy for the employer to ask you to an interview.

Presentation is also important. Good quality paper and a clear typeface make a difference. And once you've written your CV check your grammar and spelling carefully. Use **action verbs** to describe your experience. They attract attention and demonstrate that you are an 'action' person. What are these typical action verbs in your language?

**Read the text again. Are these statements true or false? Correct any false statements. How is this advice different to CVs in your country?**

1. A CV should be no longer than two pages.
2. You should always include a photograph.
3. You put the most recent experience first.
4. You should write in full sentences.
5. An employer is not interested in your hobbies and interests.
6. You should adapt your CV to the job description.
7. You should make sure there are no grammar and spelling mistakes.

### **Read the text about writing cover letters use the advice to complete the sentences below.**

When writing cover letters you need to use a standard format. Remember that the address of the person you are writing to always appears on the left-hand side of the page and your address is in the top-hand corner. Put the date under your address.

Always make sure you start and end your cover letters correctly. If you are writing to Mrs Linda Carr then you should start the letter 'Dear Mrs Carr' and finish it with 'Yours sincerely'. Note that 'sincerely' has a small 's', not a capital letter.

If the advertisement asks you to send your application to Melanie, how would you begin your letter? 'Dear Melanie'? 'Dear Melanie Thompson'? 'Dear Mrs Thompson' is not really appropriate as she might not be married. It is probably safe to put 'Dear Melanie Thompson'.

If the advertisement just says 'reply to J. Brown' how would you address the letter? 'Dear Sir'? or 'Dear Madam'? or 'Dear Mr Brown'? You should ring the company and find out J. Brown's name and whether this person is a man or a woman.

Remember that letter etiquette costs you nothing, but can really pay dividends and you may be the only person who has made the effort to find out. This could help to make you different from all the other applicants and being noticed is important if you are going to get invited for interview. If the advertisement just states: 'Write to the Human Resources Department' or 'Reply to Atlas Travel' it may not be possible for you to find out who will be dealing with your reply. In these cases you will have to start your letter 'Dear sir / Madam' and finish the letter with 'Yours faithfully' with a small 'f'.

1. The address of the person the letter is addressed to appears .....
2. If you begin a letter with 'Dear Mrs Healey' you should end with .....
3. You should write your own address .....

4. If an advertisement says 'Reply to Vikki West' you should .....
5. If an advertisement says 'Reply to R. Simpson' you should .....
6. If an advertisement says 'Please send CV+cover letter to MarketingDirector', you should begin your letter with ..... ,and end with .....

**The following phrases are useful when writing cover letters.**

- Say where you saw the advertisement. (I am writing in reply to your advertisement in the ...)
- Say what job you are interested in. (I would like to apply to the position of (job title))
- Emphasize what makes you the right person for the job (I have experience in (types of duties and responsibilities).I am a (positive adjective to describe you).
- Say when you can attend an interview. (I am available for interview (days and times))
- Write a concluding sentence (I look forward to hearing from you)

Прочитать текст **Preparing for a job interview** и сделать тест

**Preparing for a job interview**

For most people, attending a job interview is one of the most stressful aspects of looking for work. In this article I aim to offer some tips which I hope will help to reduce levels of stress.

First of all, if you have reached the interview stage, you know that your prospective employer must have been impressed by your application. You will most probably have the appropriate formal qualifications and experience or perhaps they have seen something else of interest. When you receive the email, letter or phone call inviting you to attend an interview, you should immediately acknowledge and accept the invitation. If, however, you have already accepted another job, you should politely decline and explain that your situation has changed. The world of work can be a small one so it's important to make a good impression whenever you can.

Now you have the date in your diary you need to be prepared. There are many simple things you can do to ensure that your interview goes as smoothly as possible. First of all, you need to make sure you have researched the organization. Spend some time looking at the company's website as your interviewer is likely to ask you some background questions. It's a good idea to have questions of your own prepared as well as this shows interest and initiative. By questions, I don't mean 'How much will I get paid? How many weeks' holiday do we get?' but 'What plans do you have for expanding into the Asian market?'

First impressions are very important. Research has shown that decisions are made within seconds of meeting someone. You want to fit in and be seen as someone who'd be an asset to the team so dress appropriately. If you're applying for a job in a financial institution, wear a smart suit. If you're hoping to work in a more relaxed environment, you can dress in a more casual way but always look neat and clean.

Walk the office with confidence. Shake hands with a firm grip and make eye contact. When you sit down, don't cross your arms and legs as this makes you look defensive. Don't play with your hair or jewelry. Take deep breaths and speak calmly and clearly. Finally, there's nothing worse than being late. Make sure you know exactly where you're going. If necessary, try the route beforehand so you know how long the journey will take you. Leave home in plenty of time so that you have a few minutes to relax and collect your thoughts when you arrive. So, good luck and remember that every interview is good experience so don't worry if you're not successful the first time. It could be that the job just wasn't the right one for you.

- 1) If you're asked to attend an interview, you must have the right qualifications.
  - True
  - Not given
  - False
- 2) Other things can be as important as experience and qualifications.
  - False
  - Not given

- True
- 3) You should always accept the invitation.
- False
  - Not given
  - False
- 4) People will soon find out if you don't behave appropriately.
- False
  - True
  - Not given
- 5) The interviewer will test your knowledge of the company.
- False
  - True
  - Not given
- 6) You should ask about perks and working conditions.
- Not given
  - True
  - False
- 7) You should always wear a suit.
- Not given
  - False
  - True
- 8) Your behaviour is more important than your appearance.
- True
  - False
  - Not given
- 9) You should always shake hands.
- False
  - True
  - Not given
- 10) It's important to sit still.
- False
  - True
  - Not given
- 11) Breathing deeply helps you to relax.
- False
  - True
  - Not given
- 12) It's important to plan the route to the interview.
- Notgiven
  - True
  - False

Прослушать трек и выполнить задания-тесты.

Listen to the job interview to practise and improve your listening skills.

### Before listening

Do the preparation task first. Then listen to the audio and do the exercises.

### Preparation task

Match the abbreviations (1–4) with the definitions (a–d).

Abbreviation	Definition
1. .... B2B	a. learning and development
2. .... B2C	b. human resources
3. .... L&D	c. business to business
4. .... HR	d. business to customer

### Tasks

#### Task 1

Circle the best answer.

- Four years ago, Maria worked for a small HR services provider ...
  - in the B2B sector.
  - in the B2C sector.
  - in both B2B and B2C sectors.
- Maria has been in her current job ...
  - for four years.
  - for three years.
  - for one year.
- Maria's current role is focused ...
  - only on learning and development.
  - on a number of HR topics.
  - only on payroll and she wants to do L&D.
- Maria ...
  - did a diploma in L&D two years ago.
  - is doing a diploma in psychology at the moment.
  - Both options are true.
- Maria will need to ...
  - identify and devise an L&D strategy.
  - devise and implement an L&D strategy.
  - implement an L&D strategy that has already been devised.
- Maria ...
  - will hear back from them next week.
  - has been invited to a second interview next week.
  - needs to call them next week to find out the next steps.

#### Task 2

Complete the sentences with words from the box.

personal	good fit	aligned	replicated
stability	measured	responsible	report

- Maria feels her skills and experience are a ..... for the company.
- Maria changed jobs because she was looking for more .....
- She was ..... for learning and development.
- She feels ..... with the company's brand and values.
- She's used to taking a ..... approach to L&D.
- Her ideas can be ..... on a larger scale.
- She would ..... to the HR manager.
- Performance will be ..... in different ways.

### Практическое занятие. Job Interview Написать informal letter:

You have received a letter from your English-speaking pen-friend Jane who writes:

*I'm thinking of getting a work experience. I have already found some advertisements in the newspaper and would like to apply for the positions. I know that I'll have interviews with the employers... That worries me a lot because I have never had such an experience before. What should I start with? Should I prepare for the job interview? Can you give me some tips how to behave at the job interviews?*

Как писать CV

Написание сочинения по теме: «My future occupation», написание CV, cover letter.

3. Анализ полученных результатов. Подведение итогов занятия.

### **План практического занятия № 2**

**Тема: В магазине. Покупки.**

**Цели занятия:**

обобщить и систематизировать знания по теме; актуализировать знания лексики в соответствующих ситуациях, формировать деловые навыки коммуникации в устной и письменной формах на иностранном языке; учить оценивать степень эффективности общения, определяя причины коммуникативных удач и неудач; строить выступление в соответствии с замыслом речи, свободно держаться перед аудиторией, осуществлять обратную связь с ней; формировать у обучающихся навыки устного общения по теме занятия; актуализировать знания грамматики, полученные в школе;

улучшить понимание иноязычной речи на слух, развивать внимание, критическое мышление, расширять общий кругозор обучающихся;

формировать уважения к культуре других народов и культуре своей страны.

**Время:** 1 ч

**Вопросы (задачи):**

Шоппинг (одежда)

В магазине

Active Voice – revision

**Ход проведения занятия**

1. Объявление темы занятия, постановка целей.

2. Работа с различными видами практических заданий.

Reading and Discussion

Do you prefer to shop online or in-store for your purchases?

It depends on what I'm buying – for clothing, I prefer to try things on in-store, but for tech gadgets and books, I don't mind shopping online.

How do you decide what to buy when you're shopping?

It depends on what I'm shopping for. If it's something specific, like a new winter coat or a gift for someone, I'll do some research beforehand and read reviews. But if I'm just browsing, I tend to buy things that catch my eye and fit within my budget.

Have you ever regretted a purchase you've made?

Definitely. There have been times when I've bought something on impulse and later realized it wasn't really what I wanted or needed. Now I try to be more thoughtful about my purchases and make sure they align with my values and priorities.

Do you prefer to do your shopping online or in person?

It depends on what I'm shopping for. For clothing and accessories, I usually prefer to shop in person so I can try things on and see how they look and feel. But for household items or groceries, I often opt for online shopping since it's more convenient.

What are your thoughts on buying secondhand items?

I'm a big fan of buying secondhand items! It's a great way to save money while also reducing waste and supporting sustainable consumption. There are so many high-quality, gently used items out there that can be found at a fraction of the cost of buying brand new.

1. What is your favorite fashion trend at the moment? Why?
2. Do you prefer to shop for clothes online or in physical stores? Why?
3. Have you ever gone clothes shopping abroad? If so, where and what did you buy?
4. What factors do you consider when choosing an outfit for a special occasion?
5. Do you think fashion trends influence people's behavior? Why or why not?

6. What is your opinion on wearing animal fur? Why?
7. Do you believe it's important to follow fashion trends? Why or why not?
8. How would you describe your personal style?
9. What type of clothing do you feel most comfortable wearing? Why?
10. Do you enjoy wearing accessories such as jewelry, hats, or scarves? Why or why not?
11. Have you ever had a fashion disaster? Can you describe what happened?
12. Would you ever wear vintage or second-hand clothing? Why or why not?
13. Do you think it is important for brands to promote sustainable fashion? Why or why not?
14. Have you ever tried to make your own clothes or accessories? If so, what did you make?
15. Do you think fashion is more important for women or men in society? Why?
16. Do you think people judge others based on their appearance and style? Why?
17. What is the most expensive piece of clothing or accessory you own? Why did you buy it?
18. Would you ever consider a career in the fashion industry? Why or why not?
19. Are there any fashion trends you dislike? Why?
20. What is one fashion item you can't live without? Why?

### Questions about Fashion

1. How would you define your personal style?
2. What factors influence your fashion choices?
3. Are there any fashion trends that you don't understand or like?
4. Do you think it is necessary to follow fashion trends?
5. How does fashion influence people's self-esteem?
6. Have you ever regretted buying a piece of clothing? What happened?
7. Do you prefer shopping online or going to physical stores? Why?
8. What role does fashion play in your culture?
9. Do you think people judge you based on your appearance?
10. Are there any fashion rules that you always follow?
11. What are your thoughts on fast fashion and its impact on the environment?
12. Do you enjoy dressing up for special occasions? Why or why not?
13. Do you think the fashion industry puts too much pressure on individuals to look a certain way?
14. How do you feel when you wear your favorite outfit?
15. What do you think about vintage clothing? Would you wear it? Why or why not?
16. What are some fashion accessories that you enjoy wearing?
17. Do you think fashion is more important for women than for men? Why or why not?
18. Do you believe that people can express their personality through their fashion choices?
19. Do you prefer casual or formal attire in your daily life?
20. How do you keep up with the latest fashion trends?

In pairs or groups, think of a store you know well or often visit. Answer the questions.

- Where is the checkout counter?
- Does the store play any background music? What kind of music?
- Is there a window display? What's usually in it?
- In which part of the store can you find the discounts and special deals?

**Read the blog. Circle three techniques that you find interesting.**

12 Common tricks used by stores

Stores are planned very carefully. Every detail has a purpose, and it's all designed to make you buy more!

Here are some common psychological tricks they use.

1. Senses Stores appeal to all five senses, because senses tempt you to buy things. You can taste food for free and touch (or try on) clothes. Smell is very important. That's why fresh cakes and flowers are common in stores. (In one experiment, the smell of apple pie in an electronics store sold more fridges!)



2. Background music Stores want you to spend a long time, because if you stay longer, you'll probably buy more. Listening to slow background music makes people relax and spend longer in the store!
3. Prices Products that cost \$4.99 are only one cent less than \$5, but customers think of them as \$4.
4. Fitting rooms The fitting room is usually at the back of clothing stores, so that you pass more products on the way there. The store hopes that you'll be tempted to try those on too!
5. Sales and discounts People who like saving money love them, but they're actually spending money!
6. Displays Stores spend a lot of time and money on beautiful window displays and on putting attractive items at the front of the store, so that you want to go inside. They often change them so that it looks 'new'.
7. Checkout counters Small items like chocolate bars and accessories (earrings etc.) are next to the checkout counter. We feel tempted to buy these while we're waiting in line as a 'special treat'.
8. Signs 'Sale' and 'discount' signs are red, because red makes people react faster than other colours.
9. Entrances Many stores have large doors at the entrance, so that the store seems bigger than it is.
10. Getting lost Have you ever got lost in a big store? Stores are designed that way! The bathroom, stairs, fitting room and checkout are in strange places, so that you see more products as you walk around.
11. Double deals Stores can sell two things instead of one if they display items that belong together. For example, they put belts on trousers, shirts next to ties, or display pasta next to pasta sauces.
12. Location of items Stores put the things that make the most profit (for them) at eye level where you can see them easily. The cheapest items are usually on the top shelves or at the back of the store.

Work with a partner. Discuss some techniques from the blog.

- Layout and location of products How do they affect you? Give examples of common tricks that stores use and describe what they make you do.
- Tricks of the senses Which techniques use a sense to tempt you? Give examples and say why stores use them.
- Tricks of the mind Which tricks affect the way you think or react? Do any cause associations in your mind? Give some examples and explain the purpose of them.

Work in pairs or groups and design your own store. Use some techniques you learned about.

- Decide what kind of store you want.
- Brainstorm products that you will sell.
- Plan the layout of the store. Use these ideas to help you:  
entrance / doors / windows / checkout counter / special counters / fitting room / bathrooms
- Decide on some techniques you'll use to help you sell more. Use these ideas to help you:  
background music / lighting / window displays / sales and discounts / prices / double deals / cheap and expensive items / mirrors
- Using technology or poster paper, draw a final design and prepare to explain it to the class.

Примеры практических заданий на повторение грамматических конструкций

***Tense Review (Present Simple / Present Continuous / Simple Past)***

**Complete the sentences using the verbs in brackets in the PRESENT CONTINUOUS or PRESENT SIMPLE:**

1. Please be quiet. I ..... (try) to read the paper.
2. This is a very quiet town. Where ..... (people / go) in the evenings?
3. John ..... (drink) milk every night, but now he ..... (drink) tea.
4. What ..... (you / do) with all that paper and glue?
5. I ..... (not / use) the computer at the moment so you can use it.
6. .... (Karen and John / ever / write) to you?

**PRESENT CONTINUOUS or PRESENT SIMPLE in context. Put in the right form of the verb in brackets:**

Laura : Hello, George! What ..... (you / do) these days?  
George : Hi, Laura. I ..... (learn) French and Spanish at college. What about you?  
Laura : Me? Oh, I ..... (work) at a Travel Agency until August.  
George : ..... (you / like) it?  
Laura : Yes, I do. I ..... (work) in the shop most mornings, and three afternoons a week the manager ..... (tell) me about the travel business. I ..... (work) quite long hours. I ..... (not / get) home until six, but I ..... (prefer) that to not having enough to do.  
George : Yes, I ..... (work) hard too at the moment. It ..... (become) more and more difficult to get a job using languages. They ..... (ask) for higher and higher exam grades all the time.  
Laura : You can do it, George. You ..... (be) clever.  
George : Thanks. Laura.

**Put the verbs in brackets into PRESENT CONTINUOUS or PRESENT SIMPLE:**

It .... *is* .... winter and the snow ..... (fall). It usually ..... (snow) in January here. Betty and James ..... (play) in the garden. They ..... (build) a snowman and they ..... (throw) snowballs. They ..... (like) the snow very much! Their mother and father ..... (not / like) it. They always ..... (stay) in the house when it is cold. Mother usually ..... (watch) TV and Father ..... (listen) to the radio or ..... (read) a book. At the moment they ..... (sit) in the living-room. Mother ..... (write) a letter and Father ..... (read) a book.

**Complete the sentences. Use the words in parentheses. Use SIMPLE PRESENT, PRESENT CONTINUOUS, or SIMPLE PAST.**

1. I ..... (get) up at eight o'clock yesterday morning.
2. Mark ..... (talk) to John on the phone last night.
3. Mark ..... (talk) to John on the phone right now.
4. Mark ..... (talk) to John on the phone every day.
5. Jim and I ..... (eat) lunch at the cafeteria two hours ago.
6. We ..... (eat) lunch at the cafeteria every day.
7. I ..... (go) to bed early last night.
8. My roommate ..... (study) Spanish last year.
9. Sue ..... (write) a letter to her parents yesterday.
10. Sue ..... (write) a letter to her parents every week.

3. Анализ полученных результатов. Подведение итогов занятия.

**КОНТРОЛЬНАЯ ТОЧКА 4**

**3 семестр**

**План практического занятия № 1**

**Тема: Английский язык- язык международного общения.**

**Цели занятия:**

обобщить и систематизировать знания по теме; актуализировать знания лексики в соответствующих ситуациях, формировать деловые навыки коммуникации в устной и

письменной формах на иностранном языке; учить оценивать степень эффективности общения, определяя причины коммуникативных удач и неудач; строить выступление в соответствии с замыслом речи, свободно держаться перед аудиторией, осуществлять обратную связь с ней; формировать у обучающихся навыки устного общения по теме занятия; актуализировать знания грамматики, полученные в школе;  
улучшить понимание иноязычной речи на слух, развивать внимание, критическое мышление, расширять общий кругозор обучающихся;  
формировать уважения к культуре других народов и культуре своей страны.

**Время:** 1 ч

**Вопросы (задачи):**

Роль английского языка в мире

Почему я изучаю английский язык.

Повторение времен в действительном залоге.

**Ход проведения занятия**

1. Объявление темы занятия, постановка целей.

2. Работа с различными видами практических заданий.

Reading and Discussion

**PRE-READING ACTIVITY:**

Match the words with the definitions.

a) to give up something

b) equipped

c) the headmaster

d) a survey

e) a compulsory subject

f) when it comes to

1) an investigation which asks lots of people what they think about something

2) on the subject of

3) to stop doing something

4) a subject that every student must take

5) the teacher who directs a school; the principal

6) ready; prepared

**FOREIGN LANGUAGES IN OUR LIFE**

How many languages can you speak? British people are generally not very good language learners. In a recent survey, 62 per cent of the population only speak English!

If you're reading this, then you're probably studying English. Maybe you speak a couple of other languages too. What are the British like when it comes to learning languages?

**Statistics**

Brits are famous for not speaking foreign languages. According to a survey published by the European Commission, this bad reputation is totally justified. The results of the survey state that the British are officially the worst language learners in Europe! Let's look at some statistics:

62 per cent of people surveyed can't speak any other language apart from English.

38 per cent of Britons speak at least one foreign language, 18 per cent speak two and only 6 per cent of the population speak three or more.

The European Union average showed that 56 per cent speak at least one foreign language, 28 per cent speak at least two and 11 per cent speak three or more. The survey confirmed that English was the most widely-spoken foreign language. 51 per cent of EU citizens can have a conversation in English.

**School**

Learning a foreign language is not a popular option at school in Britain. In UK schools it is common for children to start studying a foreign language at the age of 11 and many students give up languages completely at 14. So why don't young people continue with languages at school? Research

suggests that students think that it is more difficult to get good grades in languages than in other subjects such as science or history. The British government is now looking at different ways to improve language learning at school. One idea is to start much younger; there are plans to introduce foreign languages from the age of five.

## Which languages?

Another plan is to give school children more choice. The languages traditionally studied in British schools have been French, Spanish and German. Now the government is encouraging teachers to expand the range of languages taught to include Arabic, Mandarin Chinese and Urdu.

Mandarin is predicted to become the second most popular foreign language learned in UK schools. It is already studied by more children than German or Russian. Only French and Spanish are more popular. Gareth from Wales says 'I am learning Chinese, and find it fun'. Another student, Thomas from London, says 'Just telling people that I learn Mandarin impresses people. Even having a very basic level gives you an advantage'. Brighton College has become the first independent school to make Mandarin a compulsory foreign language. Its headmaster Richard Cairns said, 'One of my key tasks is to make sure pupils are equipped for the realities of the 21st century. One of those realities is that China has the fastest-growing economy in the world'.

It may be an ambitious task to change attitudes towards learning languages but the government is determined to try!

***AFTER-READING ACTIVITIES:***

### 1. True/False statements

1. The British are good at learning languages.

True

False

2. A lot of British schoolchildren stop learning languages when they are 14.

True

False

3. The British government wants children to start learning a foreign language at the age of

five.

True

False

4. British children only study French at school.

True

False

5. There are plans to offer more languages at school.

True

False

6. Many people are interested in learning Mandarin Chinese.

True

False

**2. Match to make correct sentences about the text.**

- 1) in languages than in other subjects

- 2) as I thought it would be

- 3) the second most popular foreign language learned in UK schools

- 4) the worst language learners in Europe

- 5) more popular than Mandarin Chinese

- 6) the most widely-spoken foreign language

- 7) the fastest-growing economy in the world

- 8) much younger

The results of the survey state that the British are officially \_\_\_\_\_. The survey confirmed that English was \_\_\_\_\_. It is more difficult to get good grades \_\_\_\_\_. One idea is to start \_\_\_\_\_. Mandarin Chinese is predicted to become \_\_\_\_\_. It's not as difficult \_\_\_\_\_. Only French and Spanish are \_\_\_\_\_. China has \_\_\_\_\_.

## GRAMMAR ACTIVITIES

1. Choose the correct phrases to complete the sentences.

- 1) We need to start teaching languages \_\_\_\_\_.

much younger

much more young

- 2) \_\_\_\_\_ people learn French than Japanese.  
 Most More  
 3) Are Brits really \_\_\_\_\_ language learners in the world?  
 the worst the bad  
 4) What's \_\_\_\_\_ thing about learning a language?  
 more difficult the most difficult  
 5) Is Chinese \_\_\_\_\_ than German at your school?  
 more popular the more popular  
 6) My teacher says that Spanish is \_\_\_\_\_ English.  
 easier than more easy than  
 7) Arabic is \_\_\_\_\_ Chinese.  
 not as difficult as not as difficult than  
 8) German is \_\_\_\_\_ French, isn't it?  
 useful than as useful as

Reading, translation and discussion of the articles «English for my future career»

### ENGLISH FOR FUTURE OPERA SINGERS

Opera singers are highly trained performers whose particular and unusual set of skills arises from the demands of their art form. Contrary to the name, opera singers do more than sing; just as opera combines music and theatre, opera singers merge their astounding musical skill with impressive acting and movement ability in order to bring the work of librettists and composers to life.

Learning foreign languages was always very important. Right now the most popular foreign languages are English, Spanish, Mandarin, French. In Russia people more often learn English, German, French, Mandarin.

Learning a foreign language is one of the valuable skills that you can acquire in your lifetime. Languages are the very foundation of communication. If you want to communicate with people across the globe, learning more than one language has become necessary for survival today.

It can be very helpful if your profession requires you to work internationally or if you want to pursue a career in international business. Opera singers are no exception.

Working abroad in the field of opera can bring prestige to an opera singer's career. Performing in renowned opera houses or festivals in different countries not only exposes them to diverse audiences but also allows them to collaborate with internationally acclaimed directors, conductors, and fellow artists. This experience can contribute to their artistic growth, broaden their network within the global opera community, and elevate their standing in the profession. It often signifies a high level of skill and adaptability, enhancing the prestige associated with their name in the opera world. Opera artists very often do internship in foreign theatres, for example: La Scala, The Sydney Opera House, Covent Garden, The Metropolitan Opera House and others. Singers take part in foreign competitions too. This is very important for the experience of an artist, because in various countries people sing and learn singing differently.

In Europe opera singers are divided into groups. Some sing Verdi, others sing only Wagner, baroque etc. That is the way they do it abroad. Opera singers in Russia sing everything that makes them unique.

Italian is particularly valuable for musicians because it has a rich history in classical music, and many musical terms, expressions, and instructions are in Italian. Understanding Italian can be an advantage for interpreting scores, working with classical compositions, and communicating effectively within the classical music community.

Knowledge of the Italian language is no less important for opera singers. They must sing Italian operas as if Italian was their native language. They should be able to read and at least a little bit understand French and Spanish. There are a lot of works that are written in French, for example opera «Carmen» by Georges Bizet, «Zarzuelas», comic operas are written in Spanish.

While fluency in multiple languages is beneficial for opera singers, they often learn foreign languages phonetically to perform specific pieces. This is particularly true in the world of opera,

where singers may need to perform in Italian, German, French, Russian, and other languages depending on the repertoire.

Learning phonetically involves grasping the pronunciation and intonation of the words without necessarily understanding the language on a conversational level. Singers work with coaches who specialize in language and diction to ensure accurate and expressive delivery.

However, for a more comprehensive and nuanced interpretation, especially in roles that involve significant dialogue or interaction between characters, a deeper understanding of the language is valuable.

The knowledge of the English language is the most important in the life of an opera singer as it is an international language and a means of communication. English is necessary for comfortable communication with colleagues and for participation in various events. The knowledge of the English language can be beneficial for a professional musician, especially when collaborating with international artists, touring in diverse regions, or engaging with a global fan base. It can enhance communication and foster a deeper understanding of cultural nuances in music. Opera singers do a large amount of off-stage work in order to prepare for the final performance. This includes learning entrances and exits, mastering props and set elements, memorizing lyrics, and whatever else is necessary in order to successfully inhabit their character. Additionally, opera singers must master their musical parts and find cohesion with the orchestra and other singers. In this case they use the international language – English.

Opera singers will not be capable of expressing a scene to its fullest emotional extent without the knowledge of the diction of the language as well as the meaning, tone, and context of the lyrics they're singing.

There are two main options for future opera singers to learn the diction of the language they sing in. There is the International Phonetic Alphabet to help them learn single sounds in the language they want to sing in. Also, opera singers usually tend to seek the help of a coach experienced in the language. This coach would mainly focus on pronunciation and diction rules. A diction coach is more helpful in this situation rather than an actual language teacher, unless a future opera singer wants to be fluent in English in all aspects and not just in pronunciation.

Without any doubt future opera singers should know the meaning of what they're singing or saying in order to portray it properly. It also helps with their interpretation and appropriation of the lines. And they probably convey feelings and emotions much better if they really embrace and internalize their lines' meanings. Not only they need to understand what they're saying but they should also know the meaning of the lines of the characters they share scenes with. In any case, the language used in opera is rarely useful in day-to-day conversations. Likewise, common language is not often useful in opera.

So, it is important for future opera singers to know the meaning of what they are singing or saying. However, it is not compulsory for them to be fluent in understanding the language. Actually, it's more important for them to be able to reproduce the sounds correctly and know about what they're singing.

Life hacks for future opera singers in learning English as a foreign language.

9. **Lyric Translation:** Translate opera lyrics into your native language first. Understand the meaning of each word and phrase. Then, work on translating it back into the original language, enhancing your grasp of the foreign language.
10. **Language Apps:** Use language learning apps to practice vocabulary and pronunciation. Apps like Duolingo, Babbel, or Rosetta Stone can be effective for daily language drills.
11. **Phonetic Practice:** Focus on the pronunciation of words. Practice phonetics by listening to native speakers, mimicking their intonation and accent. This is crucial for delivering authentic performances.
12. **Flashcards:** Create flashcards with opera-related terms in both languages. This can be a fun way to reinforce the vocabulary, especially for specific opera genres.
13. **Role Play:** Act out scenes from operas in the target language. This not only helps with language learning but also enhances the expressiveness and understanding of the character.

14. **Language Tutors:** Consider hiring a language tutor, preferably someone with a background in music. They can tailor lessons to include opera-related vocabulary and help with pronunciation.
  15. **Immersion Techniques:** Immerse yourself in the language as much as possible. Watch operas with subtitles, read librettos in the original language, and engage with other singers or language speakers.
  16. **Labeling Objects:** Label objects in your daily life with their names in the English language. This creates a language-rich environment and reinforces vocabulary.
- Integrating the English language learning into the daily routine, especially in ways related to a student's passion for opera, can make the process more enjoyable and effective.

### ENGLISH IN THE LIFE OF A MODERN DIRECTOR

Fluent English gives us a sense of inner and outer freedom: it helps us to build career, provides an opportunity to travel and get acquainted with the lives of other nations, watch movies and read books in the original.

To understand how far English influences the life of a modern director, it is necessary to understand the way professional routine of this exact profession works. The routine of a drama director is divided into studying and creating. In terms of studying, a director should constantly absorb art, theater history, history of cinema, painting, and music. As well as observing people's lives: their habits, pain, joy, desires. The creative routine includes the practice of creating "your own" art. This can be not only working directly with the actor, but also developing an effective analysis of the play, composing sketches.

An important part of the "creative" routine for a director is his work towards himself as an actor (which includes working with stage attention, imagination and fantasy, muscle freedom).

So, how does knowledge of English affect the creative life of a director?

It was mentioned that the director is constantly absorbing art. And how much does his coverage of art increase if he, has the opportunity to watch foreign operas (which almost always have subtitles in English), if Shakespeare is open to him in the original, if he reads the poems by Edgar Allan Poe not in translation, if foreign paintings become clearer to him through knowledge of the language of the creator? I guess we all got it.

Let's take up the role of thinking in the life of a director and turn to scientific research on the impact of learning foreign languages on the brain. A 2012 Swedish study proved that the brains of language learners increased in size, while the brains of participants who studied other subjects, let it even complex ones, but not related to the new language, remained unchanged. Increasing the size of the brain while learning a foreign language improves memory, attention and the ability to switch between tasks. This change in brain structure can also contribute to a deeper understanding of new information and more effective problem solving. In the same study, an increase in the size of the brain regions responsible for language processing during intensive study was noted. This affects not only the progress in linguistic skills, but also the improvement of memory, attentiveness and learning skills.

As for observing the life of the society, we must understand that a director is a civilian profession, since on stage they always talk about painful and relevant aspects of life. So, learning English makes it possible to independently compare the cultural experience of the Russian-speaking people and the experience of the English-speaking ones. Moreover, the director has the opportunity to observe life abroad. Like Peter the Great, he finds the best and brings it to his native country for a trial. It is obvious that if an action on stage takes place not in Russia, but in Europe or America, the director must know and feel the colour of the characters' nation.

Also, one of the most significant parts of director's work is an effective analysis of drama. For a high-qualified analysis, the director must know a lot of information about the playwright's life and problems in society, surrounding people at the time of writing the play. It is often simply impossible to find this information in the Russian information field.

Returning to the director's work on himself as an actor, we cannot help but notice that real

communication and the exchange of life experience are important in this process. It is impossible to convey emotions from face-to face communication with a person living on the other side of the planet, you can only prepare for this and experience it by yourself.

Thus, the theater of a director who knows English is a theater of a deeper level, translating love toward the whole world and all cultures, keeping the heritage of all mankind alive.

Выступление на конференции с докладом «Английский язык в моей профессии»

Развитие грамматических навыков. Повторение времен в действительном залоге

**Put the verbs in brackets into the correct tense:**

1. He often ..... *brings* ..... (bring) me flowers.
2. .... (you / meet) Paul yesterday?
3. Father ..... (work) in the garden now.
4. What ..... (you / do) at the moment?
5. Mr. Jones ..... (paint) his house last month.
6. She ..... (go) to school on foot every day.
7. It ..... (be) hot yesterday.
8. The baby ..... (not / sleep) now.
9. He never ..... (drive) fast.
10. She ..... (leave) Paris in 1987.
11. She always ..... (go) to church on Sunday.
12. I ..... (buy) a new bicycle last week.
13. My family ..... (go) to the theatre yesterday.
14. Tom ..... (live) in London three years ago.
15. My mother ..... (make) some coffee now.
16. Sam ..... (go) to the circus yesterday.
17. I ..... (talk) on the telephone at the moment.
18. Sally always ..... (help) her mother in the house.
19. I ..... (have) dinner in a restaurant last Friday.
20. Listen! The birds ..... (sing) in the garden.
21. I often ..... (buy) fruit from the greengrocer's.
22. My mother ..... (drink) tea now.
23. Look at Tom and Jim! They ..... (walk) up the hill.
24. That man ..... (laugh) at the moment.
25. The cat ..... (play) with a ball now.
26. We always ..... (wear) warm clothes in winter.
27. He often ..... (eat) a sandwich at lunchtime.

**Fill in the postcard with the correct form of the verbs:**

Dear Joe,

Hello from Hawaii. .... We're having ... (have) a great time. The sun ..... (shine) and we ..... (enjoy) every minute of our vacation. Jack ..... (sit) on the beach. He ..... (watch) the children. The water ..... (be) warm, but I'm lazy. So I ..... (sit) on the sand and ..... (write) this postcard to you. We ..... (get) very tan. Oh, and Jack ..... (learn) to surf. Are you surprised? I am.

Wish you were here.

Love,

Jane, Jack, Billy and Sue

**Fill in the blanks to complete the movie review. Use the correct tense of the verbs given:**

**E.T. by JOE BERNES**



Last night, I saw a good movie. The title of the movie was **E.T.** It was an excellent film. To my surprise. I ..... **laughed** ..... (laugh), I ..... (cry), and I ..... (worry) about the little creature from space, and I completely ..... (enjoy) the show.

The story is about an extraterrestrial person named E.T. He ..... (land) on earth in a flying saucer. But his space ship ..... (depart) without him. A little American boy ..... (discover) E.T. They ..... (play) together and they ..... (like) each other a lot. But E.T. .... (miss) his home. He ..... (want) to go back. He ..... (plan) his return trip, but then ...

Well, go and see this excellent summer film and find out about E.T.

### 3. Анализ полученных результатов. Подведение итогов занятия.

#### План практического занятия № 2

**Тема:Россия. США**

**Цели занятия:**

обобщить и систематизировать знания по теме; актуализировать знания лексики в соответствующих ситуациях, формировать деловые навыки коммуникации в устной и письменной формах на иностранном языке; учить оценивать степень эффективности общения, определяя причины коммуникативных удач и неудач; строить выступление в соответствии с замыслом речи, свободно держаться перед аудиторией, осуществлять обратную связь с ней; формировать у обучающихся навыки устного общения по теме занятия; актуализировать знания грамматики, полученные в школе;

улучшить понимание иноязычной речи на слух, развивать внимание, критическое мышление, расширять общий кругозор обучающихся;

формировать уважения к культуре других народов и культуре своей страны.

**Время:**2 ч

**Вопросы (задачи):**

Моя страна (Крым)

Россия.

Традиции и обычаи народов России.

Прямая-косвенная речь. Вопросительные предложения

**Ход проведения занятия**

1. Объявление темы занятия, постановка целей.

2.Работа с различными видами практических заданий.

The presentation – Russia

Video about Russia

<https://youtu.be/mORJmK1Ljgk?si=jc3hDaXJNPpsLesi>

Watch the video and answer the questions

1. How many time zones are there in Russia?
2. Who said this about Russia "Russia is a riddle wrapped in a mystery inside an enigma"?
3. What place in the world does Russia take in the length of railroads? What is the longest route?
4. What are the main two reasons foreigners like to visit fast food places in Russia?
5. What is the largest source of fresh water on the planet?
6. How many people a day does the Moscow subway serve?
7. What is the scientific capital of Russia?
8. What city is the gateway between Europe and Asia?
9. What is the main attraction of Kazan?
10. How many people live in the European part of Russia (% of the population)

11. In what natural resources does Russia take the sixth place in the world?

Speak on customs and traditions of peoples of Russia (презентации и доклады о традициях и обычаях народов России)

Speak on cultural life of Russia and the Crimea (theatrical and musical festivals) – (презентации и доклады о культурной жизни России и Крыма (фестивали театральные, музыкальные)

Выполнение практических заданий на формирование грамматических навыков

**Change the following sentences from DIRECT to INDIRECT SPEECH:**

1. He said, "I will be here at noon."

He said that he would be here at noon.

2. Mary said, "The train will probably arrive on time."

3. He said, "I have to finish this report by five o'clock."

4. The doctor said, "Mr. Smith will improve quickly."

5. William said to me, "I am leaving in the morning."

6. The teacher said, "Everyone has to write a composition."

7. John said, "I saw that movie on Wednesday."

8. Helen said, "I have read that book."

9. Mary said to John, "I cannot go to the movie with you."

10. John said, "I have finished studying my lesson."

11. Mary remarked, "John speaks English well."

12. William said to me, "I will not see Mr. Jones until Tuesday."

13. Mr. Smith said, "I will refuse their offer."

14. John said, "I certainly hope it won't rain tomorrow."

15. Henry said, "I can meet them later."

16. The boy said, "I am only eight years old."

17. She said to me, "The lights have gone out."

18. The man said, "The telephone is out of order."

19. He said, "I will never speak to her again."

20. I said to the clerk clearly, "I have already paid that bill."

**What does the policeman want to know?**

1. What's your name?

The policeman wants to know what my name is.

2. What's your job?

3. Where do you work?

4. Where do you live?

5. Where were you yesterday?

6. Why are you in London?

7. When did you come?

8. How did you come?

9. Where's your ticket?

10. Have you ever been in London?

11. Do you know anyone in London?

12. Were you in London last month?

13. Are you telling the truth?

**Wh- questions:**

Examples: \* "What is the time?" he asked.

He asked me what the time was.

\* "Where do you live?" he asked Mary.

How wanted to know where Mary lived.

**Do the same:**

1. He asked, "How long does it take you to have lunch?"

2. He asked me, "What are you doing at the weekend?"

3. She asked, "Why are you late, Tom?"

4. My mother asked me, "Where is your umbrella?"

5. The secretary asked the man, "Who do you want to see, sir?"

6. The students asked, "What time does the bell ring?"

7. He asked Tom, "What kind of films do you like watching?"

8. The teacher asked the girl, "When do you have to be home?"

9. They always asked, "Why don't you let my cat in?"

.....  
10. The passengers asked, “When did the last train leave?”  
.....

11. He asked, “What will you do tomorrow, Jane?”  
.....

3. Анализ полученных результатов. Подведение итогов занятия.

## КОНТРОЛЬНАЯ ТОЧКА 5

### План практического занятия № 3

**Тема:**Музыка. Жанры музыки. Посещение музея, галереи, выставки

#### Цели занятия:

обобщить и систематизировать знания по теме; актуализировать знания лексики в соответствующих ситуациях, формировать деловые навыки коммуникации в устной и письменной формах на иностранном языке; учить оценивать степень эффективности общения, определяя причины коммуникативных удач и неудач; строить выступление в соответствии с замыслом речи, свободно держаться перед аудиторией, осуществлять обратную связь с ней; формировать у обучающихся навыки устного общения по теме занятия; актуализировать знания грамматики, полученные в школе;

улучшить понимание иноязычной речи на слух, развивать внимание, критическое мышление, расширять общий кругозор обучающихся;

формировать уважения к культуре других народов и культуре своей страны.

**Время:**2 часа

#### Вопросы (задачи):

Музыка в моей жизни.

Музыкальные инструменты.

Жанры музыки.

Посещение музея, галереи, выставки

#### Ход проведения занятия

1. Объявление темы занятия, постановка целей.

2.Работа с различными видами практических заданий.

**Robert Gupta: Music is medicine, music is sanity**([https://youtu.be/w5mhN6tF5hY?si=TXCT-w\\_brpzJ8\\_L4](https://youtu.be/w5mhN6tF5hY?si=TXCT-w_brpzJ8_L4) )



Gupta is a TED fellow and got a Master’s degree in music from Yale, after studying medicine for his undergraduate degree. A violinist with the Los Angeles Philharmonic, Gupta maintains a passionate parallel interest in neurobiology and mental health .

### Comprehension

9. What is Steve Lopez’s profession?

10. What did Lopez hear on the streets of downtown LA?

11. What happened to Nathaniel Ayers?

12. How did Nathaniel act when Gupta first met him?
13. Is Nathaniel receiving treatment for his condition?
14. How did Nathaniel act the second time Gupta met him?
15. Was Gupta afraid of Nathaniel?
16. How did Nathaniel react when Gupta started playing the violin?

### Fill in the blanks

**0:00** One day, Los Angeles Times columnist Steve Lopez was walking along the streets of downtown Los Angeles when he heard beautiful music. And the source was a man, an African-American man, \_\_\_\_\_, **rugged**, homeless, playing a violin that only had two strings.

**0:32** And I'm telling a story that many of you know, because Steve's columns became the \_\_\_\_\_ for a book, which was turned into a movie, with Robert Downey Jr. acting as Steve Lopez, and Jamie Foxx as Nathaniel Anthony Ayers, the Juilliard-trained double bassist whose \_\_\_\_\_ career was cut short by a tragic **affliction** with paranoid schizophrenia. Nathaniel dropped out of Juilliard, he suffered a complete breakdown, and 30 years later he was living \_\_\_\_\_ on the streets of Skid Row in downtown Los Angeles. I encourage all of you to read Steve's book or to watch the movie to understand not only the beautiful bond that formed between these two men, but how music helped shape that bond, and ultimately was instrumental – \_\_\_\_\_ -- in helping Nathaniel get off the streets.

**1:20** I met Mr. Ayers in 2008, two years ago, at Walt Disney Concert Hall. He had just heard a performance of Beethoven's First and Fourth symphonies, and came backstage and introduced himself. He was speaking in a very jovial and gregarious way about Yo-Yo Ma and Hillary Clinton and how the Dodgers were never going to make the World Series, all because of the \_\_\_\_\_ first violin passage work in the last movement of Beethoven's Fourth Symphony. And we got talking about music, and I got an email from Steve a few days later saying that Nathaniel was interested in a violin lesson with me.

**1:52** Now, I should mention that Nathaniel refuses treatment because when he was treated it was with \_\_\_\_\_ therapy and Thorazine and handcuffs, and that scar has stayed with him for his entire life. But as a result now, he is prone to these schizophrenic **episodes**, the worst of which can – \_\_\_\_\_ themselves as him **exploding** and then disappearing for days, wandering the streets of Skid Row, exposed to its horrors, with the **torment** of his own mind unleashed upon him.

**2:22** And Nathaniel was in such a state of **agitation** when we started our first lesson at Walt Disney Concert Hall -- he had a kind of \_\_\_\_\_ glint in his eyes, he was lost. And he was talking about invisible demons and smoke, and how someone was poisoning him in his sleep.

**2:41** And I was afraid, not for myself, but I was afraid that I was going to lose him, that he was going \_\_\_\_\_ into one of his states, and that I would ruin his relationship with the violin if I started talking about scales and arpeggios and other \_\_\_\_\_ forms of didactic violin pedagogy. (Laughter) So, I just started playing. And I played the first movement of the Beethoven Violin Concerto.

**3:07** And as I played, I understood that there was a profound change occurring in Nathaniel's eyes. It was \_\_\_\_\_ he was in the grip of some invisible **pharmaceutical**, a chemical reaction, for which my playing the music was its \_\_\_\_\_. And Nathaniel's manic **rage** was transformed into understanding, a \_\_\_\_\_ curiosity and grace. And in a miracle, he lifted his own violin and he started playing, by ear, \_\_\_\_\_ snippets of violin concertos which he then asked me to complete -- Mendelssohn, Tchaikovsky, Sibelius. \_\_\_\_\_ we started talking about music, from Bach to Beethoven and Brahms, Bruckner, all the B's, from Bartók, all the way up to Esa-Pekka Salonen.

**3:57** And I understood that he not only had an encyclopaedic \_\_\_\_\_ of music, but he related to this music at a **personal** level. He spoke about it with the kind of \_\_\_\_\_ and understanding that I share with my colleagues in the Los Angeles Philharmonic. And through playing music and talking about music, this man \_\_\_\_\_ transformed from the paranoid, **disturbed** man that had just come from

walking the streets of downtown Los Angeles to the charming, erudite, brilliant, Juilliard-trained musician.

**4:30** Music is medicine. Music changes us. And for Nathaniel, music is \_\_\_\_\_. Because music allows him to take his thoughts and **delusions** and shape them through his imagination and his creativity into reality. And that is an \_\_\_\_\_ from his tormented state. And I understood that this was the very essence of art. This was the very reason why we made music, that we take something that exists within all of us at our very fundamental core, our \_\_\_\_\_, and through our artistic lens, through our creativity, we're able to shape those emotions into reality. And the \_\_\_\_\_ of that expression reaches all of us and moves us, inspires and unites us.

**5:19** And for Nathaniel, music \_\_\_\_\_ him back into a fold of friends. The redemptive power of music brought him back into a family of musicians that understood him, that \_\_\_\_\_ his talents and respected him. And I will always make music with Nathaniel, whether we're at Walt Disney Concert Hall or on Skid Row, because he \_\_\_\_\_ me why I became a musician. Thank you.

## Vocabulary

<b>Rage</b>	<b>Agitation</b>	<b>Rugged</b>	<b>Pharmaceutical</b>	<b>Affliction</b>
<b>Personal</b>	<b>Delusion</b>	<b>Episode</b>	<b>Torment</b>	<b>Explode</b>
				<b>Disturbed</b>

12. strong and simple; not delicate: \_\_\_\_\_
13. something that makes you suffer: \_\_\_\_\_
14. a single event or group of related events: \_\_\_\_\_
15. to break up into pieces violently, or to cause something to do this: \_\_\_\_\_
16. great mental suffering and unhappiness, or great physical pain: \_\_\_\_\_
17. worry and anxiety: \_\_\_\_\_
18. medicine: \_\_\_\_\_
19. (a period of) extreme or violent anger: \_\_\_\_\_
20. relating to one person and not a group or an organization: \_\_\_\_\_
21. not thinking or behaving normally due to mental or emotional problems: \_\_\_\_\_
22. belief in something that is not true: \_\_\_\_\_

## Speech, speech!

*Write a short speech (200-300 words) on one of the following topics and present it to your classmates. It can be in agreement with or arguing against the statement!*

Music has the power to change people.

Medical treatments are not the answer for every condition.

My relationship with music is unique.

Musical instruments. Worksheet exercises (handouts)

**Place these musical instrument words into the correct box below.**

harmonica	violin
guitar	cello
saxophone	double bass
clarinet	trumpet
drums	flute
viola	trombone
cymbals	banjo

xylophone	harp
glockenspiel	piano
bagpipes	mouth organ

Played with hands

Hands and Mouth

Выполнение практических заданий на формирование грамматических навыков (handouts)

Speak on the genres of music (презентации и доклады на тему «Жанры музыки»)

Writing an essay «What is Music for you?»

3. Анализ полученных результатов. Подведение итогов занятия.

#### **Необходимое оборудование и материалы**

Помещения для проведения практических занятий должны быть оснащены компьютерной и видеотехникой для демонстрации презентаций и просмотра видео для аудирования.

### **КОНТРОЛЬНАЯ ТОЧКА 6**

**6.1.2. Виды средств оценивания, применяемых при проведении «Контрольных точек» и шкалы оценки уровня знаний, умений и навыков при выполнении отдельных форм текущего контроля**

**Средство оценивания контрольных точек с учетом уровня сложности заданий**

**Базовый. Задания с выбором ответа 1-3 мин**

**Шкала оценки уровня знаний при выполнении задания с выбором ответа**

<b>Показатели оценки (баллы)</b>	<b>Критерии оценивания</b>
Выбор правильного ответа	Полное совпадение с верным ответом оценивается 1 балл, если допущены ошибки или ответ отсутствует – 0 баллов.

**Повышенный. Задание закрытого типа на установление соответствия 3-5 мин**

**Шкала оценки уровня знаний при выполнении задания закрытого типа на установление соответствия**

<b>Показатели оценки (баллы)</b>	<b>Критерии оценивания</b>
Выбор правильного ответа	Полное совпадение с верным ответом оценивается 2 балла, если допущены ошибки или ответ отсутствует – 0 баллов.

**Высокий Задание открытого типа с развернутым ответом 5-10 мин**

**Шкала оценки уровня знаний при выполнении задания открытого типа с развернутым ответом**

<b>Показатели оценки (баллы)</b>	<b>Критерии оценивания</b>
Развернутый ответ **Эталонный ответ	Правильный ответ за задание оценивается в 6 баллов, если допущена одна ошибка \ неточность \ ответ правильный, но не полный - 3 балла, если допущено более 1 ошибки \ ответ неправильный \ ответ отсутствует – 0 баллов.

## Шкалы оценки уровня знаний, умений и навыков при выполнении отдельных форм текущего контроля

*Средство оценивания тестовых заданий по теме практического занятия*

### Шкала оценки уровня знаний, умений и навыков при выполнении тестовых заданий по теме практического занятия

Критерии оценивания	Показатели оценки (баллы)	Индикаторы сформированности компетенция	Время выполнения задания
Менее 50% правильных ответов	0		5 мин
Более 51% правильных ответов	2	УК 4.1 УК 4.2 УК 4.3	

*Средство оценивания задания, предусматривающие практическую работу студентов по теме практического занятия –эссе*

### Шкала оценки уровня знаний, умений и навыков при подготовке эссе

Критерии оценивания	Показатели оценки (баллы)	Индикаторы сформированности компетенция	Время выполнения задания
Не раскрыта тема эссе /не дан ответ на вопрос. Значительные нарушения композиционного построения ответа. Отсутствие аргументированности и иллюстративного материала. Отсутствие вариативности в выборе лексических единиц и грамматических структур. Больше, чем 6 ошибок Недостаточно раскрыты тема эссе или поставленного вопроса. Отсутствие последовательности в изложении материала. Недостаточная аргументированность, отсутствие иллюстративного материала. Недостаточная вариативность в выборе лексических единиц, грамматических структур	0		10-20 мин
Боле Достаточно полное раскрытие темы эссе или поставленного вопроса. Достаточно логичное композиционное построение ответа. Достаточно полное, четкое и последовательно е изложение мыслей и идей. Умение аргументировать и иллюстрировать свою точку зрения. Глубокое раскрытие темы эссе или поставленной задачи. Логическое композиционное построение ответа. Полное, четкое и последовательное изложение мыслей и идей. Умение аргументировать и	1	УК 4.1 УК 4.2 УК 4.3	



иллюстрировать свою точку зрения. Наличие личной оценки или комментария			
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*Средство оценивания – доклада с презентацией*

**Шкала оценки уровня знаний, умений и навыков при подготовке доклада с презентацией**

Критерии оценивания	Показатели оценки (баллы)	Индикаторы сформированности компетенция	Время выполнения задания
Компьютерная презентация отсутствует или оформлена не по требованиям; доклад не подготовлен; дискуссия с аудиторией не состоялась. Компьютерная презентация оформлена частично не по требованиям; при докладе продемонстрирован низкий уровень владения иностранным языком; ответы на вопросы аудитории неполные.	0		120 мин
Компьютерная презентация оформлена по требованиям, однако, с небольшими отклонениями; при докладе продемонстрирован средний уровень владения иностранным языком; ответы на вопросы аудитории раскрыты. Компьютерная презентация оформлена по требованиям, однако; при докладе продемонстрирован высокий уровень владения иностранным языком; ответы на вопросы аудитории раскрыты	1	УК 4.1 УК 4.2 УК 4.3	

*Средство оценивания – устного опроса*

**Шкала оценки уровня знаний, умений и навыков при проведении устного опроса по теме практического занятия**

Критерии оценивания	Показатели оценки (баллы)	Индикаторы сформированности компетенция	Время выполнения задания
Неспособность выражать свои мысли в форме монологической и диалогической речи Недостаточно свободное владение монологической и диалогической речью. Недостаточно четкое и ясное выражение своей мысли из-за ограниченного запаса слов. 4-6 речевых ошибок	0		5-10 мин

Достаточно свободное владение монологической и диалогической речью. Умение достаточно свободно и аргументированно высказывать свои мысли. Владение в достаточном объеме лексическим минимумом, предусмотренным программой. Допускаются 2 - 3 речевые ошибки	<i>1</i>	<b>УК 4.1 УК 4.2 УК 4.3</b>	
Свободное владение монологической и диалогической речью. Умение свободно и аргументированно выражать свою точку зрения. Владение в полном объеме лексическим минимумом, предусмотренным программой. Допускается 1 - 2 речевые ошибки.			

*Средство оценивания – доклада*

**Шкала оценки уровня знаний, умений и навыков при подготовке доклада по теме практического занятия**

<b>Критерии оценивания</b>	<b>Показатели оценки (баллы)</b>	<b>Индикаторы сформированности компетенция</b>	<b>Время выполнения задания</b>
Не раскрыта тема доклада. Значительные нарушения композиционного построения ответа. Отсутствие аргументированности и иллюстративного материала. Отсутствие вариативности в выборе лексических единиц и грамматических структур. Больше, чем 6 ошибок Недостаточно раскрыта тема доклада. Отсутствие последовательности в изложении материала. Недостаточная аргументированность, отсутствие иллюстративного материала. Недостаточная вариативность в выборе лексических единиц, грамматических структур.	<i>0</i>		<b>60 мин</b>
Достаточно полное раскрытие темы доклада. Достаточно логичное композиционное построение ответа. Достаточно полное, четкое и последовательно е изложение мыслей и идей. Умение аргументировать и иллюстрировать свою точку зрения. Глубокое раскрытие темы доклада. Логическое композиционное построение ответа. Полное, четкое и последовательное изложение мыслей и идей. Умение аргументировать и иллюстрировать свою точку зрения. Наличие личной оценки или	<i>1</i>	<b>УК 4.1 УК 4.2 УК 4.3</b>	

комментария.			
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## 6.2. Критерии и шкала оценивания освоения этапов компетенций на промежуточной аттестации

Порядок, критерии и шкала оценивания освоения этапов компетенций на промежуточной аттестации определяется в соответствии с Положением о проведении текущего контроля успеваемости и промежуточной аттестации обучающихся по образовательным программам высшего образования – программам бакалавриата, программам магистратуры в Государственном бюджетном образовательном учреждении высшего образования Республики Крым «Крымский университет культуры, искусств и туризма».

### 6.2.1. Виды средств оценивания, применяемых при проведении промежуточной аттестации и шкалы оценки уровня знаний, умений и навыков при их выполнении

Промежуточная аттестация в 3 семестре проходит в виде экзамена, состоящего из письменных заданий – лексико-грамматический тест и тест по чтению (оценка критерия – знать/уметь), в котором имеются вопросы из трех семестров курса, и устного опроса (оценка критерия – знать/уметь/владеть). По итогам экзамена выставляется оценка по 5 балльной шкале.

- менее 60 баллов – оценка «неудовлетворительно»;
- от 60 до 73 баллов – оценка «удовлетворительно»;
- от 74 до 89 баллов – оценка «хорошо»;
- от 90 до 100 баллов – оценка «отлично».

Вид контроля и аттестации	№ и наименование блока (раздела) дисциплины	Оценочные средства		Количество независимых вариантов	Количество баллов
		Форма	Количество вопросов в экзаменационном билете		
Промежуточная аттестация	Разделы 1-6	1. Лексико-грамматический тест по одной из пройденных тем (5 заданий с выбором ответа (базовый уровень сложности)	3	30	10
		2. Тест по чтению (3 задания закрытого типа на установление соответствия (повышенный уровень сложности)			15
		3. Беседа с экзаменатором по разговорной теме (высокий уровень сложности)			15
<b>Итого:</b>					<b>20-40</b>

**Уровень сложности задания. Базовый. Лексико-грамматический тест**

**УК-4:** способен применять современные коммуникативные технологии, в том числе на иностранном(ых) языке(ах) для академических и профессиональных взаимоотношений

**Задания с выбором ответа 1-3 мин (5 заданий)**

Критерии оценивания	Показатели оценки (баллы)	Индикаторы сформированности компетенция	Время выполнения задания
Полное совпадение с верным ответом	2	УК-4.1	5-7 минут
допущены ошибки или ответ отсутствует	0	УК-4.1	

**Уровень сложности задания. Повышенный. Тест по чтению**

**УК-4:** способен применять современные коммуникативные технологии, в том числе на иностранном(ых) языке(ах) для академических и профессиональных взаимоотношений

**Задание закрытого типа на установление соответствия / определения истинности, ложности 3-5 мин (3 задания)**

Критерии оценивания	Показатели оценки (баллы)	Индикаторы сформированности компетенция	Время выполнения задания
полное совпадение с верным ответом	5	УК-4.1. УК-4.2.	5-10 минут
допущены ошибки или ответ отсутствует	0	УК-4.1. УК-4.2.	

**Уровень сложности задания. Высокий. Беседа с экзаменатором по одной из разговорных тем.**

**УК-4:** способен применять современные коммуникативные технологии, в том числе на иностранном(ых) языке(ах) для академических и профессиональных взаимоотношений

**(1 задание)**

Критерии оценивания	Показатели оценки (баллы)	Индикаторы сформированности компетенция	Время выполнения задания
Свободное владение монологической и диалогической речью. Умение свободно и аргументированно выражать свою точку зрения. Владение в полном объеме лексическим минимумом, предусмотренным программой. Допускается 1 - 2 речевые ошибки.	15	УК-4.1. УК-4.2. УК-4.3	3-5 минут
Достаточно свободное владение монологической и диалогической речью. Умение достаточно свободно и аргументированно высказывать свои мысли.	10	УК-4.1. УК-4.2. УК-4.3	

Владение в достаточном объеме лексическим минимумом, предусмотренным программой. Допускаются 2 - 3 речевые ошибки			
Недостаточно свободное владение монологической и диалогической речью. Недостаточно четкое и ясное выражение своей мысли из-за ограниченного запаса слов. 4-6 речевых ошибок	<b>5</b>	<b>УК-4.1. УК-4.2. УК-4.3</b>	
Неспособность выражать свои мысли в форме монологической и диалогической речи	<b>0</b>	<b>Компетентность не сформирована</b>	

**6.4. Типовые контрольные задания или иные материалы, необходимые для оценки знаний, умений, навыков и (или) опыта деятельности, характеризующих этапы формирования компетенций в процессе освоения образовательной программы.**

**6.4.1. Типовые контрольные задания или иные материалы к «Контрольным точкам» ОФО**

### **Контрольная точка 1**

#### **ВАРИАНТ 1**

<p>Задание 1. <i>Прочитайте текст и вставьте правильный ответ</i></p> <p>1. Maggie and Carol _____ good friends.</p> <p>a) am b) are c) is d) isn't</p>
<p>Задание 2. <i>Прочитайте текст и вставьте правильный ответ</i></p> <p>There are a lot of _____ in the classroom.</p> <p>a) child b) children c) childs d) childrens</p>
<p>Задание 3.</p> <p><i>Прочитайте текст и выберите правильный ответ</i></p> <p>How do we call the place in the University where students eat?</p> <p>a) cafe b) dining room c) library d) canteen</p>
<p>Задание 4.</p> <p><i>Прочитайте текст и вставьте правильный ответ</i></p> <p>In deserts they get _____ rain in all the seasons.</p> <p>a) little b) a little c) few</p>

d) a few

Задание 5.

*Определите, к какому виду делового документа относится представленный ниже отрывок:*

Basketball League

Plymouth Raiders

Versus

Leicester Riders

At St. James' Park

Friday 18<sup>th</sup> March 2020...

Kick-off 7-30 p.m.

Next home match –Monday 11<sup>th</sup> April 2020...

а) афиша

б) объявление

в) сообщение

г) анонс

Задание 6.

*Прочитайте текст и установите соответствие*

My university campus is quite modern, with lots of glass and steel buildings. I really appreciate the well-equipped library, which has both quiet study areas and collaborative spaces. The professors in my department are very approachable and always willing to answer questions. There's a great sense of community here, with many student clubs and societies. I'm enjoying my time here, even though the workload can be challenging.

Match the words/phrases with their definitions.

1. Modern

2. Well-equipped

3. Approachable

4. Community

5. Workload

A. Easy to talk to; friendly

B. The amount of work to be done

C. A group of people with something in common

D. Having the necessary items available

E. Relating to the present or recent times

1	2	3	4	5

Задание 7.

*Ознакомительное чтение с целью определения ложности утверждения*

Leisure activities help reduce stress and improve overall well-being. Team sports, like volleyball, promote teamwork and social interaction. Individual pursuits, such as yoga, focus on personal fitness and mindfulness. Watching sports can be a relaxing way to unwind after a long day. It's important to find a balance between active and passive leisure activities.

Decide whether the following statements are True (T) or False (F) based on the text:

1. Leisure activities decrease overall well-being. (True/False)

2. Volleyball encourages teamwork. (True/False)

3. Yoga is an individual pursuit. (True/False)

4. Watching sports is not a way to relax. (True/False)

5. The text suggests finding a balance in leisure activities. (True/False)

1	2	3	4	5

Задание 8.

*Прочитайте текст и напишите развернутый ответ*

Write an essay on the topic “Student life in the 21<sup>st</sup> century: challenges and opportunities”

**Ответ:**

## ВАРИАНТ 2

Задание 1. *Прочитайте текст и вставьте правильный ответ*

1. Margarita \_\_\_\_\_ a student at Kennedy High School. It \_\_\_\_\_ an old school.

- a) am/is
- b) are/is
- c) is/is

Задание 2. *Прочитайте текст и вставьте правильный ответ*

After he \_\_\_\_\_, he will work at school.

- a) graduates the University
- b) finishes the University
- c) leaves the University
- d) graduates from the University

Задание 3. *Прочитайте текст и выберите правильный ответ*

Classes in the Universities are called

- a) lessons
- b) classes
- c) periods
- d) pairs

Задание 4.

*Прочитайте текст и вставьте правильный ответ*

Sara and I didn't enjoy \_\_\_\_\_ at the disco last night.

- a) myself
- b) ourselves
- c) themselves
- d) herself

Задание 5.

*Определите, к какому виду делового документа относится представленный ниже отрывок:*

Big world

6.00 News

7.00 Mrs Doubtfire

9.25 Walkie-talkie

9.50 Empty nest

10.20 Boy Meets World

10.45 Adolescence. ....

- a) опрос
- б) телепрограмма
- в) афиша
- г) телеграмма

Задание 6.

*Прочитайте текст и установите соответствие*

The best thing about my university is the diversity of students. I'm studying history, which I find absolutely fascinating. The lectures are engaging, and the professors encourage us to participate. The university offers a variety of extracurricular activities, from sports to theatre. It's a great place to learn and grow, both academically and personally.

Match the words/phrases with their definitions.

- 1. Diversity
- 2. Fascinating

3. Engaging
  4. Extracurricular
  5. Academically
- A. Extremely interesting or charming
  - B. In a way that relates to education and learning
  - C. A range of different things
  - D. Interesting and keeping your attention
  - E. Activities not part of the regular course of study

1	2	3	4	5

Задание 7.

*Ознакомительное чтение с целью определения ложности утверждения*

Regular physical activity is crucial for maintaining good health. Many people enjoy running, swimming, or cycling for exercise. Organized sports provide structured training and competition. Some people prefer the challenge of extreme sports like rock climbing. Finding a sport you enjoy can make exercise more fun and sustainable.

Decide whether the following statements are True (T) or False (F) based on the text:

1. Physical activity is not important for health. (True/False)
2. Running is mentioned as a form of exercise. (True/False)
3. Organized sports lack structure. (True/False)
4. Rock climbing is an example of an extreme sport. (True/False)
5. Enjoyment is not relevant to sustainable exercise habits. (True/False)

1	2	3	4	5

Задание 8.

*Прочитайте текст и напишите развернутый ответ*

Comment on the statement “A healthy nation is a wealthy nation”

*Ответ:*

.

## Контрольная точка 2

### ВАРИАНТ 1

Задание 1. *Прочитайте текст и выберите правильный ответ*

What ... you (to have) for lunch yesterday?

- a) did...have
- b) did...had
- c) does....have
- d) will....have

Задание 2. *Прочитайте текст и выберите правильный ответ*

I (not to go) to the restaurant next Friday.

- a) do not go
- b) did not go
- c) does not go
- d) will not go

Задание 3.

*Выберите правильный перевод фразы*

What is the English for “гарнир”

- a) starter
- b) side dish



c) main dish

Задание 4.

*Выберите правильный перевод фразы*

What is the English for “дневное представление (сеанс)”

- a) day performance
- b) performance in the morning
- c) matinee
- d) martines

Задание 5.

*Выберите реплику, наиболее соответствующую ситуации общения:*

The play has just finished, and you really enjoyed it. You want to compliment the actor who played the main character. What do you say to them after the show?

- a) “You were okay in the play.”
- b) “You were terrible!”
- c) “Your performance was amazing! I really enjoyed it.”
- d) “Did you like the play?”

Задание 6.

*Прочитайте текст и установите соответствие*

Match the words from 1-5 with words from a-e to form a collocation

- 1) a bunch of
- 2) a jar of
- 3) a loaf of
- 4) a tin of
- 5) a bag of

- a) crisps
- b) bread
- c) bananas
- d) soup
- e) jam

1	2	3	4	5

Задание 7.

*Ознакомительное чтение с целью определения ложности*

The play was over, and the audience applauded enthusiastically. Many people gave the actors a standing ovation. Maria thought the leading actor gave a powerful and moving performance. After the show, Maria and her family went to a nearby restaurant to discuss the play. They all agreed that it was a memorable evening at the theatre.

Decide whether the following statements are True (T) or False (F) based on the text:

- 1. The audience didn't like the play. (True/False)
- 2. The audience gave the actors a standing ovation. (True/False)
- 3. Maria thought the leading actor's performance was weak. (True/False)
- 4. Maria and her family went home after the play. (True/False)
- 5. They didn't like the performance. (True/False)

1	2	3	4	5
F	T	F	F	F

Задание 8.

*Прочитайте текст и напишите развернутый ответ*

Write an essay on the topic “The Role of Theatre in My Community”

**Ответ:**

## ВАРИАНТ 2

Задание 1. *Прочитайте текст и выберите правильный ответ*

Yesterday in the restaurant he (to order) a grilled chicken salad because he was trying to eat healthy.

- a) orders
- b) ordered
- c) was ordering
- d) will order

Задание 2. *Прочитайте текст и выберите правильный ответ*

Every morning Maria (to drink) a glass of orange juice for extra vitamins.

- a) will drink
- b) is going to drink
- c) drink
- d) drinks

Задание 3.

*Выберите правильный перевод фразы*

What is the English for “клетчатка”

- a) carbohydrates
- b) fiber
- c) proteins

Задание 4.

*Выберите реплику, наиболее соответствующую ситуации общения:*

Thanks God, we aren't late.

J: I was afraid of being late too.

K: Where are our seats?

J: \_\_\_\_\_

- a) In the orchestra pit, let's go.
- b) In the cloak-room.
- c) In the balcony, let's hurry up.
- d) On the stage, hurry up!

Задание 5.

*Выберите реплику, наиболее соответствующую ситуации общения:*

You are at the theatre box office to buy tickets. You want to ask if there are any discounted tickets for students. What do you say?

- a) “Can I have a discount, please?”
- b) “Do you have any special offers?”
- c) “Are there any student discounts available?”
- d) “I want a cheap ticket.”

Задание 6.

*Прочитайте текст и установите соответствие*

Match the words from 1-5 with words from a-e to form a collocation

- 1) to drop the
- 2) prompt
- 3) dress-
- 4) the House is
- 5) minor

- a) rehearsal
- b) curtain
- c) box
- d) role

e) sold out

1	2	3	4	5

Задание 7.

*Ознакомительное чтение с целью определения ложности утверждения*

Decide whether the following statements are True (T) or False (F) based on the text:

Every day, Lisa packs a lunchbox for school. She includes a sandwich with whole-wheat bread, some carrot sticks, and an apple. She always avoids sugary drinks and prefers water. Lisa knows that packing her own lunch is healthier and cheaper than buying food at school. She also enjoys choosing what to eat.

1. Lisa buys lunch at school. (True/False)
2. She uses white bread for her sandwich. (True/False)
3. She includes vegetables in her lunch. (True/False)
4. She drinks soda with her lunch. (True/False)
5. Packing lunch helps her save money. (True/False)

1	2	3	4	5

Задание 8.

*Прочитайте текст и напишите развернутый ответ*

Write an essay on the topic "Fast Food: Conveniences vs. Health"

**Ответ:**

### Контрольная точка 3

#### ВАРИАНТ 1

Задание 1. *Прочитайте текст и выберите правильный ответ*

John broke his leg while he (to skate).

- a) skates
- b) is skating
- c) skated
- d) was skating

Задание 2. *Прочитайте текст и выберите правильный ответ*

How do we call "a large box with a hinged lid, for clothes, etc. while travelling"?

- a) baggage
- b) luggage
- c) trunk
- d) suitcase

Задание 3. *Прочитайте текст и выберите правильный ответ*

Of all the actresses nominated, Meryl Streep performed \_\_\_\_\_ at the awards ceremony."

- a) more elegantly
- b) most elegantly
- c) elegantlier
- d) elegantest

Задание 4.

*Прочитайте текст и выберите правильный ответ*

How do we call "the evening or day before some special day or event or action"?

- a) celebration
- b) eve
- c) holiday
- d) feast

Задание 5.

*Выберите реплику, наиболее соответствующую ситуации общения:*

You are invited to a friend's wedding, but you already have an unavoidable prior engagement. You want to politely decline the invitation while expressing your regret and best wishes. What do you say in your reply?

- a) "Sorry, I can't make it."
- b) "Thanks for the invite, but something came up."
- c) "I'm so sorry to have to decline, but I have a prior commitment that I absolutely cannot reschedule. I'm sending you both my warmest congratulations and wishing you a truly magical day."
- d) "Weddings are boring, anyway."

Задание 6.

*Прочитайте текст и установите соответствие*

Leonardo da Vinci was an Italian Renaissance artist and inventor. He painted the famous "Mona Lisa" and "The Last Supper." He was also interested in science and engineering. He drew plans for flying machines and other inventions. Leonardo was a very talented and curious person.

Match the description to Leonardo da Vinci:

- 1. Italian
  - 2. Famous Painting
  - 3. Famous Painting
  - 4. Interested in
  - 5. Created
- 
- A. "The Last Supper"
  - B. Science
  - C. "Mona Lisa"
  - D. Inventions
  - E. Renaissance artist

1	2	3	4	5

Задание 7.

*Ознакомительное чтение с целью определения ложности*

Costa Rica has become a leading destination for eco-tourism, drawing visitors interested in experiencing its rich biodiversity. The country has implemented strict regulations to protect its rainforests and wildlife, ensuring sustainable tourism practices. Many resorts and tour operators focus on minimizing their environmental impact, offering guided hikes and educational programs. While eco-tourism has boosted the local economy, some critics argue that it can still disrupt fragile ecosystems. Ultimately, Costa Rica serves as a model for how tourism can be combined with conservation efforts, albeit with ongoing challenges to address.

Decide whether the following statements are True (T) or False (F) based on the text:

- 1. Costa Rica is known for its limited biodiversity. (True/False)
- 2. The country has regulations to protect its natural environment. (True/False)
- 3. Eco-tourism has had no impact on the local economy. (True/False)
- 4. All critics agree that eco-tourism is entirely beneficial. (True/False)
- 5. Costa Rica presents a case study in combining tourism with conservation. (True/False)

1	2	3	4	5

Задание 8.

*Прочитайте текст и напишите развернутый ответ*

Write an essay on the topic "My favourite leisure activities"

**Ответ:.**

## ВАРИАНТ 2

Задание 1. *Прочитайте текст и выберите правильный ответ*

You're at a hotel and want to inquire about activities available in the area, specifically cultural experiences.

Which is the most appropriate question?

- a) "What's there to do around here?"
- b) "Are there any boring tourist traps nearby?"
- c) "Could you recommend any local cultural experiences, such as historical sites or traditional performances?"
- d) "Where's the nearest shopping mall?"

Задание 2. *Прочитайте текст и выберите правильный ответ*

Choose the sentence that uses the comparative form of the adverb correctly:

- a) This young composer writes more creative than his contemporaries.
- b) This young composer writes more creatively than his contemporaries.
- c) This young composer writes creativest than his contemporaries.
- d) This young composer writes creativeer than his contemporaries.

Задание 3.

*Выберите правильный перевод фразы*

What is the English for "пригородный поезд"?

- a) through train
- b) passenger train
- c) local train
- d) day coach

Задание 4.

*Прочитайте текст и выберите правильный ответ*

What are the \_\_\_\_\_ ways to celebrate New Year's Eve party?

- a) creative
- b) most creative
- c) more creative
- d) creativest

Задание 5.

*Выберите реплику, наиболее соответствующую ситуации общения:*

You are traveling abroad during a major national holiday in the host country. You want to ask a local resident about the traditions and customs associated with the celebration, showing genuine interest and respect. What do you say?

- a) "What's the big deal about this holiday?"
- b) "Is everything closed today?"
- c) "I'm fascinated by this holiday! Could you tell me a little about its significance and some of the traditions associated with it?"
- d) "How long does this holiday last?"

**Задание 6.**

*Прочитайте текст и установите соответствие*

Thanksgiving, celebrated annually in the United States, is a holiday rooted in gratitude and communal feasting. It commemorates the harvest festival shared by the Pilgrims and the Wampanoag Native Americans in the 17th century. The traditional Thanksgiving meal typically includes roasted turkey, stuffing, mashed potatoes, cranberry sauce, and pumpkin pie. Beyond the culinary aspects, Thanksgiving is a time for families to gather, express thankfulness for their blessings, and often engage in charitable activities. Although the historical narrative surrounding the first Thanksgiving is complex and nuanced, the holiday remains a powerful symbol of unity and appreciation.

Matching Exercise: Match the food with its description in the Thanksgiving meal:

1. Roasted Turkey
2. Cranberry Sauce
3. Pumpkin Pie

- A. A sweet dessert, often spiced with cinnamon and nutmeg.
- B. A tart condiment made from berries, traditionally served to accompany the main course.
- C. The centerpiece of the Thanksgiving feast, often stuffed with bread and herbs.

1	2	3

**Задание 7.**

*Ознакомительное чтение с целью определения ложности утверждения*

In recent years, "staycations," holidays spent in one's own home country, have become increasingly popular. Factors like economic uncertainty and a growing awareness of the environmental impact of air travel have contributed to this trend. Staycations often involve exploring local attractions, visiting nearby national parks, or simply relaxing at home. The benefits include reduced travel costs, lower carbon footprints, and the opportunity to discover hidden gems in one's own region. However, some argue that staycations lack the sense of adventure and cultural immersion that international travel provides.

Decide whether the following statements are True (T) or False (F) based on the text:

1. "Staycations" involve traveling to foreign countries. (True/False)
2. Economic factors have contributed to the popularity of staycations. (True/False)
3. Staycations can help reduce one's carbon footprint. (True/False)
4. Staycations always offer a high level of cultural immersion. (True/False)
5. Everyone agrees that staycations are better than international travel. (True/False)

1	2	3	4	5

**Задание 8.**

*Прочитайте текст и напишите развернутый ответ*

Write an essay on the topic "Famous People in the Field of Culture"

**Ответ:**

**Контрольная точка 4****ВАРИАНТ 1**

<p>Задание 1. <i>Прочитайте текст и выберите правильный ответ</i></p> <p>After graduating, my primary goal is ____ experience in my chosen field before pursuing further education</p> <p>a) to gain b) gaining c) gain d) to gaining</p>
<p>Задание 2.</p> <p><i>Прочитайте текст и выберите правильный ответ</i></p> <p>Rewrite the following sentence in the passive voice: "The company launched a new advertising campaign for their summer collection."</p> <p>a) A new advertising campaign was launching by the company for their summer collection. b) The company was launched by a new advertising campaign. c) A new advertising campaign for their summer collection was launched by the company. d) The company was launched a new advertising campaign.</p>
<p>Задание 3.</p> <p><i>Выберите правильный перевод фразы</i></p> <p><i>Choose the best translation of the following phrase into natural and professional English</i></p> <p>«Я хотел бы подчеркнуть свой опыт работы в команде и умение решать проблемы»</p> <p>a) I want to put a lot of stress on my ability to work with a team and to fix problems. b) I would like to accentuate my experience working in a group and my problem-solving skills c) I'd like to highlight my teamwork experience and problem-solving abilities. d) I want to say that I am good at teams and solving things.</p>
<p>Задание 4.</p> <p><i>Прочитайте текст и выберите правильный ответ</i></p> <p>The new line of designer handbags _____ at the fashion show next week."</p> <p>a) will display b) will be displaying c) will be displayed d) will have displayed</p>
<p>Задание 5.</p> <p><i>Выберите реплику, наиболее соответствующую ситуации общения:</i></p> <p>You're in a small boutique, and the shop assistant is hovering, making you feel pressured to buy. You want to politely indicate you'd like to browse on your own without being disturbed. Which is the most effective response?</p> <p>a) "Leave me alone!" b) "Can you just go away, please?" c) "Thank you, I'm just browsing for now. I'll let you know if I need anything." d) "You're making me nervous."</p>
<p>Задание 6.</p> <p><i>Ознакомительное чтение с целью определения ложности утверждения</i></p> <p>Sustainable fashion is gaining traction as consumers become more aware of the environmental and ethical implications of their clothing choices. Brands are increasingly adopting eco-friendly practices, such as using recycled materials and reducing water consumption. Consumers are also embracing practices like buying secondhand clothing and repairing garments to extend their lifespan. Despite the growing interest, sustainable fashion often comes with a higher price tag, which can be a barrier for some shoppers. Ultimately, the shift towards sustainable fashion requires a collective effort from brands and consumers to prioritize ethical and environmental responsibility.</p> <p>Decide whether the following statements are True (T) or False (F) based on the text:</p> <ol style="list-style-type: none"> <li>1. Sustainable fashion is becoming less popular. (True/False)</li> <li>2. Brands are starting to use recycled materials. (True/False)</li> <li>3. Buying secondhand clothing is discouraged in sustainable fashion. (True/False)</li> <li>4. Sustainable fashion is always cheaper than conventional fashion. (True/False)</li> <li>5. Sustainable fashion only requires effort from brands. (True/False)</li> </ol>

1	2	3	4	5	

Задание 7.  
*Ознакомительное чтение с целью определения ложности*

The proliferation of online shopping has significantly impacted traditional brick-and-mortar retail stores. Many retailers are struggling to compete with the convenience, wider selection, and often lower prices offered by online platforms. To survive, physical stores are adapting by offering personalized shopping experiences, creating engaging in-store events, and integrating online and offline channels. Some experts predict that physical stores will evolve into showrooms, where customers can see and touch products before purchasing them online. This omnichannel approach aims to leverage the strengths of both online and offline retail to cater to evolving consumer preferences.

Decide whether the following statements are True (T) or False (F) based on the text:

1. Online shopping has had little effect on retail stores. (True/False)
2. Online shopping offers a limited selection of products. (True/False)
3. Retail stores are adapting to the challenges of online shopping. (True/False)
4. Some predict that physical stores will become only showrooms. (True/False)
5. The omnichannel approach focuses solely on online sales. (True/False)

1	2	3	4	5	

Задание 8.  
*Прочитайте текст и напишите развернутый ответ*  
 Write an essay on the topic "Fashion and shopping in my life."

**Ответ:**

## ВАРИАНТ 2

Задание 1.  
*Выберите правильный перевод фразы*  
*Choose the best translation of the following phrase into natural and professional English*  
 «Я хотел бы подчеркнуть свой опыт работы в команде и умение решать проблемы»

- e) I want to put a lot of stress on my ability to work with a team and to fix problems.
- f) I would like to accentuate my experience working in a group and my problem-solving skills
- g) I'd like to highlight my teamwork experience and problem-solving abilities.
- h) I want to say that I am good at teams and solving things.

Задание 2. *Прочитайте текст и выберите правильный ответ*  
 After graduating, my primary goal is \_\_\_\_ experience in my chosen field before pursuing further education

- e) to gain
- f) gaining
- g) gain
- h) to gaining

Задание 3.  
*Выберите правильный перевод фразы*  
*Choose the best translation of the following phrase into natural and professional English*  
 «У меня есть опыт работы в условиях сжатых сроков»

- a) I have worked when the deadlines were squished
- b) I have experienced of working in conditions when the time was very little.
- c) I have a background in working under pressure with tight deadlines.



- d) I know how to work fast when there isn't much time.

Задание 4.

*Прочитайте текст и выберите правильный ответ*

Rewrite the following sentence in the passive voice: "The company launched a new advertising campaign for their summer collection."

- a) A new advertising campaign was launching by the company for their summer collection.
- b) The company was launched by a new advertising campaign.
- c) A new advertising campaign for their summer collection was launched by the company.
- d) The company was launched a new advertising campaign.

Задание 5.

*Выберите реплику, наиболее соответствующую ситуации общения:*

You purchased a new appliance online, but it arrived damaged. You need to contact customer service to request a replacement or refund. Which approach is most professional and likely to yield a positive outcome?

- a) "I'm so angry! This is completely unacceptable!"
- b) "Your company is a joke. You sent me a broken product!"
- c) "I'm writing to inform you that the appliance I recently ordered arrived damaged. Could you please advise on the procedure for arranging a replacement or refund?"
- d) "I want my money back!"

Задание 6.

*Ознакомительное чтение с целью определения ложности*

The proliferation of online shopping has significantly impacted traditional brick-and-mortar retail stores. Many retailers are struggling to compete with the convenience, wider selection, and often lower prices offered by online platforms. To survive, physical stores are adapting by offering personalized shopping experiences, creating engaging in-store events, and integrating online and offline channels. Some experts predict that physical stores will evolve into showrooms, where customers can see and touch products before purchasing them online. This omnichannel approach aims to leverage the strengths of both online and offline retail to cater to evolving consumer preferences.

Decide whether the following statements are True (T) or False (F) based on the text:

- 1. Online shopping has had little effect on retail stores. (True/False)
- 2. Online shopping offers a limited selection of products. (True/False)
- 3. Retail stores are adapting to the challenges of online shopping. (True/False)
- 4. Some predict that physical stores will become only showrooms. (True/False)
- 5. The omnichannel approach focuses solely on online sales. (True/False)

1	2	3	4	5

Задание 7.

*Ознакомительное чтение с целью определения ложности утверждения*

Sustainable fashion is gaining traction as consumers become more aware of the environmental and ethical implications of their clothing choices. Brands are increasingly adopting eco-friendly practices, such as using recycled materials and reducing water consumption. Consumers are also embracing practices like buying secondhand clothing and repairing garments to extend their lifespan. Despite the growing interest, sustainable fashion often comes with a higher price tag, which can be a barrier for some shoppers. Ultimately, the shift towards sustainable fashion requires a collective effort from brands and consumers to prioritize ethical and environmental responsibility.

Decide whether the following statements are True (T) or False (F) based on the text:

- 1. Sustainable fashion is becoming less popular. (True/False)
- 2. Brands are starting to use recycled materials. (True/False)

3. Buying secondhand clothing is discouraged in sustainable fashion. (True/False)  
 4. Sustainable fashion is always cheaper than conventional fashion. (True/False)  
 5. Sustainable fashion only requires effort from brands. (True/False)

1	2	3	4	5

Задание 8.

*Прочитайте текст и напишите развернутый ответ*

Write an essay on the topic "My future occupation."

**Ответ:**

## Контрольная точка 5

### ВАРИАНТ 1

Задание 1. *Прочитайте текст и выберите правильный ответ*

Which of the following is the MOST accurate reason for English's widespread use in international business?

- a) English is inherently easier to learn than all other languages.
- b) The United Nations officially designated English as the sole language for global commerce.
- c) The historical influence of the British Empire and the economic power of the United States.
- d) Every country requires businesses to conduct transactions in English.

Задание 2. *Прочитайте текст и выберите правильный ответ*

Which of the following is a famous open-air theatre in London that is particularly associated with William Shakespeare?

- a) The West End
- b) The Royal Albert Hall
- c) Shakespeare's Globe
- d) The Barbican Centre

Задание 3.

*Выберите правильный перевод фразы*

Which of the following best captures the meaning of "тоска" as it relates to a feeling about Russia?

- a) Excitement
- b) Homesickness
- c) Nostalgia tinged with sadness
- d) Uncontrolled anger

Задание 4.

*Прочитайте текст и выберите правильный ответ*

Which of the following is a traditional Russian celebration marking the end of winter, characterized by the making and eating of blini (pancakes)?

- a) Ivan Kupala
- b) Maslenitsa
- c) Victory Day
- d) Constitution Day

Задание 5.

*Выберите реплику, наиболее соответствующую ситуации общения:*

You are invited to your American friend's house for Thanksgiving dinner. The meal is about to start.

Which of the following would be the MOST appropriate thing to say?

- a) "Wow, that's a lot of food. How long do you think it'll take me to eat all of it?"
- b) "This is all nice, but I hope you have a vegetarian option, because I'm not eating that turkey!"
- c) "This looks amazing! Is there anything I can help with before we start?"
- d) "So, who's going to say grace? I need to see if anyone here's religious."

Задание 6.

*Прочитайте текст и установите соответствие*

English has undeniably become the dominant language of international communication. Its historical roots in colonialism and trade played a crucial role in its global spread. The language's relatively simple grammar, compared to many others, makes it easier to learn for non-native speakers. The internet and the rise of multinational corporations further solidified English's position as a lingua franca. Consequently, fluency in English opens doors to countless opportunities in various fields.

Match the sentence part on the left with the best ending on the right:

- 1. English has become...
- 2. Its historical roots...
- 3. The language's simple grammar...
- 4. The internet and corporations...
- 5. Fluency in English...

- A. ...opens doors to opportunities.
- B. ...played a role in its spread.
- C. ...the dominant language.
- D. ...makes it easier to learn.
- E. ...solidified English's position.

1	2	3	4	5

Задание 7.

*Ознакомительное чтение с целью определения ложности*

The United Kingdom, comprised of England, Scotland, Wales, and Northern Ireland, boasts a long and influential history. The monarchy, though largely symbolic, remains an important aspect of British culture and national identity. Afternoon tea, a tradition involving tea, scones, and sandwiches, is still a popular social activity. The UK's diverse cultural landscape is reflected in its vibrant music scene and world-renowned theater productions. Despite being an island nation, its cuisine isn't often considered the best in Europe.

Decide whether the following statements are True (T) or False (F) based on the text:

- 1. The United Kingdom includes France. (True/False)
- 2. The British monarchy has no power whatsoever. (True/False)
- 3. Afternoon tea is a common British custom. (True/False)
- 4. The UK lacks cultural diversity. (True/False)
- 5. British cuisine is widely celebrated across Europe. (True/False)

1	2	3	4	5

Задание 8.

*Прочитайте текст и напишите развернутый ответ*

Write an essay on the topic "My Motherland"

**Ответ:**

## ВАРИАНТ 2

Задание 1. *Прочитайте текст и выберите правильный ответ*

In the context of academic research, why is English often considered the lingua franca?

- a) Because all major scientific discoveries are originally made in English.
- b) Because English is the only language that can accurately express scientific concepts.
- c) Because the majority of peer-reviewed journals and academic conferences use English as their primary language.
- d) Because most scientists are native English speakers.

Задание 2. *Прочитайте текст и выберите правильный ответ*

What is the name of the annual music festival held in Pilton, Somerset, which features a wide range of musical genres and is renowned for its large scale?

- a) The Reading Festival
- b) The Leeds Festival
- c) Glastonbury Festival
- d) Isle of Wight Festival

Задание 3.

*Выберите правильный перевод фразы*

Which of the following best translates the Russian phrase "душа компании" in the context of a social gathering?

- a) The Russian soul.
- b) The life of the party.
- c) The head of the company.
- d) The spiritual guide.

Задание 4.

*Прочитайте текст и выберите правильный ответ*

"I visited the Livadia Palace in Yalta last year", he told me

*Which of the following is the correct indirect speech version of this sentence*

- a) He told me that he visits the Livadia Palace in Yalta last year.
- b) He told me that he had visited the Livadia Palace in Yalta last year.
- c) He told me that he had visited the Livadia Palace in Yalta the year before.
- d) He told me that he will visit the Livadia Palace in Yalta last year.

Задание 5.

*Выберите реплику, наиболее соответствующую ситуации общения:*

You are attending a Fourth of July celebration in a small town in the USA. The parade has just ended, and people are preparing for fireworks.

Which of the following is the MOST appropriate thing to say to someone you've just met?

- a) "I don't understand why you celebrate your independence. You're all just brainwashed by propaganda."
- b) "These fireworks are way too loud. I hope they don't scare the animals."
- c) "Happy Fourth of July! What are you most looking forward to seeing in the fireworks display?"
- d) "So, how much did this whole celebration cost the taxpayers? Seems like a waste of money."

Задание 6.

*Прочитайте текст и установите соответствие*

In the scientific community, English serves as the primary language for research publications and conferences. The majority of academic journals are published in English, facilitating global knowledge sharing. In the world of business, English is essential for international negotiations and cross-cultural collaboration. The entertainment industry, particularly Hollywood, uses English to reach a massive worldwide audience. However, it's important to remember that linguistic diversity remains valuable and should be preserved.

Match the context on the left with the reason for English's importance on the right:

1. Science
2. Academia
3. Business
4. Entertainment
5. Overall

- A. facilitates knowledge sharing
- B. Linguistic diversity should be preserved.
- C. Requires cross-cultural collaboration
- D. Uses global research publications
- E. Reaches a worldwide audience.

1	2	3	4	5

Задание 7.

*Ознакомительное чтение с целью определения ложности утверждения*

The United States, a vast and diverse nation, is known for its entrepreneurial spirit and emphasis on individual freedom. Its cultural influence is evident in global trends in music, movies, and technology. The annual Thanksgiving holiday, celebrating the harvest and expressing gratitude, is a significant tradition. Baseball, often called "America's pastime," holds a special place in the nation's sporting culture. Unlike most countries, America does not guarantee paid vacation time for its workers.

Decide whether the following statements are True (T) or False (F) based on the text:

1. The USA prioritizes community over individual rights. (True/False)
2. American culture has little impact on the world. (True/False)
3. Thanksgiving is a major American holiday. (True/False)
4. Baseball is a popular sport in the USA. (True/False)
5. The USA legally mandates paid vacation for employees. (True/False)

1	2	3	4	5

Задание 8.

*Прочитайте текст и напишите развернутый ответ*

Write an essay on the topic "The main customs and traditions in Russia"

**Ответ:**

.

## Контрольная точка 6

### ВАРИАНТ 1

Задание 1. *Прочитайте текст и выберите правильный ответ*

What do you call a person who acts in a movie or TV show?

- a) Director
- b) Writer
- c) Actor
- d) Producer

Задание 2. *Прочитайте текст и выберите правильный ответ*

What is a movie that makes people laugh called?

- a) Drama
- b) Thriller

- c) Comedy
- d) Horror

Задание 3.

*Выберите правильный перевод фразы*

Если журналист опубликует эту статью, у него будут проблемы.

Which of the following is the BEST translation of this sentence into English?

- a) "If the journalist published this article, he would have problems."
- b) "If the journalist will publish this article, he will have problems."
- c) "If the journalist publishes this article, he has problems."
- d) "If the journalist publishes this article, he will have problems."

Задание 4.

*Прочитайте текст и выберите правильный ответ*

Which musical genre is characterized by its emphasis on improvisation, syncopation, and often features a strong blues influence?

- a) Classical
- b) Country
- c) Jazz
- d) Electronic

Задание 5.

*Выберите реплику, наиболее соответствующую ситуации общения:*

You are at a modern art gallery, and you see a piece that you find completely incomprehensible. You are with a friend who is an art enthusiast.

Which of the following is the MOST appropriate thing to say to your friend?

- a) "This is utter garbage. How can anyone call this art?"
- b) "I don't understand this at all. What do you think the artist is trying to convey?"
- c) "I bet I could make something better than this in my garage."
- d) "Let's just leave. This is a waste of time."

Задание 6.

*Прочитайте текст и установите соответствие*

Cinema has undergone a dramatic transformation since its inception. Early silent films relied heavily on visual storytelling and exaggerated performances. The advent of sound revolutionized the industry, adding a new dimension to cinematic expression. The introduction of color further enhanced the realism and aesthetic appeal of movies. Today, digital technology has democratized filmmaking, making it more accessible to independent creators. Despite changing trends, compelling narratives remain at the heart of cinematic art.

Match the era or technology on the left with its defining characteristic on the right:

1. Silent Films
2. Sound
3. Color
4. Digital Technology
5. Compelling narratives

- A. Enhanced realism and aesthetic appeal
- B. Visual storytelling and exaggerated performances
- C. Made filmmaking more accessible
- D. Added a new dimension to cinematic expression
- E. Remain at the heart of cinematic art

1	2	3	4	5

Задание 7.  
*Ознакомительное чтение с целью определения ложности*  
 Theaters and galleries provide platforms for artists to express their creativity and engage with audiences. Attending a live performance or an art exhibition can be a deeply emotional and enriching experience. The immediacy of theater allows for a dynamic exchange between performers and spectators. Art galleries offer a space for contemplation and individual interpretation of artistic works. While online platforms provide access to art, they cannot replicate the unique atmosphere of a live performance or physical exhibition.

Decide whether the following statements are True (T) or False (F) based on the text:

1. Theaters and galleries only show famous artists. (True/False)
2. Live performances are often more engaging than watching something online. (True/False)
3. Theater audiences have no impact on the performance. (True/False)
4. Art galleries discourage personal interpretations of art. (True/False)
5. Online art platforms are better than physical museums. (True/False)

1	2	3	4	5

Задание 8.  
*Прочитайте текст и напишите развернутый ответ*  
 Write an essay on the topic "Music in my life"

**Ответ:**

## ВАРИАНТ 2

Задание 1. *Прочитайте текст и выберите правильный ответ*  
 If you want to watch a TV show again, where can you usually find it?

- a) In a library
- b) At a concert
- c) On a streaming service
- d) In a newspaper

Задание 2. *Прочитайте текст и выберите правильный ответ*  
 What is it called when a movie tells a story about the future with robots and spaceships?

- a) Romance
- b) Science Fiction
- c) Documentary
- d) Western

Задание 3.  
*Выберите правильный перевод фразы*  
 Если бы у нас была свобода прессы, люди знали бы правду.

Which of the following is the BEST translation of this sentence into English?

- a) "If we have freedom of the press, people will know the truth."
- b) "If we had freedom of the press, people knew the truth."
- c) "If we have had freedom of the press, people would have known the truth."
- d) "If we had freedom of the press, people would know the truth."

Задание 4.

*Прочитайте текст и выберите правильный ответ*

Which genre of music is often associated with protest songs, social commentary, and acoustic instruments?

- a) Opera
- b) Heavy Metal
- c) Reggae
- d) Folk

Задание 5.

*Выберите реплику, наиболее соответствующую ситуации общения:*

You are at the theatre, and the performance has just ended. You thought the acting was superb, but the plot was a bit confusing. You are leaving with a group of friends.

Which of the following is the MOST appropriate thing to say to your friends?

- a) "That was the worst play I've ever seen! The plot made no sense."
- b) "The actors were fantastic, but honestly, I got completely lost with the story. What did you guys think?"
- c) "I'm pretty sure the playwright was on drugs when he wrote that."
- d) "Well, that's two hours of my life I'll never get back."

Задание 6.

*Прочитайте текст и установите соответствие*

Television has become a ubiquitous presence in modern life, shaping our perceptions and influencing our culture. News programs provide a constant stream of information, keeping viewers informed about current events. Sitcoms and dramas offer escapism and entertainment, often reflecting societal values and anxieties. Reality television has gained immense popularity, blurring the lines between performance and authenticity. However, some critics argue that excessive television consumption can lead to a decline in critical thinking skills.

Match the type of television program on the left with its primary function or characteristic on the right:

- 1. News Programs
- 2. Sitcoms & Dramas
- 3. Reality Television
- 4. Television consumption
- 5. The Television

- A. Offers escapism and entertainment
- B. Keeps viewers informed
- C. Can lead to decline in critical thinking
- D. Blurring the lines between performance and authenticity
- E. Has become a ubiquitous presence in modern life

1	2	3	4	5

Задание 7.

*Ознакомительное чтение с целью определения ложности утверждения*

Museums offer a unique opportunity to connect with history and culture in a tangible way. They serve as repositories of knowledge, preserving artifacts and artworks for future generations. A well-curated museum can transport visitors to different eras and civilizations, broadening their understanding of the world. Some critics argue that museums can sometimes present a biased or incomplete view of the past. Despite this, museums remain essential spaces for learning, reflection, and inspiration.

Decide whether the following statements are True (T) or False (F) based on the text:



1. Museums primarily focus on contemporary art. (True/False)
2. Museums destroy old things to make room for the new. (True/False)
3. Museums can help visitors understand different cultures. (True/False)
4. Museums are always completely objective in their presentation. (True/False)
5. Museums are unimportant for education. (True/False)

1	2	3	4	5

Задание 8.

*Прочитайте текст и напишите развернутый ответ*

Write an essay on the topic "My favourite TV program"

**Ответ:**

## Типовые контрольные задания или иные материалы к «Контрольным точкам» ЗФО

### Контрольная точка 1

#### ВАРИАНТ 1

##### Задание 1.

*Прочитайте текст и вставьте правильный ответ*

1. Maggie and Carol \_\_\_\_\_ good friends.

- e) am
- f) are
- g) is
- h) isn't

**Ответ:**

##### Задание 2.

*Прочитайте текст и вставьте правильный ответ*

There are a lot of \_\_\_\_\_ in the classroom.

- e) child
- f) children
- g) childs
- h) childrens

**Ответ:**

##### Задание 3.

*Прочитайте текст и выберите правильный ответ*

How do we call the place in the University where students eat?

- e) cafe
- f) dining room
- g) library
- h) canteen

**Ответ:**

##### Задание 4.

*Прочитайте текст и вставьте правильный ответ*

In deserts they get \_\_\_\_\_ rain in all the seasons.

- e) little
- f) a little
- g) few
- h) a few

**Ответ:**

##### Задание 5.

*Определите, к какому виду делового документа относится представленный ниже отрывок:*

Basketball League

Plymouth Raiders

Versus

Leicester Riders

At St. James' Park

Friday 18<sup>th</sup> March 2020...

Kick-off 7-30 p.m.

Next home match –Monday 11<sup>th</sup> April 2020...

а) афиша

б) объявление

в) сообщение

г) анонс

**Ответ:**

**Задание 6.**

*Прочитайте текст и установите соответствие*

My university campus is quite modern, with lots of glass and steel buildings. I really appreciate the well-equipped library, which has both quiet study areas and collaborative spaces. The professors in my department are very approachable and always willing to answer questions. There's a great sense of community here, with many student clubs and societies. I'm enjoying my time here, even though the workload can be challenging.

Match the words/phrases with their definitions.

1. Modern

2. Well-equipped

3. Approachable

4. Community

5. Workload

A. Easy to talk to; friendly

B. The amount of work to be done

C. A group of people with something in common

D. Having the necessary items available

E. Relating to the present or recent times

1	2	3	4	5

**Задание 7.**

*Ознакомительное чтение с целью определения ложности утверждения*

Leisure activities help reduce stress and improve overall well-being. Team sports, like volleyball, promote teamwork and social interaction. Individual pursuits, such as yoga, focus on personal fitness and mindfulness. Watching sports can be a relaxing way to unwind after a long day. It's important to find a balance between active and passive leisure activities.

Decide whether the following statements are True (T) or False (F) based on the text:

1. Leisure activities decrease overall well-being. (True/False)

2. Volleyball encourages teamwork. (True/False)

3. Yoga is an individual pursuit. (True/False)

4. Watching sports is not a way to relax. (True/False)

5. The text suggests finding a balance in leisure activities. (True/False)

1	2	3	4	5

**Задание 8.**

*Прочитайте текст и напишите развернутый ответ*

Write an essay on the topic "Student life in the 21<sup>st</sup> century: challenges and opportunities"

**Ответ:**

## ВАРИАНТ 2

### Задание 1.

*Прочитайте текст и вставьте правильный ответ*

1. Margarita \_\_\_\_\_ a student at Kennedy High School. It \_\_\_\_\_ an old school.

- a) am/is
- b) are/is
- c) is/is

**Ответ:**

### Задание 2.

*Прочитайте текст и вставьте правильный ответ*

After he \_\_\_\_\_, he will work at school.

- e) graduates the University
- f) finishes the University
- g) leaves the University
- h) graduates from the University

**Ответ:**

### Задание 3.

*Прочитайте текст и выберите правильный ответ*

Classes in the Universities are called

- e) lessons
- f) classes
- g) periods
- h) pairs

**Ответ:**

### Задание 4.

*Прочитайте текст и вставьте правильный ответ*

Sara and I didn't enjoy \_\_\_\_\_ at the disco last night.

- e) myself
- f) ourselves
- g) themselves
- h) herself

**Ответ:**

### Задание 5.

*Определите, к какому виду делового документа относится представленный ниже отрывок:*

Big world  
6.00 News  
7.00 Mrs Doubtfire  
9.25 Walkie-talkie  
9.50 Empty nest  
10.20 Boy Meets World  
10.45 Adolescence. ....

- a) опрос
- б) телепрограмма
- в) афиша
- г) телеграмма

**Ответ:**

### Задание 6.

*Прочитайте текст и установите соответствие*

The best thing about my university is the diversity of students. I'm studying history, which I find absolutely fascinating. The lectures are engaging, and the professors encourage us to participate. The university offers a variety of extracurricular activities, from sports to theatre. It's a great place to learn and grow, both academically and personally.

Match the words/phrases with their definitions.

- 1. Diversity
- 2. Fascinating
- 3. Engaging

4. Extracurricular
5. Academically

- A. Extremely interesting or charming
- B. In a way that relates to education and learning
- C. A range of different things
- D. Interesting and keeping your attention
- E. Activities not part of the regular course of study

1	2	3	4	5

#### Задание 7.

*Ознакомительное чтение с целью определения ложности утверждения*

Regular physical activity is crucial for maintaining good health. Many people enjoy running, swimming, or cycling for exercise. Organized sports provide structured training and competition. Some people prefer the challenge of extreme sports like rock climbing. Finding a sport you enjoy can make exercise more fun and sustainable.

Decide whether the following statements are True (T) or False (F) based on the text:

1. Physical activity is not important for health. (True/False)
2. Running is mentioned as a form of exercise. (True/False)
3. Organized sports lack structure. (True/False)
4. Rock climbing is an example of an extreme sport. (True/False)
5. Enjoyment is not relevant to sustainable exercise habits. (True/False)

1	2	3	4	5

#### Задание 8.

*Прочитайте текст и напишите развернутый ответ*

Comment on the statement “A healthy nation is a wealthy nation”

**Ответ:**

## Контрольная точка 2

### ВАРИАНТ 1

#### Задание 1.

*Прочитайте текст и выберите правильный ответ*

What ... you (to have) for lunch yesterday?

- e) did...have
- f) did...had
- g) does....have
- h) will....have

**Ответ:**

#### Задание 2.

*Прочитайте текст и выберите правильный ответ*

I (not to go) to the restaurant next Friday.

- e) do not go
- f) did not go
- g) does not go
- h) will not go

**Ответ:**

**Задание 3.***Прочитайте текст и выберите правильный ответ*

How do we call “a large box with a hinged lid, for clothes, etc. while travelling”?

- e) baggage
- f) luggage
- g) trunk
- h) suitcase

**Ответ:****Задание 4.***Выберите правильный перевод фразы*

What is the English for “дневное представление (сеанс)”

- e) day performance
- f) performance in the morning
- g) matinee
- h) martines

**Ответ:****Задание 5.***Выберите реплику, наиболее соответствующую ситуации общения:*

The play has just finished, and you really enjoyed it. You want to compliment the actor who played the main character. What do you say to them after the show?

- a) “You were okay in the play.”
- b) “You were terrible!”
- c) “Your performance was amazing! I really enjoyed it.”
- d) “Did you like the play?”

**Ответ:****Задание 6.***Прочитайте текст и установите соответствие*

Match the words from 1-5 with words from a-e to form a collocation

- 1) a bunch of
- 2) a jar of
- 3) a loaf of
- 4) a tin of
- 5) a bag of

- a) crisps
- b) bread
- c) bananas
- d) soup
- e) jam

1	2	3	4	5

**Задание 7.***Ознакомительное чтение с целью определения ложности*

The play was over, and the audience applauded enthusiastically. Many people gave the actors a standing ovation. Maria thought the leading actor gave a powerful and moving performance. After the show, Maria and her family went to a nearby restaurant to discuss the play. They all agreed that it was a memorable evening at the theatre.

Decide whether the following statements are True (T) or False (F) based on the text:

- 1. The audience didn't like the play. (True/False)
- 2. The audience gave the actors a standing ovation. (True/False)
- 3. Maria thought the leading actor's performance was weak. (True/False)
- 4. Maria and her family went home after the play. (True/False)
- 5. They didn't like the performance. (True/False)

1	2	3	4	5	

Задание 8.  
*Прочитайте текст и напишите развернутый ответ*  
 Write an essay on the topic “My favourite leisure activities”  
**Ответ:**

## ВАРИАНТ 2

<p><b>Задание 1.</b>  <i>Прочитайте текст и выберите правильный ответ</i>          You're at a hotel and want to inquire about activities available in the area, specifically cultural experiences. Which is the most appropriate question?          e) "What's there to do around here?"          f) "Are there any boring tourist traps nearby?"          g) "Could you recommend any local cultural experiences, such as historical sites or traditional performances?"          h) "Where's the nearest shopping mall?"</p> <p><b>Ответ:</b></p>
<p><b>Задание 2.</b>  <i>Прочитайте текст и выберите правильный ответ</i>          Every morning Maria (to drink) a glass of orange juice for extra vitamins.          a) will drink          b) is going to drink          c) drink          d) drinks</p> <p><b>Ответ:</b></p>
<p><b>Задание 3.</b>  <i>Выберите правильный перевод фразы</i>          What is the English for “клетчатка”          d) carbohydrates          e) fiber          f) proteins</p> <p><b>Ответ:</b></p>
<p><b>Задание 4.</b>  <i>Выберите реплику, наиболее соответствующую ситуации общения:</i>          Thanks God, we aren't late.          J: I was afraid of being late too.          K: Where are our seats?          J: _____          a) In the orchestra pit, let's go.          b) In the cloak-room.          c) In the balcony, let's hurry up.          d) On the stage, hurry up!</p> <p><b>Ответ:</b></p>
<p><b>Задание 5.</b>  <i>Выберите реплику, наиболее соответствующую ситуации общения:</i>          You are at the theatre box office to buy tickets. You want to ask if there are any discounted tickets for students. What do you say?          a) “Can I have a discount, please?”          b) “Do you have any special offers?”          c) “Are there any student discounts available?”          d) “I want a cheap ticket.”</p> <p><b>Ответ:</b></p>
<p><b>Задание 6.</b></p>

*Прочитайте текст и установите соответствие*

Match the words from 1-5 with words from a-e to form a collocation

- 1) to drop the
- 2) prompt
- 3) dress-
- 4) the House is
- 5) minor

- a) rehearsal
- b) curtain
- c) box
- d) role
- e) sold out

1	2	3	4	5

**Задание 7.**

*Ознакомительное чтение с целью определения ложности утверждения*

Decide whether the following statements are True (T) or False (F) based on the text:

Every day, Lisa packs a lunchbox for school. She includes a sandwich with whole-wheat bread, some carrot sticks, and an apple. She always avoids sugary drinks and prefers water. Lisa knows that packing her own lunch is healthier and cheaper than buying food at school. She also enjoys choosing what to eat.

1. Lisa buys lunch at school. (True/False)
2. She uses white bread for her sandwich. (True/False)
3. She includes vegetables in her lunch. (True/False)
4. She drinks soda with her lunch. (True/False)
5. Packing lunch helps her save money. (True/False)

1	2	3	4	5

**Задание 8.**

*Прочитайте текст и напишите развернутый ответ*

Write an essay on the topic "Fast Food: Conveniences vs. Health"

**Ответ:**

**Контрольная точка 3**

**ВАРИАНТ 1**

**Задание 1.**

*Прочитайте текст и выберите правильный ответ*

What are the \_\_\_\_\_ ways to celebrate New Year's Eve party?

- e) creative
- f) most creative
- g) more creative
- h) creativest

**Ответ:**

**Задание 2.***Прочитайте текст и выберите правильный ответ*

In the UK public holidays are commonly referred to as \_\_\_\_\_ holidays

- i) Federal
- j) Bank
- k) State
- l) National

**Ответ:****Задание 3.***Прочитайте текст и выберите правильный ответ*

Of all the actresses nominated, Meryl Streep performed \_\_\_\_\_ at the awards ceremony."

- e) more elegantly
- f) most elegantly
- g) elegantlier
- h) elegantest

**Ответ:****Задание 4.***Прочитайте текст и выберите правильный ответ*

What do we call "the evening or day before some special day or event or action"?

- e) celebration
- f) eve
- g) holiday
- h) feast

**Ответ:****Задание 5.***Выберите реплику, наиболее соответствующую ситуации общения:*

You are invited to a friend's wedding, but you already have an unavoidable prior engagement. You want to politely decline the invitation while expressing your regret and best wishes. What do you say in your reply?

- a) "Sorry, I can't make it."
- b) "Thanks for the invite, but something came up."
- c) "I'm so sorry to have to decline, but I have a prior commitment that I absolutely cannot reschedule. I'm sending you both my warmest congratulations and wishing you a truly magical day."
- d) "Weddings are boring, anyway."

**Ответ:****Задание 6.***Прочитайте текст и установите соответствие*

Leonardo da Vinci was an Italian Renaissance artist and inventor. He painted the famous "Mona Lisa" and "The Last Supper." He was also interested in science and engineering. He drew plans for flying machines and other inventions. Leonardo was a very talented and curious person.

Match the description to Leonardo da Vinci:

- 1. Italian
- 2. Famous Painting
- 3. Famous Painting
- 4. Interested in
- 5. Created

- A. "The Last Supper"
- B. Science
- C. "Mona Lisa"
- D. Inventions
- E. Renaissance artist

1	2	3	4	5
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<b>Задание 7.</b> <i>Ознакомительное чтение с целью определения ложности утверждения</i>														
<p>In recent years, "staycations," holidays spent in one's own home country, have become increasingly popular. Factors like economic uncertainty and a growing awareness of the environmental impact of air travel have contributed to this trend. Staycations often involve exploring local attractions, visiting nearby national parks, or simply relaxing at home. The benefits include reduced travel costs, lower carbon footprints, and the opportunity to discover hidden gems in one's own region. However, some argue that staycations lack the sense of adventure and cultural immersion that international travel provides.</p> <p>Decide whether the following statements are True (T) or False (F) based on the text:</p> <ol style="list-style-type: none"><li>"Staycations" involve traveling to foreign countries. (True/False)</li><li>Economic factors have contributed to the popularity of staycations. (True/False)</li><li>Staycations can help reduce one's carbon footprint. (True/False)</li><li>Staycations always offer a high level of cultural immersion. (True/False)</li><li>Everyone agrees that staycations are better than international travel. (True/False)</li></ol> <table border="1"><tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td></tr><tr><td></td><td></td><td></td><td></td><td></td></tr></table>					1	2	3	4	5					
1	2	3	4	5										
<b>Задание 8.</b> <i>Прочитайте текст и напишите развернутый ответ</i> Write an essay on the topic "My favourite official holiday in my country."  <b>Ответ:</b>														

**Задание 1.**  
*Прочитайте текст и выберите правильный ответ*  
Of all the actresses nominated, Meryl Streep performed \_\_\_\_\_ at the awards ceremony."  
i) more elegantly  
j) most elegantly  
k) elegantlier  
l) elegantest  
**Ответ:**

---

**Задание 2.**  
*Прочитайте текст и выберите правильный ответ*  
Choose the sentence that uses the comparative form of the adverb correctly:  
e) This young composer writes more creative than his contemporaries.  
f) This young composer writes more creatively than his contemporaries.  
g) This young composer writes creativer than his contemporaries.  
h) This young composer writes creativeer than his contemporaries.  
**Ответ:**

---

**Задание 3.**  
*Прочитайте текст и выберите правильный ответ*  
Before Easter, many Christians observe \_\_\_\_, a 40-day period of fasting or giving up certain luxuries.  
e) Advent  
f) Solstice  
g) Lent  
h) Carnival  
**Ответ:**

---

**Задание 4.**  
*Прочитайте текст и выберите правильный ответ*

What are the \_\_\_\_\_ ways to celebrate New Year's Eve party?

- i) creative
- j) most creative
- k) more creative
- l) creativist

**Ответ:**

**Задание 5.**

*Выберите реплику, наиболее соответствующую ситуации общения:*

You are traveling abroad during a major national holiday in the host country. You want to ask a local resident about the traditions and customs associated with the celebration, showing genuine interest and respect. What do you say?

- a) "What's the big deal about this holiday?"
- b) "Is everything closed today?"
- c) "I'm fascinated by this holiday! Could you tell me a little about its significance and some of the traditions associated with it?"
- d) "How long does this holiday last?"

**” Ответ:**

**Задание 6.**

*Прочитайте текст и установите соответствие*

Thanksgiving, celebrated annually in the United States, is a holiday rooted in gratitude and communal feasting. It commemorates the harvest festival shared by the Pilgrims and the Wampanoag Native Americans in the 17th century. The traditional Thanksgiving meal typically includes roasted turkey, stuffing, mashed potatoes, cranberry sauce, and pumpkin pie. Beyond the culinary aspects, Thanksgiving is a time for families to gather, express thankfulness for their blessings, and often engage in charitable activities. Although the historical narrative surrounding the first Thanksgiving is complex and nuanced, the holiday remains a powerful symbol of unity and appreciation.

Matching Exercise: Match the food with its description in the Thanksgiving meal:

- 1. Roasted Turkey
- 2. Cranberry Sauce
- 3. Pumpkin Pie

- A. A sweet dessert, often spiced with cinnamon and nutmeg.
- B. A tart condiment made from berries, traditionally served to accompany the main course.
- C. The centerpiece of the Thanksgiving feast, often stuffed with bread and herbs.

1	2	3

**Задание 7.**

*Ознакомительное чтение с целью определения ложности утверждения*

In recent years, "staycations," holidays spent in one's own home country, have become increasingly popular. Factors like economic uncertainty and a growing awareness of the environmental impact of air travel have contributed to this trend. Staycations often involve exploring local attractions, visiting nearby national parks, or simply relaxing at home. The benefits include reduced travel costs, lower carbon footprints, and the opportunity to discover hidden gems in one's own region. However, some argue that staycations lack the sense of adventure and cultural immersion that international travel provides.

Decide whether the following statements are True (T) or False (F) based on the text:

- 1. "Staycations" involve traveling to foreign countries. (True/False)
- 2. Economic factors have contributed to the popularity of staycations. (True/False)
- 3. Staycations can help reduce one's carbon footprint. (True/False)

4. Staycations always offer a high level of cultural immersion. (True/False)  
 5. Everyone agrees that staycations are better than international travel. (True/False)

1	2	3	4	5

**Задание 8.**

*Прочитайте текст и напишите развернутый ответ*

Write an essay on the topic "Famous People in the Field of Culture"

**Ответ:**

**Контрольная точка 4**

**ВАРИАНТ 1**

**Задание 1.**

*Прочитайте текст и выберите правильный ответ*

After graduating, my primary goal is \_\_\_\_ experience in my chosen field before pursuing further education

- i) to gain
- j) gaining
- k) gain
- l) to gaining

**Ответ:**

**Задание 2.**

*Прочитайте текст и выберите правильный ответ*

Rewrite the following sentence in the passive voice: "The company launched a new advertising campaign for their summer collection."

- a) A new advertising campaign was launching by the company for their summer collection.
- b) The company was launched by a new advertising campaign.
- c) A new advertising campaign for their summer collection was launched by the company.
- d) The company was launched a new advertising campaign.

**Ответ:**

**Задание 3.**

*Выберите правильный перевод фразы*

*Choose the best translation of the following phrase into natural and professional English*

«Я хотел бы подчеркнуть свой опыт работы в команде и умение решать проблемы»

- i) I want to put a lot of stress on my ability to work with a team and to fix problems.
- j) I would like to accentuate my experience working in a group and my problem-solving skills
- k) I'd like to highlight my teamwork experience and problem-solving abilities.
- l) I want to say that I am good at teams and solving things.

**Ответ:**

**Задание 4.**

*Прочитайте текст и выберите правильный ответ*

The new line of designer handbags \_\_\_\_\_ at the fashion show next week."

- will display
- will be displaying
- will be displayed
- will have displayed

**Ответ:**

**Задание 5.**

*Выберите реплику, наиболее соответствующую ситуации общения:*

You're in a small boutique, and the shop assistant is hovering, making you feel pressured to buy. You want to politely indicate you'd like to browse on your own without being disturbed. Which is the most effective response?

- a) "Leave me alone!"
- b) "Can you just go away, please?"

c) "Thank you, I'm just browsing for now. I'll let you know if I need anything."

d) "You're making me nervous."

**Ответ:**

**Задание 6.**

*Ознакомительное чтение с целью определения ложности утверждения*

Sustainable fashion is gaining traction as consumers become more aware of the environmental and ethical implications of their clothing choices. Brands are increasingly adopting eco-friendly practices, such as using recycled materials and reducing water consumption. Consumers are also embracing practices like buying secondhand clothing and repairing garments to extend their lifespan. Despite the growing interest, sustainable fashion often comes with a higher price tag, which can be a barrier for some shoppers. Ultimately, the shift towards sustainable fashion requires a collective effort from brands and consumers to prioritize ethical and environmental responsibility.

Decide whether the following statements are True (T) or False (F) based on the text:

1. Sustainable fashion is becoming less popular. (True/False)
2. Brands are starting to use recycled materials. (True/False)
3. Buying secondhand clothing is discouraged in sustainable fashion. (True/False)
4. Sustainable fashion is always cheaper than conventional fashion. (True/False)
5. Sustainable fashion only requires effort from brands. (True/False)

1	2	3	4	5

**Задание 7.**

*Ознакомительное чтение с целью определения ложности*

The proliferation of online shopping has significantly impacted traditional brick-and-mortar retail stores. Many retailers are struggling to compete with the convenience, wider selection, and often lower prices offered by online platforms. To survive, physical stores are adapting by offering personalized shopping experiences, creating engaging in-store events, and integrating online and offline channels. Some experts predict that physical stores will evolve into showrooms, where customers can see and touch products before purchasing them online. This omnichannel approach aims to leverage the strengths of both online and offline retail to cater to evolving consumer preferences.

Decide whether the following statements are True (T) or False (F) based on the text:

1. Online shopping has had little effect on retail stores. (True/False)
2. Online shopping offers a limited selection of products. (True/False)
3. Retail stores are adapting to the challenges of online shopping. (True/False)
4. Some predict that physical stores will become only showrooms. (True/False)
5. The omnichannel approach focuses solely on online sales. (True/False)

1	2	3	4	5

**Задание 8.**

*Прочитайте текст и напишите развернутый ответ*

Write an essay on the topic "Fashion and shopping in my life."

**Ответ:**

**ВАРИАНТ 2**

**Задание 1.**

*Выберите правильный перевод фразы*

*Choose the best translation of the following phrase into natural and professional English*

«Я хотел бы подчеркнуть свой опыт работы в команде и умение решать проблемы»

- m) I want to put a lot of stress on my ability to work with a team and to fix problems.

- n) I would like to accentuate my experience working in a group and my problem-solving skills
- o) I'd like to highlight my teamwork experience and problem-solving abilities.
- p) I want to say that I am good at teams and solving things.

**Ответ:**

**Задание 2.**

*Прочитайте текст и выберите правильный ответ*

After graduating, my primary goal is \_\_\_\_ experience in my chosen field before pursuing further education

- m) to gain
- n) gaining
- o) gain
- p) to gaining

**Ответ:**

**Задание 3.**

*Выберите правильный перевод фразы*

*Choose the best translation of the following phrase into natural and professional English*

«У меня есть опыт работы в условиях сжатых сроков»

- e) I have worked when the deadlines were squished
- f) I have experienced of working in conditions when the time was very little.
- g) I have a background in working under pressure with tight deadlines.
- h) I know how to work fast when there isn't much time.

**Ответ:**

**Задание 4.**

*Прочитайте текст и выберите правильный ответ*

Rewrite the following sentence in the passive voice: "The company launched a new advertising campaign for their summer collection."

- a) A new advertising campaign was launching by the company for their summer collection.
- b) The company was launched by a new advertising campaign.
- c) A new advertising campaign for their summer collection was launched by the company.
- d) The company was launched a new advertising campaign.

**Ответ:**

**Задание 5.**

*Выберите реплику, наиболее соответствующую ситуации общения:*

You purchased a new appliance online, but it arrived damaged. You need to contact customer service to request a replacement or refund. Which approach is most professional and likely to yield a positive outcome?

- a) "I'm so angry! This is completely unacceptable!"
- b) "Your company is a joke. You sent me a broken product!"
- c) "I'm writing to inform you that the appliance I recently ordered arrived damaged. Could you please advise on the procedure for arranging a replacement or refund?"
- d) "I want my money back!"

**Ответ:**

**Задание 6.**

*Ознакомительное чтение с целью определения ложности*

The proliferation of online shopping has significantly impacted traditional brick-and-mortar retail stores. Many retailers are struggling to compete with the convenience, wider selection, and often lower prices offered by online platforms. To survive, physical stores are adapting by offering personalized shopping experiences, creating engaging in-store events, and integrating online and offline channels. Some experts predict that physical stores will evolve into showrooms, where customers can see and touch products before purchasing them online. This omnichannel approach aims to leverage the strengths of both online and offline retail to cater to evolving consumer preferences.

Decide whether the following statements are True (T) or False (F) based on the text:

1. Online shopping has had little effect on retail stores. (True/False)
2. Online shopping offers a limited selection of products. (True/False)
3. Retail stores are adapting to the challenges of online shopping. (True/False)
4. Some predict that physical stores will become only showrooms. (True/False)
5. The omnichannel approach focuses solely on online sales. (True/False)

1	2	3	4	5

**Задание 7.**

*Ознакомительное чтение с целью определения ложности утверждения*

Sustainable fashion is gaining traction as consumers become more aware of the environmental and ethical implications of their clothing choices. Brands are increasingly adopting eco-friendly practices, such as using recycled materials and reducing water consumption. Consumers are also embracing practices like buying secondhand clothing and repairing garments to extend their lifespan. Despite the growing interest, sustainable fashion often comes with a higher price tag, which can be a barrier for some shoppers. Ultimately, the shift towards sustainable fashion requires a collective effort from brands and consumers to prioritize ethical and environmental responsibility.

Decide whether the following statements are True (T) or False (F) based on the text:

1. Sustainable fashion is becoming less popular. (True/False)
2. Brands are starting to use recycled materials. (True/False)
3. Buying secondhand clothing is discouraged in sustainable fashion. (True/False)
4. Sustainable fashion is always cheaper than conventional fashion. (True/False)
5. Sustainable fashion only requires effort from brands. (True/False)

1	2	3	4	5

**Задание 8.**

*Прочитайте текст и напишите развернутый ответ*

Write an essay on the topic "My future occupation."

**Ответ:**

**Контрольная точка 5****ВАРИАНТ 1****Задание 1.**

*Прочитайте текст и выберите правильный ответ*

Which of the following is the MOST accurate reason for English's widespread use in international business?

- e) English is inherently easier to learn than all other languages.
- f) The United Nations officially designated English as the sole language for global commerce.

- g) The historical influence of the British Empire and the economic power of the United States.
- h) Every country requires businesses to conduct transactions in English.

**Ответ:**

**Задание 2.**

*Прочитайте текст и выберите правильный ответ*

Which of the following is a famous open-air theatre in London that is particularly associated with William Shakespeare?

- e) The West End
- f) The Royal Albert Hall
- g) Shakespeare's Globe
- h) The Barbican Centre

**Ответ:**

**Задание 3.**

*Выберите правильный перевод фразы*

Which of the following best captures the meaning of "тоска" as it relates to a feeling about Russia?

- e) Excitement
- f) Homesickness
- g) Nostalgia tinged with sadness
- h) Uncontrolled anger

**Ответ:**

**Задание 4.**

*Прочитайте текст и выберите правильный ответ*

Which of the following is a traditional Russian celebration marking the end of winter, characterized by the making and eating of blini (pancakes)?

- e) Ivan Kupala
- f) Maslenitsa
- g) Victory Day
- h) Constitution Day

**Ответ:**

**Задание 5.**

*Выберите реплику, наиболее соответствующую ситуации общения:*

You are invited to your American friend's house for Thanksgiving dinner. The meal is about to start.

Which of the following would be the MOST appropriate thing to say?

- a) "Wow, that's a lot of food. How long do you think it'll take me to eat all of it?"
- b) "This is all nice, but I hope you have a vegetarian option, because I'm not eating that turkey!"
- c) "This looks amazing! Is there anything I can help with before we start?"
- d) "So, who's going to say grace? I need to see if anyone here's religious."

**Ответ:**

**Задание 6.**

*Прочитайте текст и установите соответствие*

English has undeniably become the dominant language of international communication. Its historical roots in colonialism and trade played a crucial role in its global spread. The language's relatively simple grammar, compared to many others, makes it easier to learn for non-native speakers. The internet and the rise of multinational corporations further solidified English's position as a lingua franca. Consequently, fluency in English opens doors to countless opportunities in various fields.

Match the sentence part on the left with the best ending on the right:

1. English has become...
2. Its historical roots...
3. The language's simple grammar...
4. The internet and corporations...
5. Fluency in English...

- A. ...opens doors to opportunities.
- B. ...played a role in its spread.
- C. ...the dominant language.
- D. ...makes it easier to learn.
- E. ...solidified English's position.

1	2	3	4	5

#### Задание 7.

*Ознакомительное чтение с целью определения ложности*

The United Kingdom, comprised of England, Scotland, Wales, and Northern Ireland, boasts a long and influential history. The monarchy, though largely symbolic, remains an important aspect of British culture and national identity. Afternoon tea, a tradition involving tea, scones, and sandwiches, is still a popular social activity. The UK's diverse cultural landscape is reflected in its vibrant music scene and world-renowned theater productions. Despite being an island nation, its cuisine isn't often considered the best in Europe.

Decide whether the following statements are True (T) or False (F) based on the text:

1. The United Kingdom includes France. (True/False)
2. The British monarchy has no power whatsoever. (True/False)
3. Afternoon tea is a common British custom. (True/False)
4. The UK lacks cultural diversity. (True/False)
5. British cuisine is widely celebrated across Europe. (True/False)

1	2	3	4	5

#### Задание 8.

*Прочитайте текст и напишите развернутый ответ*

Write an essay on the topic "My Motherland"

**Ответ:**

## ВАРИАНТ 2

#### Задание 1.

*Прочитайте текст и выберите правильный ответ*

In the context of academic research, why is English often considered the lingua franca?

- e) Because all major scientific discoveries are originally made in English.
- f) Because English is the only language that can accurately express scientific concepts.
- g) Because the majority of peer-reviewed journals and academic conferences use English as their primary language.
- h) Because most scientists are native English speakers.

**Ответ:**

#### Задание 2. Прочитайте текст и выберите правильный ответ

What is the name of the annual music festival held in Pilton, Somerset, which features a wide range of musical genres and is renowned for its large scale?

- e) The Reading Festival
- f) The Leeds Festival
- g) Glastonbury Festival
- h) Isle of Wight Festival

**Ответ:**



**Задание 3.**

*Выберите правильный перевод фразы*

Which of the following best translates the Russian phrase "душа компании" in the context of a social gathering?

- e) The Russian soul.
- f) The life of the party.
- g) The head of the company.
- h) The spiritual guide.

**Ответ:**

**Задание 4.**

*Прочитайте текст и выберите правильный ответ*

"I visited the Livadia Palace in Yalta last year", he told me

*Which of the following is the correct indirect speech version of this sentence*

- e) He told me that he visits the Livadia Palace in Yalta last year.
- f) He told me that he had visited the Livadia Palace in Yalta last year.
- g) He told me that he had visited the Livadia Palace in Yalta the year before.
- h) He told me that he will visit the Livadia Palace in Yalta last year.

**Ответ:**

**Задание 5.**

*Выберите реплику, наиболее соответствующую ситуации общения:*

You are attending a Fourth of July celebration in a small town in the USA. The parade has just ended, and people are preparing for fireworks.

Which of the following is the MOST appropriate thing to say to someone you've just met?

- a) "I don't understand why you celebrate your independence. You're all just brainwashed by propaganda."
- b) "These fireworks are way too loud. I hope they don't scare the animals."
- c) "Happy Fourth of July! What are you most looking forward to seeing in the fireworks display?"
- d) "So, how much did this whole celebration cost the taxpayers? Seems like a waste of money."

**Ответ:**

**Задание 6.**

*Прочитайте текст и установите соответствие*

In the scientific community, English serves as the primary language for research publications and conferences. The majority of academic journals are published in English, facilitating global knowledge sharing. In the world of business, English is essential for international negotiations and cross-cultural collaboration. The entertainment industry, particularly Hollywood, uses English to reach a massive worldwide audience. However, it's important to remember that linguistic diversity remains valuable and should be preserved.

Match the context on the left with the reason for English's importance on the right:

- 1. Science
- 2. Academia
- 3. Business
- 4. Entertainment
- 5. Overall

- A. facilitates knowledge sharing
- B. Linguistic diversity should be preserved.
- C. Requires cross-cultural collaboration
- D. Uses global research publications
- E. Reaches a worldwide audience.

1	2	3	4	5

**Задание 7.**

*Ознакомительное чтение с целью определения ложности утверждения*

The United States, a vast and diverse nation, is known for its entrepreneurial spirit and emphasis on individual freedom. Its cultural influence is evident in global trends in music, movies, and technology. The annual Thanksgiving holiday, celebrating the harvest and expressing gratitude, is a significant tradition. Baseball, often called "America's pastime," holds a special place in the nation's sporting culture. Unlike most countries, America does not guarantee paid vacation time for its workers.

Decide whether the following statements are True (T) or False (F) based on the text:

1. The USA prioritizes community over individual rights. (True/False)
2. American culture has little impact on the world. (True/False)
3. Thanksgiving is a major American holiday. (True/False)
4. Baseball is a popular sport in the USA. (True/False)
5. The USA legally mandates paid vacation for employees. (True/False)

1	2	3	4	5

**Задание 8.**

*Прочитайте текст и напишите развернутый ответ*

Write an essay on the topic "The main customs and traditions in Russia"

*Ответ:*

**Контрольная точка 6****ВАРИАНТ 1****Задание 1.**

*Прочитайте текст и выберите правильный ответ*

What do you call a person who acts in a movie or TV show?

- e) Director
- f) Writer
- g) Actor
- h) Producer

**Ответ:**

**Задание 2. Прочитайте текст и выберите правильный ответ**

What is a movie that makes people laugh called?

- e) Drama
- f) Thriller
- g) Comedy
- h) Horror

**Ответ:**

**Задание 3.**

*Выберите правильный перевод фразы*

Если журналист опубликует эту статью, у него будут проблемы.

Which of the following is the BEST translation of this sentence into English?

- e) "If the journalist published this article, he would have problems."
- f) "If the journalist will publish this article, he will have problems."
- g) "If the journalist publishes this article, he has problems."
- h) "If the journalist publishes this article, he will have problems."

**Ответ:**

**Задание 4.**

*Прочитайте текст и выберите правильный ответ*

Which musical genre is characterized by its emphasis on improvisation, syncopation, and often features a strong blues influence?

- e) Classical
- f) Country
- g) Jazz
- h) Electronic

**Ответ:**

**Задание 5.**

*Выберите реплику, наиболее соответствующую ситуации общения:*

You are at a modern art gallery, and you see a piece that you find completely incomprehensible. You are with a friend who is an art enthusiast.

Which of the following is the MOST appropriate thing to say to your friend?

- a) "This is utter garbage. How can anyone call this art?"
- b) "I don't understand this at all. What do you think the artist is trying to convey?"
- c) "I bet I could make something better than this in my garage."
- d) "Let's just leave. This is a waste of time."

**Задание 6.**

*Прочитайте текст и установите соответствие*

Cinema has undergone a dramatic transformation since its inception. Early silent films relied heavily on visual storytelling and exaggerated performances. The advent of sound revolutionized the industry, adding a new dimension to cinematic expression. The introduction of color further enhanced the realism and aesthetic appeal of movies. Today, digital technology has democratized filmmaking, making it more accessible to independent creators. Despite changing trends, compelling narratives remain at the heart of cinematic art. Match the era or technology on the left with its defining characteristic on the right:

- 1. Silent Films
- 2. Sound
- 3. Color
- 4. Digital Technology
- 5. Compelling narratives

- A. Enhanced realism and aesthetic appeal
- B. Visual storytelling and exaggerated performances
- C. Made filmmaking more accessible
- D. Added a new dimension to cinematic expression
- E. Remain at the heart of cinematic art

1	2	3	4	5

**Задание 7.**

*Ознакомительное чтение с целью определения ложности*

Theaters and galleries provide platforms for artists to express their creativity and engage with audiences. Attending a live performance or an art exhibition can be a deeply emotional and enriching experience. The immediacy of theater allows for a dynamic exchange between performers and spectators. Art galleries offer a space for contemplation and individual interpretation of artistic works. While online platforms provide access to art, they cannot replicate the unique atmosphere of a live performance or physical exhibition.

Decide whether the following statements are True (T) or False (F) based on the text:

- 1. Theaters and galleries only show famous artists. (True/False)
- 2. Live performances are often more engaging than watching something online. (True/False)
- 3. Theater audiences have no impact on the performance. (True/False)

4. Art galleries discourage personal interpretations of art. (True/False)  
5. Online art platforms are better than physical museums. (True/False)

1	2	3	4	5

**Задание 8.**

*Прочитайте текст и напишите развернутый ответ*

Write an essay on the topic "Music in my life"

**Ответ:**

**ВАРИАНТ 2**

**Задание 1.**

*Прочитайте текст и выберите правильный ответ*

If you want to watch a TV show again, where can you usually find it?

- e) In a library
- f) At a concert
- g) On a streaming service
- h) In a newspaper

**Ответ:**

**Задание 2.**

*Прочитайте текст и выберите правильный ответ*

What is it called when a movie tells a story about the future with robots and spaceships?

- e) Romance
- f) Science Fiction
- g) Documentary
- h) Western

**Ответ:**

**Задание 3.**

*Выберите правильный перевод фразы*

Если бы у нас была свобода прессы, люди знали бы правду.

Which of the following is the BEST translation of this sentence into English?

- e) "If we have freedom of the press, people will know the truth."
- f) "If we had freedom of the press, people knew the truth."
- g) "If we have had freedom of the press, people would have known the truth."
- h) "If we had freedom of the press, people would know the truth."

**Ответ:**

**Задание 4.**

*Прочитайте текст и выберите правильный ответ*

Which genre of music is often associated with protest songs, social commentary, and acoustic instruments?

- e) Opera
- f) Heavy Metal
- g) Reggae
- h) Folk

**Ответ:**

**Задание 5.**

*Выберите реплику, наиболее соответствующую ситуации общения:*

You are at the theatre, and the performance has just ended. You thought the acting was superb, but the plot was a bit confusing. You are leaving with a group of friends.

Which of the following is the MOST appropriate thing to say to your friends?

- a) "That was the worst play I've ever seen! The plot made no sense."
- b) "The actors were fantastic, but honestly, I got completely lost with the story. What did you guys think?"
- c) "I'm pretty sure the playwright was on drugs when he wrote that."
- d) "Well, that's two hours of my life I'll never get back."

**Ответ:**

**Задание 6.**

*Прочитайте текст и установите соответствие*

Television has become a ubiquitous presence in modern life, shaping our perceptions and influencing our culture. News programs provide a constant stream of information, keeping viewers informed about current events. Sitcoms and dramas offer escapism and entertainment, often reflecting societal values and anxieties. Reality television has gained immense popularity, blurring the lines between performance and authenticity. However, some critics argue that excessive television consumption can lead to a decline in critical thinking skills.

Match the type of television program on the left with its primary function or characteristic on the right:

- 1. News Programs
- 2. Sitcoms & Dramas
- 3. Reality Television
- 4. Television consumption
- 5. The Television

- A. Offers escapism and entertainment
- B. Keeps viewers informed
- C. Can lead to decline in critical thinking
- D. Blurring the lines between performance and authenticity
- E. Has become a ubiquitous presence in modern life

1	2	3	4	5

**Задание 7.**

*Ознакомительное чтение с целью определения ложности утверждения*

Museums offer a unique opportunity to connect with history and culture in a tangible way. They serve as repositories of knowledge, preserving artifacts and artworks for future generations. A well-curated museum can transport visitors to different eras and civilizations, broadening their understanding of the world. Some critics argue that museums can sometimes present a biased or incomplete view of the past. Despite this, museums remain essential spaces for learning, reflection, and inspiration.

Decide whether the following statements are True (T) or False (F) based on the text:

- 1. Museums primarily focus on contemporary art. (True/False)
- 2. Museums destroy old things to make room for the new. (True/False)
- 3. Museums can help visitors understand different cultures. (True/False)
- 4. Museums are always completely objective in their presentation. (True/False)
- 5. Museums are unimportant for education. (True/False)

1	2	3	4	5

**Задание 8.**

*Прочитайте текст и напишите развернутый ответ*

Write an essay on the topic "My favourite TV program"

**Ответ:**

**6.4.2. Типовые контрольные задания или иные материалы к промежуточной аттестации  
3 семестр - экзамен****Образцы лексико-грамматических тестов по изученным темам:**

Выберите правильный перевод фразы. Если бы у нас была свобода прессы, люди знали бы правду.

Which of the following is the BEST translation of this sentence into English?

- a. "If we had freedom of the press, people would know the truth."
- b. "If we have had freedom of the press, people would have known the truth."
- c. "If we have freedom of the press, people will know the truth."
- d. "If we had freedom of the press, people knew the truth."

Выберите реплику, наиболее соответствующую ситуации общения:

You are at the theatre, and the performance has just ended. You thought the acting was superb, but the plot was a bit confusing. You are leaving with a group of friends.

Which of the following is the MOST appropriate thing to say to your friends?

- a. "That was the worst play I've ever seen! The plot made no sense."
- b. "Well, that's two hours of my life I'll never get back."
- c. "The actors were fantastic, but honestly, I got completely lost with the story. What did you guys think?"
- d. "I'm pretty sure the playwright was on drugs when he wrote that."

**Тест по чтению****The Evolution of the "Third Place"**

In the 1980s, sociologist Ray Oldenburg introduced a concept that has since become a cornerstone of urban sociology: "The Third Place." According to Oldenburg, most people spend their lives moving between three distinct environments. The "First Place" is the home, where we live with our families. The "Second Place" is the workplace, where we spend most of our productive hours. However, Oldenburg argued that for a society to be healthy and for individuals to feel connected, a "Third Place" is essential.

A Third Place is a neutral public space where people can gather, relax, and interact with others outside of their family or professional circles. Classic examples include local cafes, libraries, parks, community centers, and even traditional English pubs or French bistros. These locations serve as the "heart" of a community's social life. They offer a sense of belonging and provide a platform for spontaneous conversation. Unlike the home or the office, the Third Place is characterized by its accessibility and its "leveling" effect; it doesn't matter what your social status or job title is—everyone is equal once they walk through the door.

Historically, these spaces were vital for the exchange of ideas. In the 18th century, for instance, London's coffee houses were known as "Penny Universities" because, for the price of a cup of coffee, any citizen could sit in on intellectual debates and learn about the latest news or scientific discoveries. These spots fostered a sense of civic engagement and helped strengthen the social fabric of the city.

However, in the 21st century, the nature of the Third Place is shifting. Modern urban design, characterized by long commutes and car-dependent suburbs, has made it harder for people to find physical spaces to gather. Furthermore, the rise of the internet has introduced the "Digital Third

Place." Social media platforms, online gaming communities, and Discord servers have become the new venues for social interaction. While these digital spaces allow us to connect with people globally, critics argue they lack the "human touch" and the physical presence that make traditional Third Places so effective at reducing loneliness.

Another challenge is the "commercialization" of public space. Many modern cafes are designed for "grab-and-go" culture rather than staying to talk. When a person feels pressured to leave a cafe as soon as they finish their drink, the space loses its social value.

Despite these changes, the human need for connection remains unchanged. Whether it is a local park where neighbors meet to walk their dogs or a virtual world where gamers collaborate on a mission, the Third Place continues to evolve. To prevent social alienation, urban planners and technology developers must work together to create environments where people feel truly welcome to stay, talk, and belong.

#### Task 1: Vocabulary Matching

Match the words from the text (1–5) with their definitions (A–E).

1. Cornerstone
2. Spontaneous
3. Accessibility
4. Engagement
5. Alienation

- A. The quality of being easy to reach, enter, or use.
- B. A feeling of being isolated or separated from a group or society.
- C. Something of great importance on which everything else is based.
- D. Involvement in or commitment to something (e.g., social or political activities).
- E. Happening in a natural way without being planned or forced.

#### Task 2: Sentence Completion Matching

Match the beginning of the sentence with the correct ending.

1. Ray Oldenburg believed that a healthy society needs...
2. During the 18th century, coffee houses were places where...
3. Modern urban design often makes it difficult to...
4. Critics of digital spaces suggest that they...

- A. ...citizens could engage in intellectual debates.
- B. ...cannot fully replace the physical presence of others.
- C. ...find convenient physical spots for community gathering.
- D. ...spaces that exist outside of home and work.

#### Task 3: Heading Matching

Match the paragraphs with the most suitable headings. Note: there is one extra heading.

Paragraphs:

1. Paragraph 1 (Introduction)
2. Paragraph 2 (Characteristics)
3. Paragraph 3 (Historical Context)
4. Paragraph 4 (The Digital Shift)

Headings:

- A. The Impact of Technology on Socializing

- B. The Importance of Professional Environments
- C. Defining the Three Spheres of Life
- D. Places Where Everyone is Equal
- E. How Coffee Houses Educated the Public

***Перечень разговорных тем для обсуждения с экзаменатором:***

1. About myself
2. My University
3. My family and friends
4. My favourite sport
5. Keeping fit.
6. National cuisine.
7. Types of travelling.
8. Crimean food.
9. Theatre.
10. My favourite official holiday in my country.
11. Leisure activities
12. Fashion and shopping in my life.
13. Famous people in the field of culture
14. My future occupation.
15. Generation gap.
16. The origin and present state of English.
17. The role of English in my life.
18. England. Scotland. Wales. Northern Ireland.
19. Great Britain.
20. Russian history and present state.
21. American history, culture and art.
22. My favorite film.
23. My favorite TV program
24. Music in my life.
25. The unique museum in the world
26. The best gallery in the world
27. The main customs and traditions in Russia
28. Customs and traditions in English-speaking countries.
29. The importance of learning foreign languages.
30. My Motherland.

**7. Перечень основной и дополнительной учебной литературы, необходимой для освоения дисциплины**

**Учебно-методическое обеспечение:**

**Основная литература**

1. Алякина, Н. В. Английский язык - для межкультурного общения: особенности языковой культуры и национального своеобразия англоговорящих стран = English - for intercultural communication: features of language culture and national identity of English-speaking countries : учебное пособие (A1–A2) / Н. В. Алякина, Ж. А. Марукян, И. Ю. Сомова. — Москва : Университет мировых цивилизаций имени В.В.Жириновского, 2022. — 146 с. — ISBN 978-5-907445-94-9. — Текст : электронный // Цифровой образовательный ресурс IPR SMART : [сайт]. — URL: <https://www.iprbookshop.ru/126931.html>

2. Английский язык. Страноведение : учебное пособие / составитель М. В. Фоминых. — Москва : Ай Пи Ар Медиа, 2024. — 76 с. — ISBN 978-5-4497-3111-1. — Текст : электронный // Цифровой образовательный ресурс IPR SMART : [сайт]. — URL:



<https://www.iprbookshop.ru/140601.html>

3. Бжиская Ю. В. Английский язык для музыкантов [Электронный ресурс] / Ю. В. Бжиская. — 5-е изд., стер. — Санкт-Петербург : Планета музыки, 2024. — 344 с. — ISBN 978-5-507-48622-9. — Режим доступа: <https://e.lanbook.com/book/362642>

4. Бунаева, И. А. Английский язык для успешного межкультурного общения = English for Successful Intercultural Communication : учебное пособие / И. А. Бунаева. — Москва : Московский педагогический государственный университет, 2023. — 300 с. — ISBN 978-5-4263-1303-3. — Текст : электронный // Цифровой образовательный ресурс IPR SMART : [сайт]. — URL: <https://www.iprbookshop.ru/139159.html>

5. Винникова, Т. А. Английский язык в сфере искусства : учебное пособие / Т. А. Винникова, М. А. Федорова, И. Н. Чурилова. — Омск : Омский государственный технический университет, 2022. — 138 с. — ISBN 978-5-8149-3418-5. — Текст : электронный // Цифровой образовательный ресурс IPR SMART : [сайт]. — URL: <https://www.iprbookshop.ru/131187.html>

6. Горденко, Н. В. Иностранный язык. Развитие английской разговорной речи : учебное пособие / Н. В. Горденко, Д. В. Горденко. — 2-е изд. — Москва : Ай Пи Ар Медиа, 2025. — 136 с. — ISBN 978-5-4497-3720-5. — Текст : электронный // Цифровой образовательный ресурс IPR SMART : [сайт]. — URL: <https://www.iprbookshop.ru/143659.html>

7. Ершова, Н. Б. English for the Humanities. Английский язык для бакалавров гуманитарного профиля : учебное пособие / Н. Б. Ершова, О. Л. МIRON. — Санкт-Петербург : Издательство РГПУ им. А. И. Герцена, 2023. — 84 с. — ISBN 978-5-8064-3399-3. — Текст : электронный // Цифровой образовательный ресурс IPR SMART : [сайт]. — URL: <https://www.iprbookshop.ru/137223.html>

8. Каханова, А. В. Иностранный язык. Английский язык : учебное пособие / А. В. Каханова, Е. С. Марницына, А. О. Чахоян. — Санкт-Петербург : Санкт-Петербургский государственный университет промышленных технологий и дизайна, 2023. — 75 с. — ISBN 978-5-7937-2380-0. — Текст : электронный // Цифровой образовательный ресурс IPR SMART : [сайт]. — URL: <https://www.iprbookshop.ru/140127.html>

9. Корухова, Л. В. Деловой английский язык : учебное пособие / Л. В. Корухова. — Ульяновск : Ульяновский государственный технический университет, 2023. — 112 с. — ISBN 978-5-9795-2297-5. — Текст : электронный // Цифровой образовательный ресурс IPR SMART : [сайт]. — URL: <https://www.iprbookshop.ru/149260.html>

10. Кошель, Т. В. Английский язык для делового общения в сфере туризма и гостеприимства : учебное пособие / Т. В. Кошель, Т. Г. Копанева. — Ростов-на-Дону : Донской государственный технический университет, 2024. — 128 с. — ISBN 978-5-7890-2253-5. — Текст : электронный // Цифровой образовательный ресурс IPR SMART : [сайт]. — URL: <https://www.iprbookshop.ru/150043.html>. - DOI: <https://doi.org/10.23682/150043>

11. Марницына, Е. С. Деловой иностранный язык. Английский язык : учебное пособие / Е. С. Марницына, Ю. В. Руденко. — Санкт-Петербург : Санкт-Петербургский государственный университет промышленных технологий и дизайна, 2022. — 72 с. — ISBN 978-5-7937-2165-3. — Текст : электронный // Цифровой образовательный ресурс IPR SMART : [сайт]. — URL: <https://www.iprbookshop.ru/140109.html>

12. Прошкина Е. П. Учебное пособие по английскому языку для музыкантов и студентов вузов искусств [Электронный ресурс] / Е. П. Прошкина, М. С. Заливадный. — 3-е изд., стер. — Санкт-Петербург : Планета музыки, 2024. — 112 с. — ISBN 978-5-507-48959-6. — Режим доступа: <https://e.lanbook.com/book/370805>

#### **Дополнительная литература**

1. Алексеева, М. Н. Английский язык. В 2 частях. Ч. 1 : учебное пособие / М. Н. Алексеева, Н. П. Миничева. — Москва : Ай Пи Ар Медиа, 2023. — 220 с. — ISBN 978-5-4497-2084-9 (ч. 1), 978-5-4497-2090-0. — Текст : электронный // Цифровой образовательный ресурс IPR SMART : [сайт]. — URL: <https://www.iprbookshop.ru/128559.html>

2. Алексеева, М. Н. Английский язык. В 2 частях. Ч. 2 : учебное пособие / М. Н.

Алексеева, Н. П. Миничева. — Москва : Ай Пи Ар Медиа, 2023. — 207 с. — ISBN 978-5-4497-2091-7 (ч. 2), 978-5-4497-2090-0. — Текст : электронный // Цифровой образовательный ресурс IPR SMART : [сайт]. — URL: <https://www.iprbookshop.ru/128560.html>

3. Давыдова О.П., Скрипичникова Н.С. Аутентичные художественные фильмы на уроках английского языка как иностранного. – Знание-М, 2022. – 114 с. – ISBN: 978-5-00187-214-6.

4. Кашпарова, В. С. Английский язык : учебное пособие / В. С. Кашпарова, В. Ю. Сеницын. — 4-е изд. — Москва : Интернет-Университет Информационных Технологий (ИНТУИТ), Ай Пи Ар Медиа, 2024. — 118 с. — ISBN 978-5-4497-2437-3. — Текст : электронный // Цифровой образовательный ресурс IPR SMART : [сайт]. — URL: <https://www.iprbookshop.ru/133920.html>

### **Интернет-ресурсы**

<https://www.ego4u.com> правила, примеры и упражнения, а также разделение на уровни сложности. После каждой темы есть пример использования правила не просто в предложении, а в художественном тексте.

[www.engvid.com/topic/grammar](http://www.engvid.com/topic/grammar) - правила грамматики с видео-пояснениями, упражнения на закрепление и разбивка по темам.

[www.grammarly.com/blog/thank-you-email-after-interview](http://www.grammarly.com/blog/thank-you-email-after-interview) - подробный блог на тему грамматики от популярного сервиса Grammarly, много полезной информации на тему грамматики, письма и современного сленга.

[www.quora.com/topic/English-Grammar](http://www.quora.com/topic/English-Grammar) - грамматика английского языка, отдельные случаи использования определенной лексики.

<https://english.stackexchange.com> – нюансы грамматики, частотность использования некоторых слов, современных сленговых выражений, история их происхождения и произношение.

### **8. Методические указания для обучающихся по освоению дисциплины**

В процессе обучения иностранному (английскому) языку предусмотрено применение инновационных технологий обучения, развивающих навыки междисциплинарных взаимодействий и межличностной коммуникации, принятия решений, лидерские качества, гуманистическую ориентацию, апеллирующих к профессионально значимым компетенциям.

Удельный вес занятий по языку, проводимых в интерактивных формах, составляет не менее 50 процентов аудиторных занятий. Преобладающими формами учебной интеракции выступают case-study, дискуссия, работа в малых группах, разработка и выполнение (контрастных) сценариев речевого поведения на английском языке, проведение ролевых игр, анализ профессиональных ситуаций и имитационных моделей на английском языке).

#### **Интерактивные формы обучения**

К методам интерактивного обучения относятся те, которые способствуют вовлечению обучающихся в активный процесс получения и переработки знаний, например:

- «Мозговой штурм» (атака)
- Приглашение специалиста
- Тренинг
- Выступление в роли обучающего
- Работа в группах
- Разработка проекта
- Мастер-класс
- Решение ситуационных задач и др.

К интерактивным методам относятся также презентации с использованием различных вспомогательных средств: интерактивной доски, раздаточных материалов, видеофильмов, слайдов, мультимедийной презентации и т.п.

### **9. Материально-техническое обеспечение, необходимое для осуществления образовательного процесса по дисциплине**

При освоении дисциплины используются учебные аудитории для проведения занятий лекционного типа, семинарского типа, для проведения групповых и индивидуальных

консультаций, для проведения текущего контроля и промежуточной аттестации.

Перечень основного оборудования: специализированная учебная мебель, технические средства обучения, учебно-наглядные пособия.

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

Кабинет иностранных языков и межкультурных коммуникаций для проведения занятий семинарского типа, групповых и индивидуальных консультаций, текущего контроля и промежуточной аттестации

20 ученических столов; 40 ученических стульев; 1 преподавательский стол; 1 преподавательский стул;

Технические средства обучения: ноутбук 15.6" «ASUS» 15.6" – 1 шт., мультимедийный проектор «BenQ» – 1 шт., электромагнитная интерактивная доска Screen Media M-80 – 1 шт.

Кабинет для самостоятельной работы, курсового и дипломного проектирования

10 ученических столов;

20 ученических стульев;

Ноутбуки - 6 шт.

#### **10. Перечень информационных технологий, используемых при осуществлении образовательного процесса по дисциплине, включая список программного обеспечения и информационных справочных систем**

Список программного обеспечения

##### **Лицензионное программное обеспечение:**

1. Microsoft Windows 10
2. Microsoft Office 2010 (Word, Excel, PowerPoint)
3. Access 2013 Acdbc

##### **Свободно-распространяемое или бесплатное программное обеспечение**

1. Microsoft Security Essentials
2. 7-Zip
3. Notepad++
4. Adobe Acrobat Reader
5. WinDjView
6. Libreoffice (Writer, Calc, Impress, Draw, Math, Base)
7. Scribus
8. Moodle.

##### **Справочные системы**

1. Справочно-правовая система «ГАРАНТ»
2. Система проверки на заимствования «ВКР-ВУЗ»
3. Культура. РФ. Портал культурного наследия
4. Культура России. Информационный портал

#### **11. Материально-техническая база, рекомендуемая для адаптации электронных и печатных образовательных ресурсов для обучающихся из числа инвалидов**

Для инвалидов и лиц с ограниченными возможностями здоровья форма проведения занятий по дисциплине устанавливается образовательной организацией с учетом особенностей психофизического развития, индивидуальных возможностей и состояния здоровья. При определении формы проведения занятий с обучающимся-инвалидом образовательная организация должна учитывать рекомендации, данные по результатам медико-социальной экспертизы, содержащиеся в индивидуальной программе реабилитации инвалида, относительно рекомендованных условий и видов труда. При необходимости для обучающихся из числа инвалидов и лиц с ограниченными возможностями здоровья создаются специальные

рабочие места с учетом нарушенных функций и ограничений жизнедеятельности.