

**МУНИЦИПАЛЬНОЕ ОБЩЕОБРАЗОВАТЕЛЬНОЕ УЧРЕЖДЕНИЕ
«ЛИЦЕЙ №56» ЛЕНИНСКОГО РАЙОНА Г. САРАТОВА**

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Протокол №1

от 29.08. 2023 г.

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30.08.2023г.

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Приказ №345
от 31.08.2023г.

РАБОЧАЯ ПРОГРАММА

учебного (элективного) курса

**«Совершенствование видов речевой деятельности в процессе изучения
английского языка в старшей школе»**

для обучающихся 11 классов

ПОЯСНИТЕЛЬНАЯ ЗАПИСКА

Учебный (элективный) курс «Совершенствование видов речевой деятельности в процессе изучения английского языка в старшей школе» создан для системного развития у учащихся речевой, социокультурной и языковой компетенции, формирования умений межкультурного общения на английском языке.

Работа с аутентичными текстами различных жанров и их обсуждение, аудирование английской речи позволяет сформировать у учащихся представление о культуре устного и письменного общения на иностранном языке, знакомит их с устным и письменным этикетом на ИЯ.

Данный курс способствует систематизации языковых и социокультурных знаний, расширяет познания учащихся о лингвостилистической и лингвокультурологической вариативности английского языка в условиях официального и неофициального общения, развивает умение использовать английский язык как инструмент межкультурного общения и призван реализовать следующие функции:

- развить умения понимать на слух (с различной степенью полноты и точности) высказывания собеседников в процессе общения, а также содержание аутентичных аудио- и видеотекстов различных жанров;
- углубить знания английского языка и расширить лингвистический кругозор обучающихся;
- совершенствовать иноязычную коммуникативную компетенцию за счет вовлечения школьников в активный творческий процесс языковой деятельности, во взаимодействие с текстом, книгой, учителем, друг с другом.

Учебный (элективный) курс является обязательным для выбора изучения всеми обучающимися на уровне среднего общего образования.

Программа учебного (элективного) курса «Совершенствование видов речевой деятельности в процессе изучения английского языка в старшей школе» для образовательных организаций, реализующих программы среднего общего образования (далее – Программа), разработана в соответствии со следующими нормативно-правовыми документами:

- Федеральный закон Российской Федерации от 29 декабря 2012 года № 273-ФЗ «Об образовании в Российской Федерации» (с изменениями и дополнениями);
- Федеральный государственный образовательный стандарт среднего общего образования, утвержденный приказом Министерства образования и науки Российской Федерации от 17 мая 2012 г. № 413 (с изменениями и дополнениями);

Программа учебного (элективного) курса обеспечивает:

- удовлетворение индивидуальных запросов обучающихся;
- общеобразовательную, общекультурную составляющую при получении среднего общего образования;
- развитие личности обучающихся, их познавательных интересов,

интеллектуальной и ценностно-смысловой сферы;

- развитие навыков самообразования и самопроектирования;
- углубление, расширение и систематизацию знаний в выбранной области научного знания или вида деятельности;
- совершенствование имеющегося и приобретение нового опыта познавательной деятельности, профессионального самоопределения обучающихся.

Программа конкретизирует содержание учебного предмета «Иностранный язык» и дает примерное распределение учебных часов по содержательным компонентам и модулям.

Данная программа гарантирует обеспечение единства образовательного пространства за счет преемственности, интеграции, предоставления равных возможностей и качества образования, может использоваться образовательной организацией при разработке образовательной программы конкретной организации.

Содержание Программы строится с учетом региональных особенностей, условий образовательных организаций, а также с учетом вовлечения обучающихся с ограниченными возможностями здоровья.

Основная цель изучения учебного (элективного) курса «Совершенствование видов речевой деятельности в процессе изучения английского языка в старшей школе» - освоение содержания предмета «Английский язык» на углублённом уровне и достижение обучающимися результатов изучения в соответствии с требованиями, установленными ФГОС СОО.

Основные задачи:

- овладение умениями и навыками понимать основное содержание устных диалогов, монологов и полилогов, теле- и радиопередач по знакомой и частично незнакомой тематике;
- овладение умениями и навыками выборочно понимать необходимую информацию в объявлениях и информационной рекламе, значимую/интересующую информацию из несложных иноязычных аудио- и

видеотекстов;

- овладение умениями и навыками относительно полно понимать высказывания носителей языка в наиболее типичных ситуациях повседневного общения и элементарного профессионального общения;

- овладение умениями и навыками обобщать содержащуюся в аудио-, телетексте фактическую и оценочную информацию, определяя свое отношение к ней;

- совершенствование умений читать тексты с использованием различных стратегий чтения;

- развитие умений выделять необходимые факты/сведения; определять временную и причинно-следственную взаимосвязь событий; прогнозировать развитие/результат излагаемых событий; определять замысел автора; понимать смысл текста и его проблематику, используя элементы анализа текста;

- овладение умениями и навыками обобщать грамматический и лексический материал, усвоенный учащимися в предыдущие годы обучения;

- овладение умениями и навыками активно использовать грамматические конструкции и лексику в повседневной иноязычной речи;

- формирование определенных навыков и умений, необходимых для успешного выполнения лексико- грамматических заданий;

- развитие способности рассказывать, рассуждать в рамках изученной тематики и проблематики, приводя примеры, аргументы;

- развитие способности описывать события, излагать факты;

- развитие способности высказывать и аргументировать свою точку зрения, делать выводы, оценивать факты/события современной жизни.

ОБЩАЯ ХАРАКТЕРИСТИКА КУРСА

Содержание учебного (элективного) курса «Совершенствование видов речевой деятельности в процессе изучения английского языка в старшей школе» представлено современной модульной системой обучения, которая создается для наиболее благоприятных условий развития личности путем обеспечения гибкости содержания обучения, приспособления к индивидуальным потребностям обучающихся и уровню их базовой подготовки. Модули, включённые в данную программу, представляют собой относительно самостоятельные единицы, которые можно реализовывать в любом хронологическом порядке и адаптировать под любые условия организации учебного процесса.

Программный материал отражает все современные запросы общества: соблюдение культуры общения причем не только в письменной, но и в устной форме, поскольку владение родным и иностранным языком, умение общаться, добиваться успеха в процессе коммуникации являются теми характеристиками личности, которые во многом определяют достижения выпускника школы практически во всех областях жизни, способствуют его социальной адаптации к изменяющимся условиям современного мира.

Ценностные ориентиры Программы определяются направленностью на национальный воспитательный идеал, востребованный современным российским обществом и государством.

Содержание Программы разработано в соответствии с требованиями современной дидактики и возрастной психологии и направлено на решение задач по реализации в образовательном процессе метапредметной функции, которую выполняет язык на всех этапах обучения школьника в современной школе, и особенно в 10-11 классах, что обусловлено особенностями протекания процессов мышления и познавательной деятельности, в которых язык играет определяющую роль. Содержание курса обеспечивает совершенствование важнейших универсальных учебных действий, интеллектуально-коммуникативных умений, которые активно проявляются в разных видах речевой деятельности (чтение, аудирование, говорение, письмо) и формируются в процессе изучения всех тем курса.

Программа учебного (элективного) курса «Совершенствование видов речевой деятельности в процессе изучения английского языка в старшей школе» включает пять содержательных компонентов:

- формирование механизма антиципации (предвосхищения) содержания аудиотекста в опоре на содержание утверждений (запрашиваемой информации);
- совершенствование навыков понимания на слух основного содержания устных диалогов, монологов и полилогов, теле- и радиопередач знакомой и частично незнакомой тематики;

– совершенствование навыков выборочного понимания на слух необходимой информации в объявлениях и информационной рекламе, значимой, интересующей информации из несложных иноязычных аудио- и видеотекстов;

– развитие умений и навыков относительно полно понимать высказывания носителей языка в наиболее типичных ситуациях повседневного общения и элементарного профессионального общения;

– формирование навыков работы с текстами для решения конкретных речевых задач с использованием определённых технологий чтения;

– совершенствование лексико-грамматических навыков и использование их в речи;

– совершенствование навыков использования языковых средств и правил речевого и неречевого поведения в соответствии с нормами, принятыми

– в стране/странах изучаемого языка;

– совершенствование навыков использования перифраза, синонимов, словарной замены в процессе речевого общения;

– употребление в речи наиболее распространенных устойчивых словосочетаний и реплик-клише речевого этикета, характерных для культуры англоязычных стран.

Принципы и особенности содержания Программы

1. Принцип систематичности и последовательности в рамках курса направлен на всестороннее развитие личности средствами предмета, интенсивное развитие коммуникативных навыков, формирование представления о связи языка и культуры народа, а также целенаправленное и взаимосвязанное развитие предметных компетенций, необходимых для успешного участия в разных сферах жизни, в том числе и в учебно-коммуникативной деятельности (в разнообразных видах речевого общения на уроках).

2. Принцип непрерывности сохраняет преемственность с примерной основной образовательной программой основного общего образования по иностранному языку и построена по модульному принципу. Содержание каждого модуля может быть перегруппировано или интегрировано в другой модуль.

3. Принцип доступности и индивидуализации последовательно реализует дифференцированный подход к обучению иностранного языка в 10-11 классах. С помощью общепринятых сносок (*) в Программе выделены дидактические единицы (или задания), которые ориентированы на сильных учащихся и не предназначены для обязательного изучения или включения в систему контроля. Следовательно, учитель может строить процесс обучения, ориентируясь не только на основной контингент учащихся, но и на тех старшеклассников, которые способны решать языковые и коммуникативные задачи на очень высоком уровне сложности.

4. Принцип вариативности как при организации образовательной деятельности, так и при отборе содержания обучения является одним из экстралингвистических факторов повышения эффективности обучения иностранному языку, который приводит к личностному включению обучающихся в процесс обучения, что способствует формированию профессиональной мотивации будущих специалистов. Яркой особенностью данной программы является её практическая направленность. В старших классах выпускники проявляют интерес к выбору профессии. В связи с этим одной из задач обучения на данном этапе является развитие и совершенствование способности учащихся к речевому взаимодействию и социальной адаптации. Предлагаемая программа предусматривает углубление и расширение знаний о языковой норме и ее разновидностях, коммуникативных качествах речи, нормах речевого поведения в различных сферах общения, совершенствование умений моделировать свое речевое поведение в соответствии с условиями и задачами общения. Это связано с практическими потребностями, возникающими у учащихся в связи с обучением и окончанием школы, вступлением в активную самостоятельную жизнь (владение языком таблиц, схем, рекламы). Общее содержание программы направлено на углубление знаний учащихся по всем аспектам языка.

5. Принцип минимакса в организации образовательной деятельности заключается в том, что содержание Программы предлагает изучение курса «Совершенствование видов речевой деятельности в процессе изучения английского языка в старшей школе» каждым обучающимся на максимальном (творческом) уровне, и обеспечивает его усвоение на уровне, не ниже социально безопасного минимума, отмеченного в ФГОС СОО, а каждый обучающийся выбирает конечный уровень по своему возможному максимуму в промежутке между минимальным и максимальным уровнями. Принцип минимакса учит определять потребность в информации и самостоятельно ее находить.

6. Системно-деятельностный подход реализует синтез языкового, речемыслительного и духовного развития учащихся старшей школы, установление взаимосвязи между процессами изучения и использования языка, смещение традиционного акцента на запоминание теоретического материала к осмыслению функционального потенциала языкового явления и овладению навыками уместного использования его в разных ситуациях речевого общения.

МЕСТО В УЧЕБНОМ ПЛАНЕ

На уровне среднего общего образования учебный (элективный) курс «Совершенствование видов речевой деятельности в процессе изучения английского языка в старшей школе» является обязательным для изучения и является одной из составляющих предметной области «Иностранный язык».

Программа учебного (элективного) курса «Совершенствование видов речевой деятельности в процессе изучения английского языка в старшей школе» рассчитана на 68 учебных часов (2 часа в неделю).

ПЛАНИРУЕМЫЕ РЕЗУЛЬТАТЫ ОСВОЕНИЯ КУРСА

Планируемые результаты освоения программы учебного (элективного) курса «Совершенствование видов речевой деятельности в процессе изучения английского языка в старшей школе» уточняют и конкретизируют общее понимание личностных, метапредметных и предметных результатов как с позиций организации их достижения в образовательной деятельности, так и с позиций оценки достижения этих результатов.

Результаты изучения учебного (элективного) курса по выбору обучающихся должны отражать:

1) развитие личности обучающихся средствами предлагаемого для изучения учебного предмета, курса: развитие общей культуры обучающихся, их мировоззрения, ценностно-смысловых установок, развитие познавательных, регулятивных и коммуникативных способностей, готовности и способности к саморазвитию и профессиональному самоопределению;

2) овладение систематическими знаниями и приобретение опыта осуществления целесообразной и результативной деятельности;

3) развитие способности к непрерывному самообразованию, овладению ключевыми компетентностями, составляющими основу умения: самостоятельному приобретению и интеграции знаний, коммуникации и сотрудничеству, эффективному решению (разрешению) проблем, осознанному использованию информационных и коммуникационных технологий, самоорганизации и саморегуляции;

4) обеспечение академической мобильности и (или) возможности поддерживать избранное направление образования;

5) обеспечение профессиональной ориентации обучающихся.

Планируемые личностные результаты

Планируемые личностные результаты включают:

– осознание феномена иностранного языка, как одного из способов приобщения к ценностям мировой науки и культуры через средства информации, в том числе мультимедийные;

– осознание себя как языковой личности; понимание зависимости успешной социализации человека, способности его адаптироваться в изменяющейся социокультурной среде, готовности к самообразованию от уровня владения английским языком; понимание роли родного языка для самопознания, самооценки, самореализации, самовыражения личности в различных областях человеческой деятельности;

– представление о языке как части общечеловеческой культуры, о его взаимосвязи с историей и культурой русского и других народов;

– существенное увеличение продуктивного, рецептивного и потенциального словаря; расширение круга используемых языковых и речевых средств.

Планируемые метапредметные результаты включают три группы универсальных учебных действий (УУД).

Сформированные *регулятивные* УУД выпускника научат:

– самостоятельно определять цели, задавать параметры и критерии, по которым можно определить, что цель достигнута;

– оценивать возможные последствия достижения поставленной цели в деятельности, собственной жизни и жизни окружающих людей, основываясь на соображениях этики и морали;

– ставить и формулировать собственные задачи в образовательной деятельности и жизненных ситуациях;

– оценивать ресурсы, в том числе время и другие нематериальные ресурсы, необходимые для достижения поставленной цели;

– выбирать путь достижения цели, планировать решение поставленных задач, оптимизируя материальные и нематериальные затраты;

– организовывать эффективный поиск ресурсов, необходимых для достижения поставленной цели;

– сопоставлять полученный результат деятельности с поставленной заранее целью.

Сформированные *познавательные* УУД выпускника научат:

– искать и находить обобщенные способы решения задач, в том числе, осуществлять развернутый информационный поиск и ставить на его основе новые (учебные и познавательные) задачи;

– критически оценивать и интерпретировать информацию с разных позиций, распознавать и фиксировать противоречия в информационных источниках;

– использовать различные модельно-схематические средства для представления существенных связей и отношений, а также противоречий, выявленных в информационных источниках;

– находить и приводить критические аргументы в отношении действий и суждений другого; спокойно и разумно относиться к критическим

замечаниям в отношении собственного суждения, рассматривать их как ресурс собственного развития;

- выходить за рамки учебного предмета и осуществлять целенаправленный поиск возможностей для широкого переноса средств и способов действия;

- выстраивать индивидуальную образовательную траекторию, учитывая ограничения со стороны других участников и ресурсные ограничения;

- менять и удерживать разные позиции в познавательной деятельности.

Сформированные *коммуникативные* УУД выпускника научат:

- осуществлять деловую коммуникацию как со сверстниками, так и со взрослыми (как внутри образовательной организации, так и за ее пределами), подбирать партнеров для деловой коммуникации исходя из соображений результативности взаимодействия, а не личных симпатий;

- при осуществлении групповой работы быть как руководителем, так и членом команды в разных ролях (генератор идей, критик, исполнитель, выступающий, эксперт и т.д.);

- координировать и выполнять работу в условиях реального, виртуального и комбинированного взаимодействия;

- развернуто, логично и точно излагать свою точку зрения с использованием адекватных (устных и письменных) языковых средств;

- распознавать конфликтогенные ситуации и предотвращать конфликты до их активной фазы, выстраивать деловую и образовательную коммуникацию, избегая личностных оценочных суждений.

Планируемые предметные результаты включают:

- соблюдение норм речевого поведения в разговорной речи, а также в учебно-научной и официально-деловой сферах общения;

- осуществление речевого самоконтроля;

- расширение знаний учащихся в использовании грамматических конструкций в повседневной иноязычной речи;

- расширение лексического запаса и сформированность общей языковой компетенции учащихся;

- сформированность определенных навыков и умений, необходимых для успешного выполнения грамматических и лексических заданий;

- анализ, систематизацию полученной информации и объективное оценивание результатов собственной учебной деятельности;

- совершенствование слухопроизносительных и ритмико-интонационных навыков, в том числе применительно к новому языковому материалу;

- понимание основного содержания устных диалогов, монологов и полилогов;

– понимание необходимой информации в объявлениях и информационной рекламе, значимой/интересующей информации из несложных иноязычных аудио- и видеотекстов;

– полное понимание высказывания носителей языка в наиболее типичных ситуациях повседневного общения и элементарного профессионального общения.

– формирование навыка распознавания и понимания лингвострановедческих реалий и фоновой лексики в аудиотекстах;

– расширение активного словаря лингвострановедческими реалиями и фоновой лексикой.

В результате обучения по Программе учебного (элективного) курса «Совершенствование видов речевой деятельности в процессе изучения английского языка в старшей школе» обучающийся *научится*:

– понимать относительно полно (общий смысл) высказывания на изучаемом иностранном языке в различных ситуациях общения;

– понимать основное содержание аутентичных аудио- или видеотекстов познавательного характера на темы, связанные с личными интересами или с выбранным профилем, выборочно извлекать из них необходимую информацию;

– оценивать важность/новизну информации, определять свое отношение к ней;

– овладеют различными приемами чтения и интерпретации содержания;

– научатся давать критическую оценку прочитанного путем соотнесения содержания текста с личной точкой зрения;

– расширят лексический запас;

– распознавать и употреблять изученный грамматический и лексический материал в устной и письменной речи;

– распознавать форму, значение, употребление и речевую функцию каждого изучаемого грамматического явления;

– описывать события и задавать вопросы с опорой на зрительную наглядность и/или вербальные опоры (ключевые слова, план, вопросы);

– различать на слух и адекватно, без фонематических ошибок, ведущих к сбою коммуникации, произносить все звуки английского языка;

– соблюдать правильное ударение в изученных словах;

– различать коммуникативные типы предложения по интонации;

– адекватно, без ошибок, ведущих к сбою коммуникации, произносить фразы с точки зрения их ритмико-интонационных особенностей, в том числе соблюдая правило отсутствия фразового ударения на служебных словах;

– выражать модальные значения, чувства и эмоции с помощью интонации.

После успешного изучения программного материала данного элективного курса обучающийся получит *возможность научиться*:

- успешно взаимодействовать с представителями других стран в различных ситуациях общения, в том числе профильно-ориентированных с соблюдением этикетных норм межкультурного общения;
- пользоваться новыми информационными технологиями с целью получения сведений из иноязычных источников (в том числе через Интернет);
- участвовать в профильно-ориентированных Интернет-форумах, межкультурных проектах, конкурсах, олимпиадах;
- описывать события и задавать вопросы с опорой на зрительную наглядность и/или вербальные опоры (ключевые слова, план, вопросы);
- различать на слух и адекватно, без фонематических ошибок, ведущих к сбою коммуникации, произносить все звуки английского языка;
- соблюдать правильное ударение в изученных словах;
- различать коммуникативные типы предложения по интонации;
- адекватно, без ошибок, ведущих к сбою коммуникации, произносить фразы с точки зрения их ритмико-интонационных особенностей, в том числе соблюдая правило отсутствия фразового ударения на служебных словах;
- выражать модальные значения, чувства и эмоции с помощью интонации.

СОДЕРЖАНИЕ ПРОГРАММЫ

Модуль «Обучение различным видам аудирования» рассчитан на 15 часов. Все занятия практико-ориентированы. Основной формой проведения занятий является практикум, на котором происходит формирование, систематизация и совершенствование аудитивных умений и навыков, необходимых для решения коммуникативной задачи и расширения словарного запаса. Последовательность учебного материала позволяет учащимся повторить и практически закрепить необходимый материал.

Тема 1. Прогнозирование содержания аудиотекста по заданным утверждениям.

Задачи урока: Установление общей темы, объединяющей предложенные высказывания. Выделение особого аспекта общей темы в каждом высказывании.

Типы заданий: мозговой штурм, интерпретация, монолог-рассуждение.

Тема 2. Определение главной идеи аудиотекстов по ключевым словам в заданных утверждениях.

Задачи урока: Определение ключевых слов в утверждениях. Активизация синонимов и синонимичных выражений к словам, содержащимся в утверждениях. Построение ассоциативного ряда к утверждениям.

Типы заданий: мозговой штурм, множественные соответствия, перифраз.

Тема 3. Стиль и тип аудиотекстов.

Задачи урока: Определение жанра текста. Определения стиля. Особенности текстовых жанров. Стилистические особенности.

Типы заданий: множественные соответствия, построение ассоциативного ряда.

Тема 4. Соотнесение заголовков с содержанием прослушанных аудиотекстов.

Задачи урока: Активизация навыков антиципации (прогнозирование) содержания текста. Прогнозирование ключевых слов в аудиотексте. Выделение похожих между собой утверждений и установление различия между ними.

Типы заданий: перифраз, построение синонимичного ряда, диктогloss*.

Тема 5. Аудирование с пониманием основного содержания.

Задачи урока: Формирование и развитие навыков понимания на слух основного содержания нескольких коротких текстов, близких по теме высказывания. Установление соответствий между аудиотекстами и утверждениями.

Типы заданий: множественные соответствия, реконструкция, работа со скриптами (при необходимости), анализ и коррекция ошибок.

Тема 6. Прогнозирование содержания текста и запрашиваемой информации.

Задачи урока: Обобщение информации о ситуации, представленной в данных утверждениях. Противопоставление объективной информации, представленной в утверждениях, с возможной ее интерпретацией.

Типы заданий: мозговой штурм, построение ассоциативного ряда, подбор синонимов, монолог-рассуждение, диалог-обмен мнениями*.

Тема 7. Порядок следования информации в тексте.

Задачи урока: Активизация навыков определять отсутствие запрашиваемой информации (Not stated).

Типы заданий: прогнозирование, групповой диктоглосс*, дискуссия*, восстановление текста.

Тема 8. Отрицательные предложения и утвердительные предложения с отрицательным смыслом. Сравнения.

Задачи урока: Активизация навыков использования лексической и грамматической синонимии. Активизация сравнительных конструкций.

Типы заданий: перифраз, трансформация*, установление соответствия приведенных утверждений прослушанному тексту.

Тема 9. Аудирование с поминанием запрашиваемой информации.

Задачи урока: Формирование и развитие навыков понимания на слух заданной информации в диалоге, согласие/несогласие с утверждениями по содержанию прослушанного аудиотекста.

Типы заданий: установление соответствия приведенных утверждений прослушанному тексту, реконструкция аудиотекста*, работа со скриптами (при необходимости), анализ и коррекция ошибок.

Тема 10. Интерпретация заданных вопросов и утверждений. Обсуждение возможных вариантов ответа.

Задачи урока: Активизация навыков антиципации (прогнозирование) содержания текста. Высказывание собственного мнения по заявленной теме.

Типы заданий: трансформация*, восстановление текста, монолог-рассуждение, дискуссия*.

Тема 11. Определение правильного ответа на базе контекста.

Задачи урока: Анализ и синтез информации об аудиотексте на основе представленных вопросов.

Типы заданий: восстановление текста, множественный выбор, диалог-обмен мнениями*.

Тема 12. Определение ответа, который предполагается аудиотекстом.

Задачи урока: Членение текста на смысловые части. Аргументация верного и неверных ответов на основе аудиотекста. Сопоставление контекстов предложенных вопросов и ответов в аудиотексте.

Типы заданий: множественные соответствия, множественный выбор, перифраз, построение синонимического ряда

Тема 13. Понимание намерений и мнения автора.

Задачи урока: Анализ лексико-грамматического и интонационно-синтаксического построения речи.

Типы заданий: диктогloss*, восстановление аудиотекста (групповая работа)*.

Тема 14. Аудирование с полным пониманием.

Задачи урока: Формирование и развитие навыков полного понимания прослушанного аудиотекста.

Типы заданий: множественный выбор, работа со скриптами (при необходимости), анализ и коррекция ошибок.

Тема 15. Итоговый зачет.

Задачи урока: контроль навыков

Типы заданий: множественные соответствия, установление соответствий приведенных утверждений прослушанному тексту (True, False, Not stated), множественный выбор.

Модуль «Современные технологии работы с текстом» состоит из 15 тематически организованных занятий. Каждое занятие является практико-ориентированным. Содержание модуля реализуется по принципам последовательности и системности. В модуле предусмотрен новый материал, который позволит учащимся лучше осознать ранее изученный материал, углубить лингвистические знания по всем видам речевой деятельности и расширить представление об английской литературе. Каждая тема имеет приложение.

Тема №1. Знакомство с видами чтения. Основные понятия.

Тема №2. Ознакомительное чтение.

Текст: Economy wasted.

Типы заданий: ответы на вопросы, множественный выбор, дискуссия.

Тема №3. Просмотровое чтение.

Текст: Do Men Have A Future?

Типы заданий: подстановка, ответы на вопросы, установление соответствий, выбор заголовков, формулирование заголовков.

Тема №4. Изучающее чтение.

Текст: Alfred Nobel and his legacy.

Типы заданий: ответы на вопросы, установление соответствий, анализ текста и лексических средств.

Тема №5. Поисковое чтение.

Текст: The glove.

Типы заданий: анализ текста и лексических средств, множественный выбор, подстановка, перефразирование.

Тема №6. Экстенсивное чтение.

Текст: Living by the sword.

Типы заданий: анализ текста и лексических средств, множественный выбор, подстановка, перефразирование.

Тема №7. Интенсивное чтение.

Текст: Being an air-hostess.

Типы заданий: анализ текста и лексических средств, множественный выбор, перефразирование.

Тема №8. Перекрёстное чтение.

Текст: The advertisement.

Типы заданий: анализ текста и лексических средств, установление соответствий, подстановка, перефразирование, выражение собственного мнения, прогнозирование.

Тема №9. Критическое чтение.

Текст: A race against death.

Типы заданий: анализ текста и лексических средств, выражение собственного мнения, дискуссия, подготовка к проведению интервью.

Тема №10. Чтение газетной статьи.

Текст: The bodyguard business.

Типы заданий: дискуссия, анализ текста, множественный выбор, установление соответствий, подстановка.

Тема №11. Чтение отрывка из художественного текста.

Текст: The gate way to grown-up life.

(abridged from "The Copper Beech" by Maeve Binchy)

Типы заданий: анализ образца рассказа, отработка тематической лексики, множественный выбор, поиск информации в тексте, установление соответствий, ответы на вопросы, дискуссия, подстановка.

Тема №12. Чтение научно-популярного текста.

Текст: Japan centenarians at record high.

Типы заданий: множественный выбор, поиск информации в тексте, установление соответствий, ответы на вопросы, дискуссия, подстановка.

Тема №13. Виды упражнений. Этапы работы с текстом. Творческие упражнения.

Тема № 14. Упражнения раздела «Чтение» в формате ЕГЭ.

Типы заданий:

- понимание основного содержания текста.
- понимание структурно-смысловых связей в тексте.
- полное понимание информации в тексте.

Тема №15. Итоговый зачёт.

Модуль «Практикум по грамматике и лексике» рассчитан на 15 часов. Все занятия практико-ориентированы. Основной формой проведения занятий является практикум, на котором происходит формирование и систематизация грамматических навыков через изучение проблемных и сложных тем. Последовательность учебного материала позволяет учащимся повторить и практически закрепить необходимый материал.

Тема № 1. Грамматика: Способы выражения настоящего времени.

Грамматический материал: Present time: Present Simple, Present Continuous, Present Perfect Simple, Present Perfect Continuous. Stative verbs.

Типы заданий: множественный выбор, заполнение пропусков, перефразирование, соответствие, исправление ошибок, вписывание недостающих слов.

Грамматика: Способы выражения прошедшего времени.

Грамматический материал: Past time: Past Simple, Past Continuous, Past Perfect Simple, Past Perfect Continuous. Would, used to be/get used to.

Типы заданий: множественный выбор, заполнение пропусков, исправление ошибок, редактирование.

Грамматика: Способы выражение будущего времени.

Грамматический материал:

1. Future tenses: will/won't, Future Perfect Simple, be going to, Future Continuous, Future Perfect Continuous.

2. Present tenses: Present Continuous, Present Simple.

3. Prepositions of time clauses: when, as soon as, before, after, until/till, while, once.

4. Prepositions of time: from...to/ on, in, at, in/for, in/on (time), next, last.

5. Prepositions of place: at, on, in (to), in (side), to, next to/ beside/ by, in front of/ behind, out of towards, between, opposite.

Типы заданий: исправление ошибок, множественный выбор, заполнение пропусков, перефразирование, постановка вопросов.

Тема № 2. Грамматика: Артикль. Исчисляемые и неисчисляемые существительные.

Грамматический материал: Indefinite article. Definite article. Zero article. Articles in phrases and expressions. Countable and uncountable nouns. Quantifiers.

Лексика: Словообразование: prefixes: anti-, pre-, bi-, pro-, pro,co-, re-, de-, semi-, ex-, sub-, inter-, super-, mono-, trans-, non-, tri-, over-,under-, post-, un, im, mal.

Suffixes : ee -er -ful (with passive meaning) (with active meaning) ir- (before r), il- (before l), in-, dis-, mis-, -ish -less -proof -age,-al,-ance, -ation, -ance, -cy, -ence, -ence, -ion, -ment, -sion,-tion,-iness, -ity, -ment,-tv, -y.

Типы заданий: множественный выбор, редактирование, заполнение пропусков.

Тема № 3. Грамматика: Условные предложения.

Грамматический материал:

1. Conditionals: zero, first, second third, mixed, inverted, implied

2. Unless, in case, as/so long as, provided that.

Типы заданий: согласие/несогласие, закончить предложение, заполнение пропусков, множественный выбор, перефразирование, редактирование.

Грамматика: Нереальные условные предложения прошедшего времени. Выражение желания. Противопоставления.

Грамматический материал:

1. Unreal past.

2. Wishes.

Типы заданий: заполнение пропусков, исправление ошибок, множественный выбор, перефразирование, соотнесение, закончить предложение, редактирование.

Тема № 4. Грамматика: Степени сравнения.

Грамматический материал:

1. Comparative and superlative adjectives.
2. Comparative and superlative adverbs. So, such, enough, too.

Типы заданий: словообразование, заполнение пропусков, перефразирование, множественный выбор, соотнесение, исправление ошибок

Тема № 5. Грамматика: Способы выражения модальности.

Грамматический материал:

1. Ability: can, could.
2. Permission: may, could, can.
3. Advice: should, ought to.
4. Criticism: should, ought to.
5. Obligation and necessity: must/ have to/ need to; needn't/ don't have to/ don't need to; had to; needn't / didn't have to/ didn't need to.
6. Degrees of certainty: must/can't/ couldn't; should, ought to; should, ought to; could; may; might.

Типы заданий: исправление ошибок, множественный выбор, заполнение пропусков, перефразирование.

Тема № 6. Грамматика: Страдательный залог. Прямое и косвенное дополнение.

Грамматический материал:

1. The Passive.
2. The Impersonal Passive. (He is thought to be a good friend.)
3. The Causative. (I have my hair cut.)
4. Direct and Indirect objects.

Типы заданий: множественный выбор, заполнение пропусков, составление предложений, перефразирование, закончить предложение, редактирование.

Тема № 7. Грамматика: Формы с суффиксом - ing. Инфинитив.

Грамматический материал:

1. Verb/noun/adjective+ -ing form
2. Verb/noun/adjective+ full infinitive
3. Verb+ bare infinitive
4. Verb+ full infinitive or -ing form with little or no change in meaning
5. Verb +full infinitive or -ing form with a change in meaning
6. Prefer, would rather, had better.
7. Infinitive of purpose.

Типы заданий: множественный выбор, заполнение пропусков, определение форм, определение значений, перефразирование, исправление ошибок.

Тема № 8. Грамматика: Вопросы.

Грамматический материал:

1. Questions.
2. Question tags.
3. Indirect Questions.

Типы заданий: множественный выбор, составление вопросов, заполнение пропусков, редактирование, соотнесение, дописывание, исправление ошибок, перефразирование, редактирование.

Тема № 9. Грамматика: Косвенная речь.

Грамматический материал:

1. Reported speech: tense and modal changes.
2. Reported speech: pronoun and determiner changes.
3. Reported speech: time and place changes.
4. Reported questions.
5. Reporting verbs.

Типа заданий: заполнение пропусков, исправление ошибок, перефразирование, редактирование.

Тема № 10. Лексика:

1. Collocations of the type noun of noun
2. Collocations with turn, do, make, break, change, draw.
3. Идиомы
4. Смешиваемые слова английского языка.

Типы заданий: множественный выбор, заполнение пропусков.

Тема № 11. Лексика: Фразовые глаголы

1. Фразовые глаголы: break up, drink up, hang up, line up, mess up, own up, pull up, split up, turn up, set up, take up, take off, burst out, catch up (with), check in, check out, drop off, get back, go away, keep up with, make for, pick up, pull in, run over, see off, set out/off, take off, turn round, catch on, come (a)round (to), cross out, dawn on, deal with, drop out (of), get at, get on with, give in, keep up with, sail through, set out, think over.

2. Глаголы с предлогами: afraid, appear, arrange, arrive, continue, differ, dream, invite, keen, live, regret, think, write, able, admire, boast, capable, congratulate, fail, hope, learn, settle, similar, study, succeed, suitable.

Типы заданий: множественный выбор, заполнение пропусков, соотнесение, исправление ошибок, восстановление слов из контекста, словообразование.

Тема № 14. Практикум.

Обобщение и закрепление пройденного материала.

Типы заданий: заполнение пропусков, словообразование, перефразирование, соотнесение, множественный выбор.

Тема № 15. Итоговый тест.

Образец экзамена ЕГЭ в лексико-грамматическом разделе

Типы заданий: множественный выбор, заполнение пропусков, соотнесение, перефразирование. Редактирование, словообразование.

Модуль «Интеграция в развитии навыков устной и письменной речи» рассчитан на 15 часов. Все занятия направлены на развитие и совершенствование письменных навыков.

Тема № 1. Письменная речь. Написание e-mail.

Чтение: чтение текстов, образцы электронных писем делового стиля, неформальное e-mail сообщение.

Лексический материал: фразы приветствия и сообщения, благодарность за сообщение, заключительные реплики, фразы на указание вложений в письме.

Лексика:

Dear Mr.Jones, / Dear Ms.Jones,

Dear Sir, или Dear Madam,

Dear Sir or Madam,

To Whom It May Concern

Dear partners, / Dear managers,

Hi Nick, или Hello Nick

Thank you for your email (letter) of 11th July, asking about ... (our tours to Italy). – Спасибо за письмо (от 11 июля) с вопросом о ...

Thank you for your email of 11th July, enquiring about ... (the upcoming TOEFL exam dates). – Спасибо за письмо с вопросом о ...

Thank you for your email of 11th July concerning ... (the conference in Brussels). – Спасибо за письмо относительно ...

Thank you for your email of 11th July regarding ... (the upcoming meeting). – Спасибо за письмо относительно ...

Thank you for your prompt reply. – Спасибо за быстрый ответ.

Thanks for getting back to me. – Спасибо, что ответили мне.

Thank you for contacting Our Company.

I am writing in connection with ... (immigration to Australia). – Я пишу в связи с ...

I am writing to enquire about ... (volunteering at your school). – Я пишу, чтобы узнать о ...

I am interested in ... (joining your Nursing Program) and would like to know ... (the start dates). – Я интересуюсь ... и хотела бы знать...

I am writing in reference to ... (my account at myefe.ru). – Я пишу относительно ...

With reference to our telephone conversation on Friday, I would like to let you know that... (your article has been selected for publication.). – Что касается нашего телефонного разговора в пятницу, я бы хотела дать вам знать, что ...

If you have any questions, please don't hesitate to contact me. – Если у вас есть какие-либо вопросы, пожалуйста, свяжитесь со мной.

I look forward to hearing from you. – С нетерпением жду вашего ответа.

I look forward to your reply. – С нетерпением жду вашего ответа.

Thank you for your cooperation.

If you have any questions, please don't hesitate to contact me. – Если у вас есть какие-либо вопросы, пожалуйста, свяжитесь со мной.

I look forward to hearing from you. – С нетерпением жду вашего ответа.

I look forward to your reply. – С нетерпением жду вашего ответа.

Thank you for your cooperation.

Please find attached ... (photos from the conference). – Пожалуйста, найдите во вложении ...

I am attaching ... (my CV for your consideration). – Я прилагаю ...

I am sending you ... (the brochure) as an attachment. – Я отправляю вам ... во вложении.

Виды речевой деятельности: Чтение текста с вычленением определенной информации. Говорение: составление неформального сообщения в устной форме (монологическая речь).

Письменная речь: написание электронного письма делового стиля и неформального сообщения.

Ожидаемые результаты: самостоятельное написание письма делового стиля с учетом всех правил.

Тема № 2. Письменная речь. Написание блога.

Чтение: чтение блогов известных людей. Ознакомительное и просмотровое чтение, поисковое чтение. Знакомство со статьей «How to write a good blog», «7 Golden Rules: Blogging in English for Non-Native Speakers». Просмотр презентации «5 Steps to Start a Blog», изучение структуры блога, письменного стиля, рекомендаций и советов по написанию блога, подбор тем для блогов.

Говорение: групповое обсуждение тем блога с использованием наглядного материала-дебаты.

Письменная речь: написание блога по теме «My interesting life».

Формы контроля: ведение личного блога.

Тема № 3. Письменная речь. Написание интервью.

Грамматика: структура вопросительного предложения.

Грамматический материал: Present Simple, Present Continuous, Present Perfect, Past Simple, Future Simple.

Аудирование: аудирование с целью понимания основного содержания текста «Интервью с Джоном Деппом».

Чтение: чтение интервью. Просмотровое, ознакомительное чтение.

Говорение: диалогические высказывания с выражением собственного мнения.

Письменная речь: написание вопросов для интервью.

Формы контроля: составление интервью.

Тема № 4. Письменная речь. Написание статьи.

Чтение: чтение статьи. Изучающее чтение.

Аудирование: аудирование с выделением конкретной информации из прослушанного текста и с пониманием основного содержания прослушанного текста.

Говорение: монологическое высказывание с использованием повествовательных технологий.

Письменная речь: вставить пропущенную информацию в пропуски по прослушанному тексту.

Формы контроля: изложение текста в письменном виде.

Тема № 5. Письменная речь. Написание доклада.

Чтение: чтение доклада. Знакомство с его структурой, формой презентации, особенностями доклада на английском языке. Совершенствование навыков анализа, критики, исследования, правильного оформления информации в таком формате. Умение работать со списками, таблицами, иллюстрациями, диаграммами.

Лексический материал: темы для докладов

Two alternative plans for improving the sports centre. – Предложите два альтернативных плана по развитию спортивного центра.

A study you conducted to compare male and female attitudes to eating. – Ваше исследование на тему «Мужское и женское отношение к процессу приема пищи».

Лексика: The aim/purpose of this report is to examine/evaluate/describe/outline the positive and negative features of two different phenomena... – Цель этого доклада – изучить/оценить/описать/выделить положительные и отрицательные черты двух разных явлений...

This report aims to provide an overall view of the situation below. – Цель этого доклада – дать полное представление о ситуации.

It will also include/consider/suggest/recommend... – Он также будет включать/рассматривать/предлагать/рекомендовать...

The report is based on a survey conducted among college students. – Этот доклад основан на опросе, проведенном среди студентов колледжа.

It is generally accepted that... – Общепринято, что...

The vast majority of... – Подавляющее большинство...

This is probably due to the fact that... – Вероятно, это происходит потому, что...

One measure which may improve the situation would be to introduce... – Одной из мер, которые могут улучшить ситуацию, станет внедрение...

I would recommend that the company (college) should... (do...) – Я рекомендую компании (колледжу)... (сделать...)

In the light of the results of the survey, I strongly advise... – Ввиду результатов опроса я настоятельно советую...

It appears that... – Оказалось, что...

In conclusion / On balance / To sum up... – В заключение / В итоге...

Говорение: монологическое сообщение с выражением своего мнения.

Письменная речь: письменное высказывание с элементами рассуждения.

Формы контроля: доклад – рассуждение с выражением мнения автора.

Тема № 6. Письменная речь. Написание личного письма.

Чтение: чтение писем, разбор структуры, знакомство с правилами написания письма.

Лексический материал: You wanted some information about..., you asked me about..., in your letter you asked me about..., here are some facts about..., as for me..., sorry, I must finish now, that's all for now, I've got to go now as I have to do my homework, by the way, you wrote about... anyway, it's great that..., write back soon, keep in touch, hope to hear from you again soon, drop me a line when you can, best wishes, all the best.

Говорение: устные ответы на вопросы, содержащиеся в письме-стимуле.

Письменная речь: оформление структуры личного письма (адрес, дата, приветствие, благодарность за полученное письмо, ссылка на предыдущие контакты, основное содержание, оформление вопросов, завершающая фраза, подпись).

Формы контроля: написание личного письма.

Тема № 7. Письменная речь. Написание эссе.

Чтение: чтение образцов эссе. Ознакомительное чтение.

Говорение: аргументированное монологическое высказывание с элементами рассуждения «за» и «против».

Лексический материал: Лексический материал: Some people claim that ..., while others argue that ... In this essay I will try to look upon this issue. In this essay I will try to express my opinion on this issue. In this essay I would like to express my point of view on this issue. In this essay I will try to answer this question. In my opinion, ... From my point of view, ... To my mind, ... Personally, I think that ... I am certain that ... (Обратите внимание! Мы не сокращаем: пишем I am...) As far as I am concerned, ... In my opinion, ... From my point of view, ... To my mind, ... Personally, I think that ... I am certain that ... (Обратите внимание! Мы не сокращаем: пишем I am...) As far as I am concerned, ...

Others believe that ... Some people argue that ... However, some people think that ...

I cannot agree with this opinion because ... I am afraid I cannot agree with this idea because ...

Despite the fact that ..., I am convinced that ... Taking into consideration different opinions on this issue, I believe that ...

Письменная речь: письменное высказывание с элементами рассуждения.

Формы контроля: написание эссе по теме «Some people think that social networks can substitute for real life information».

Тема № 8. Письменная речь. Контрольное тестирование.

Форма контроля: выполнение части экзамена ЕГЭ в разделе «Письмо».

Модуль «Совершенствование навыков устной речи» рассчитан на 15 часов. Все занятия практико-ориентированы. Основной формой проведения

занятий является практикум, на котором происходит формирование, систематизация и совершенствование навыков и умений, необходимых для решения коммуникативной задачи и расширения словарного запаса. Последовательность учебного материала позволяет учащимся повторить и практически закрепить необходимый материал.

Тема № 1. Особенности английской фонетической системы. Фонематический рисунок английской речи. Основной интонационный рисунок предложений разного типа. Смысловое ударение.

Задачи: Систематизация знаний учащихся

Тема № 2. Особенности произношения имен собственных в английском языке. Порядковые числительные, даты, меры веса, денежные эквиваленты.

Задачи: Анализ предложенных текстов, антиципация возможных сложностей, отработка навыка фонетического чтения данных образцов.

Тема № 3. Практикум

Задачи: Совершенствование произносительных навыков обучающихся

Тема № 4. Типы вопросов. Порядок слов при построении разных типов вопросов.

Задачи: Систематизация знаний учащихся

Тема № 5. Вербальные и визуальные опоры при построении вопросов всех типов.

Задачи: Развитие навыков диалогической речи с использованием опорных слов

Тема № 6. Практикум.

Задачи: Развитие навыка ведения условного диалога- расспроса для решения коммуникативной задачи

Тема № 7. Основные принципы построения монологического высказывания с использованием визуальных опор. Основные речевые клише для описания ситуации и/или картинки.

Задачи: Расширение словарного запаса учащихся, развитие навыка монологического высказывания

Тема № 8. Стратегия эффективного использования различных лексических единиц для решения поставленной коммуникативной задачи. Перифраз и использование стилистических приемов в монологическом высказывании по предложенной теме.

Задачи: Ознакомление учащихся с различными способами решения коммуникативной задачи, отработка навыка монологического высказывания

Тема № 9. Практикум.

Задачи: Совершенствование навыка монологического высказывания по предложенной ситуации с использованием визуальных опор

Тема № 10. Основные принципы построения монологического высказывания с использованием визуальных опор. Основные речевые клише для сравнения двух фотографий и высказывания своего отношения по предложенным визуальным опорам

Задачи: Ознакомление учащихся с разнообразными лексико-грамматическими структурами для решения коммуникативной задачи

Тема № 11. Стратегия эффективного выполнения поставленной задачи. «Внешний» и «внутренний» уровни сравнения фотографий.

Задачи: Расширение кругозора учащихся, развитие метапредметных связей с литературой, географией, психологией

Тема № 12. Практикум

Задачи: Отработка навыка сравнения представленных визуальных опор с их дальнейшим анализом.

Тема № 13. Ознакомление учащихся с заданиями в формате ЕГЭ. Критерии оценивания устной части экзамена. Эффективные методики выполнения заданий. Контроль времени выполнения каждого задания как эффективный способ успешного выполнения заданий.

Задачи: Ознакомить учащихся с демоверсией устной части ЕГЭ по английскому языку

Тема № 14. Практикум

Задачи: Отработка навыка успешного выполнения задания и контроля времени выполнения

Тема № 15. Итоговый зачет

Задачи: Контроль навыков устной речи учащихся

ТЕМАТИЧЕСКОЕ ПЛАНИРОВАНИЕ

№ п/п	Тематическое планирование	Количество часов	Форма контроля
Модуль I. Обучение различным видам аудирования.			
1.	Прогнозирование содержания аудиотекста по заданным утверждениям.	1	-
2.	Определение главной идеи аудиотекстов по ключевым словам в заданных утверждениях.	1	-
3.	Стиль и тип аудиотекстов.	1	-
4.	Соотнесение заголовков с содержанием прослушанных аудиотекстов.	1	-
5.	Аудирование с пониманием основного содержания.	1	тест
6.	Прогнозирование содержания текста и запрашиваемой информации.	1	-
7.	Порядок следования информации в тексте.	1	-
8.	Отрицательные предложения и утвердительные предложения с отрицательным смыслом. Сравнения.	1	-
9.	Аудирование с пониманием запрашиваемой информации.	1	тест
10.	Интерпретация заданных вопросов и утверждений. Обсуждение возможных вариантов ответа.	1	-
11.	Определение правильного ответа на базе контекста.	1	-
12.	Определение ответа, который предполагается аудиотекстом.	1	-
13.	Понимание намерений и мнения автора.	1	-
14.	Аудирование с полным пониманием.	1	тест
15.	Итоговый зачет	1	тест
Модуль II. Современные технологии работы с текстом.			
1.	Знакомство с видами чтения. Основные понятия.	1	викторина
2.	Ознакомительное чтение.	1	-
3.	Просмотровое чтение.	1	-
4.	Изучающее чтение.	1	-
5.	Поисковое чтение.	1	тест
6.	Экстенсивное чтение*.	1	-
7.	Интенсивное чтение*.	1	-
8.	Перекрёстное чтение*.	1	-
9.	Критическое чтение*.	1	тест
10.	Чтение газетной статьи*.	1	-
11.	Чтение отрывка из художественного	1	-

	текста.		
12.	Чтение научно-популярного текста*.	1	-
13.	Виды упражнений. Этапы работы с текстом. Творческие упражнения.	1	-
14.	Упражнения раздела «Чтение» в формате ЕГЭ.	1	тест
15.	Итоговый зачет	1	тест
Модуль III. Практикум по грамматике и лексике.			
1.	Способы выражения настоящего времени. Способы выражения прошедшего времени. Способы выражения будущего времени.	2	-
2.	Артикль. Исчисляемые и неисчисляемые существительные	1	-
3.	Условные предложения. Нереальное прошлое. Выражение желаний.	1	тест
4.	Употребление сравнения.	1	-
5.	Способы выражения модальности.	1	-
6.	Страдательный залог.	1	-
7.	Инфинитив и причастие.	1	-
8.	Вопросы. Относительные придаточные предложения.	1	-
9.	Косвенная речь.	1	-
10.	Устойчивые словосочетания	1	тест
11.	Фразовые глаголы	2	-
12.	Практикум	1	-
13.	Итоговый зачет.	1	тест
Модуль IV. Интеграция в развитии навыков устной и письменной речи.			
1.	Письменная речь: Написание e-mail.	1	-
2.	Письменная речь: Написание блога.	1	-
3.	Письменная речь: Написание интервью.	1	-
4.	Письменная речь: Написание статьи.	2	-
5.	Письменная речь: Написание доклада.	3	доклад
6.	Письменная речь: Написание личного письма.	2	-
7.	Письменная речь: Написание эссе.	4	-
8.	Письменная речь: Контрольное тестирование.	1	тест
Модуль V. Совершенствование навыков устной речи.			
1.	Особенности английской фонетической системы	1	-
2.	Слова, вызывающие сложности у обучающихся	1	-

3.	Практикум	1	зачет
4.	Типы вопросов	1	-
5.	Использование визуальных и вербальных опор в диалогической речи	1	-
6.	Практикум	1	зачет
7.	Основные принципы построения монологического высказывания с использованием визуальных опор.	1	-
8.	Приемы эффективного решения коммуникативной задачи	1	-
9.	Практикум	1	зачет
10.	Основные речевые клише для сравнения двух фотографий и высказывания своего отношения по предложенным визуальным опорам	1	-
11.	Использование речевых клише для оценивания и интерпретации визуальных опор	1	-
12.	Практикум	1	зачет
13.	Ознакомление учащихся с заданиями в формате ЕГЭ.	1	-
14.	Практикум	1	-
15.	Итоговый зачет	1	зачет

ОСНОВНЫЕ КРИТЕРИИ ОЦЕНИВАНИЯ ДЕЯТЕЛЬНОСТИ ОБУЧАЮЩИХСЯ

Оценка учебных достижений обучающихся производится с учетом целей предварительного, текущего, этапного и итогового педагогического контроля по Программе учебного (элективного) курса «Совершенствование видов речевой деятельности в процессе изучения английского языка в старшей школе»

Оценка		Требования
зачтено	5 (отлично)	100%-85% от общего числа баллов
	4 (хорошо)	84%-70% от общего числа баллов
	3 (удовлетворительно)	69%-50% от общего числа баллов
не зачтено	2 (неудовлетворительно)	49%-35% от общего числа баллов
	1	34%-0% от общего числа баллов

УЧЕБНО-МЕТОДИЧЕСКОЕ ОБЕСПЕЧЕНИЕ ОБРАЗОВАТЕЛЬНОЙ ДЕЯТЕЛЬНОСТИ

Учебно-методические комплекты	
1.	Звездный английский (Starlight 11), К.М. Баранова, Дж. Дули, В.В. Копылова, Р.П. Мильруд, В. Эванс М: Просвещение, 2015
2.	Подготовка к ЕГЭ по английскому языку Exam Success, О.Виноградова, Л. Кожевникова, М. Вербицкая, Cambridge University Press, 2014
3.	Macmillan Exam Skills for Russia. Учебное пособие для подготовки к ЕГЭ по английскому языку: аудирование и говорение, Malcolm Mann, Steve Taylore-Knowles, Мария Вербицкая, Macmillan, 2015
4.	Macmillan Exam Skills for Russia. ЕГЭ по английскому языку: практическая подготовка с интернет-ресурсом, Malcolm Mann, Steve Taylore-Knowles, Macmillan, 2017
5.	State Exam Maximiser. Английский язык. Подготовка к экзаменам. Соловова Е.Н., Солокова И.Е., Pearson, 2009
6.	Laser B1, Malcolm Mann, Steve Taylore-Knowles, Macmillan, 2015
7.	Laser B1+, Malcolm Mann, Steve Taylore-Knowles, Macmillan, 2015
8.	Laser B2, Malcolm Mann, Steve Taylore-Knowles, Macmillan, 2015
9.	ФИПИ ЕГЭ 2017 Единый государственный экзамен Английский язык типовые экзаменационные варианты под редакцией М.В. Вербицкой. Москва, «Национальное образование», 2017
10.	Тесты для подготовки к ЕГЭ по английскому языку с интернет- ресурсом под редакцией М. Вербицкой, С. Тейлора- Ноулза. Macmillan, 2015;
11.	ЕГЭ. Английский язык. Сборник тестов, А.И. Немыкина, А.В. Почаева, Pearson 360° Language, 2015;
12.	Longman Exam Activator, Pearson, 2013;
13.	Longman Exam Accelerator, Pearson, 2012.
Дополнительная литература	
1.	Alderson, J. Charles. Assessing Reading. – Cambridge University Press, 2000.
2.	Mc Rae, John, Boardman, Roy. Reading between lines. – Cambridge University Press, 1996.
3.	ФИПИ. ЕГЭ. Английский язык. Тематические и типовые экзаменационные варианты, под редакцией М.В. Вербицкой М: Национальное образование, 2023;
4.	Тесты для подготовки к ЕГЭ по английскому языку, под редакцией М.В. Вербицкой, М. Манна, С. Тейлора-Ноулза, Macmillan, 2014;
5.	ЕГЭ. ФИПИ. Английский язык. Комплекс материалов для подготовки учащихся. Под редакцией М.В. Вербицкой. М: Интеллект-центр, 2017.
Интернет-ресурсы	
1.	http://www.fipi.ru/content/otkrytyy-bank-zadaniy-ege
2.	http://росметодкабинет.рф
3.	http://www.macmillan.ru/teachers/state-exams/ege-speaking/
4.	http://www.macmillan.ru/teachers/state-exams/ege-audio/
5.	http://www.macmillan.ru/teachers/state-exams/oge-video/
6.	http://www.macmillan.ru/teachers/state-exams/how_to_activate_code/
7.	http://exam-success.ru/free_audio_files/
8.	http://www.macmillanpracticeonline.com/

МАТЕРИАЛЬНО-ТЕХНИЧЕСКОЕ ОБЕСПЕЧЕНИЕ ОБРАЗОВАТЕЛЬНОЙ ДЕЯТЕЛЬНОСТИ

№ п/п	Наименования объектов и средств материально-технического обеспечения	Необходимое количество
1.	Компьютер учителя с доступом к Интернет-ресурсам	1
2.	Интерактивная доска/экран	1
3.	Мультимедийный проектор	1
4.	Видео- и аудиоаппаратура	1
5.	Принтер	1

Модуль I. Обучение различным видам аудирования.

Приложение 1.1

Аудирование с пониманием основного содержания прослушанного текста

Задания на множественные соответствия

Для эффективной мотивации обучающихся на выполнение подобных заданий и для введения обучающихся в тему разговора предлагаем на подготовительном этапе урока использовать визуальную опору в виде фотографий или картинок, объединенных одной темой, представленной в аудиотексте. Необходимо стимулировать обучающихся на обсуждение темы, заявленной на картинках. Мозговой штурм и создание ассоциативного ряда позволят обучающимся построить семантическое поле, необходимое для понимания содержания аудиотекста.

What do you think the pictures have in common?

How do you think they differ from each other?

What are we going to talk about?



(Фото: <http://kemclub.ru/photo/DEREVENKA--V--GORAH-3648657.htm>,
<http://hotels-crimea-vip.ru/alushta/more/>)

What associations do you have with holidays?

What types of holidays do you know?

Which holidays do you prefer?

What is a good holiday for you?

При подготовке обучающихся к данному заданию большое значение имеет формирование у них механизма антиципации (прогнозирования) содержания текста в опоре на содержание утверждений. Прочитав утверждения, необходимо в первую очередь предложить обучающимся установить общую тему, объединяющую все тексты. Затем попросите обучающихся предположить, какой аспект общей темы выделяется в каждом утверждении. После этого обучающимся следует предположить, какие слова или словосочетания могут быть использованы в тексте, соответствующем каждому утверждению. Рекомендуется не только подбирать синонимы к словам, содержащимся в предложениях, но и стимулировать обучающихся

перечислить ассоциации, возникающие у них при прочтении того или иного утверждения.

You will hear six people speaking. Match each speaker A-F to the statements 1-7. Use the statements only once. There is an extra statement which you do not need to use (ссылка на аудиофайл 1.05 CD1 – http://exam-success.ru/free_audio_files/)

- | | | |
|----|---------------------------------------|--|
| 1. | It was not what we expected. | It was not what we expected . |
| 2. | A change from the usual holiday. | A change from the usual holiday .
It was a dream come true . |
| 3. | It was a dream come true. | The beach is the best . |
| 4. | The beach is the best. | It was a very convenient location . |
| 5. | It was a very convenient location. | I had a holiday romance .
This holiday was a pleasant surprise . |
| 6. | I had a holiday romance. | surprise . |
| 7. | This holiday was a pleasant surprise. | |

Говорящий	A	B	C	D	E	F
Утверждение	5	7	2	1	3	6

What are the key words in each statement?

How can you express the statement presented here in a different way using different words?

What do you think the speaker might be talking about?

Помимо попытки спрогнозировать, какие ключевые слова можно услышать в аудиотексте, важно сформировать умения выделять похожие между собой утверждения и устанавливать различия между ними. Например, обратимся к первому и седьмому утверждениям указанного выше задания:

1. It was not what we expected.

7. This holiday was a pleasant surprise.

Очевидно, что утверждения объединены темой неожиданности. Однако если утверждение 1 имеет некую негативную коннотацию, предполагает, что отпуск был не таким, каким они его себе представляли, то утверждение 7 скорее имеет положительно эмоциональную окраску.

При прослушивании стимулируйте обучающихся делать записи и заметки в виде ключевых слов или фраз, которые помогают им выбрать правильный ответ, а затем аргументировать свою точку зрения. На этом этапе целесообразна работа в группах или парах, позволяющая распределить объем работ между обучающимися.

Не следует допускать простой проверки правильности выполнения задания по ключам. Необходимо мотивировать обучающихся на аргументированный ответ. На начальном этапе формирования аудитивных навыков при выполнении подобных заданий возникает необходимость работы со скриптом.

Формирование продуктивных навыков средствами аудирования может быть реализовано через монолог-рассуждение (свое мнение или «за» и «против») или эссе (свое мнение) на заданные темы:

- A holiday in a small village in the mountains is the best.
- A beach holiday is the perfect way to escape from everyday routine.

Рекомендуемые материалы для использования в работе (Темы 1-5)

Учебные материалы	Аудиозаписи
Открытый банк заданий ЕГЭ (Аудирование. Задание 1)	www.fipi.ru
Подготовка к ЕГЭ по английскому языку Exam Success, О. Виноградова, Л. Кожевникова, М. Вербицкая, Cambridge University Press, 2014. Раздел Matching (Unit 1), стр. 20-34.	http://exam-success.ru/free audio files/
State Exam Maximiser. Английский язык. Подготовка к экзаменам. Соловова Е.Н., Солокова И.Е., Pearson, 2009. Раздел «Задания на множественные соответствия», стр. 83-85.	Аудиофайлы в папке «State Exam Maximiser» (CD2, Tracks 5-17)
ЕГЭ. ФИПИ. Английский язык. Комплекс материалов для подготовки учащихся. Под редакцией М.В. Вербицкой. М: Интеллект-центр, 2017. Аудирование. Задание 1.	Аудиофайлы в папке «ЕГЭ. ФИПИ. 2017» (5 вариантов)

Приложение 1.2

Аудирование с пониманием запрашиваемой информации Задания на установление соответствия приведенных утверждений прослушанному тексту (True/False/Not stated)

Для эффективной мотивации обучающихся на выполнение подобных заданий и для введения обучающихся в тему разговора предлагаем на подготовительном этапе урока использовать визуальную опору в виде фотографии, демонстрирующей ситуацию, которая отражает тему, затронутую в аудиотексте. Необходимо стимулировать обучающихся на обсуждение темы, заявленной на картинке. Мозговой штурм и создание ассоциативного ряда позволят обучающимся построить семантическое поле, необходимое для понимания содержания аудиотекста.



<https://zhivi-zdorovo.ru/?p=23463>

Describe the picture presented here.

Speculate about the dentist in the picture using modals.

What do you think about a career in dentistry?

What subjects do you have to be good at if you want to be a dentist?

What skills do you think a good doctor should have?

What are advantages and disadvantages of being a dentist?

Decide which of the statements A-G correspond to what you have heard (1 – True), which do not correspond (2 – False), and what has not been stated in the text (3 – Not stated). Ссылка на аудиофайл 2.12 CD2 http://exam-success.ru/free_audio_files/

- A. Barbara was quite young when she developed an interest in dentistry.
- B. Barbara was happy to get rid of her gold tooth when she was 17.
- C. She now wears her gold tooth on a chain to advertise new techniques in dentistry.
- D. At school and university, she chose to study sciences.
- E. She studied to become a dentist for 15 years.
- F. The number of women dentists is increasing these days.
- G. The number of women dentists with their own businesses has increased.

Утверждение	A	B	C	D	E	F	G
Соответствие диалогу	1	3	2	1	2	1	2

После первого прочтения предложенных утверждений необходимо обобщить информацию о ситуации, полученную из них. Обучающихся необходимо настроить на то, что определенная часть информации является

объективной, например, мы точно знаем, что Барбара успешный стоматолог, а какую-то часть информации им следует уловить в процессе прослушивания, например, в утверждении D можно предположить, что для получения профессии врача необходимо изучать химию и биологию.

Перед первым прослушиванием рекомендуется провести подготовительную работу с утверждениями. Во-первых, определить ключевые слова в каждом высказывании, во-вторых, перефразировать данное высказывание, используя лексико-грамматическую синонимию, в-третьих, обратить внимание обучающихся на отрицательные предложения и перефразировать их так, чтобы смысл предложения оставался тем же, при этом отрицательная частица отсутствовала бы в тексте. Рекомендуется обсудить ситуации, описанные в утверждениях, аргументируя высказанную точку зрения, или выдвинуть предположения по поводу той или иной ситуации.

При первом прослушивании необходимо определить есть ли необходимая информация в аудиотексте или нет, иными словами, определить утверждения NOT STATED. Во время второго прослушивания оценить оставшиеся утверждения TRUE/FALSE.

При прослушивании стимулируйте обучающихся делать записи и заметки в виде ключевых слов или фраз, которые помогают им выбрать правильный ответ, а затем аргументировать свою точку зрения. На этом этапе целесообразна работа в группах или парах, позволяющая распределить объем работ между обучающимися.

Не следует допускать простой проверки правильности выполнения задания по ключам. Необходимо мотивировать обучающихся на аргументированный ответ. На начальном этапе формирования аудитивных навыков при выполнении подобных заданий возникает необходимость работы со скриптом.

Формирование продуктивных навыков средствами аудирования может быть реализовано через мини-проект «My future job».

Рекомендуемые материалы для использования в работе (Темы 6-9)

Учебные материалы	Аудиозаписи
Открытый банк заданий ЕГЭ (Аудирование. Задание 2)	www.fipi.ru
Подготовка к ЕГЭ по английскому языку Exam Success, О. Виноградова, Л. Кожевникова, М. Вербицкая, Cambridge University Press, 2014. Раздел Three-option answers (Unit 2), стр. 35-47.	http://exam-success.ru/free_audio_files/
State Exam Maximiser. Английский язык. Подготовка к экзаменам. Соловова Е.Н., Солокова И.Е., Pearson, 2009. Раздел «Задания на установление соответствия»	Аудиофайлы в папке «State Exam Maximiser» (CD1, Tracks 14-24)

приведенных утверждений прослушанному тексту», стр. 73-78.	
ЕГЭ. ФИПИ. Английский язык. Комплекс материалов для подготовки учащихся. Под редакцией М.В. Вербицкой. М: Интеллект-центр, 2017. Аудирование. Задание 2.	Аудиофайлы в папке «ЕГЭ. ФИПИ. 2017» (5 вариантов)

Приложение 1.3

Аудирование с полным пониманием прослушанного текста

Для эффективной мотивации обучающихся на выполнение подобных заданий и для введения обучающихся в тему разговора предлагаем на подготовительном этапе урока использовать визуальную опору в виде фотографии, демонстрирующей ситуацию, которая отражает тему, затронутую в аудиотексте. Необходимо стимулировать обучающихся на обсуждение темы, заявленной на картинке. Мозговой штурм и создание ассоциативного ряда позволят обучающимся построить семантическое поле, необходимое для понимания содержания аудиотекста.



http://www.playcast.ru/communities/eznost_dushi/?act=news&id=101989



<http://fototelegraf.ru/5579-v-mire-zhivotnyx.html/comment-page-1>

- Describe the pictures presented here.
- Speculate about the situations in the picture using modals.
- What do you know about seals?
- What do you think has happened?
- What do you think about a career in veterinary?
- What skills do you think a good vet should have?
- Have you ever been a volunteer?

What can volunteers do to help the environment?

You will hear an interview with Peter Jones, who works at an animal hospital. He is talking how he recently rescued a baby seal. For questions 1-7, choose the best answers A, B or C (Аудиофайл на диске-приложении к элективному курсу «Seals»)

Обратите внимание обучающихся на само задание, где уже имеется некая информация об аудиотексте, например Who is Peter Jones? He might be a vet. Why? He works in an animal hospital. What is he talking about? He is talking about how he has rescued a baby seal.

Перед первым прочтением утверждений/вопросов рекомендуется обсудить подобные вопросы и утверждения в группах или в парах, что поможет снизить риск выбора неправильных ответов и минимизировать уровень тревожности при выполнении задания высокого уровня по аудированию.

Where do you think people walking along the beach can notice or find seals?
Why are the seals there?

What do vets usually ask people, who are calling them, about?

What can make it difficult to rescue the seal?

What is important before you are going to move the animal to the hospital?

How do you think animals feel when they arrive at the hospital?

Why are animals kept alone at the hospital at first?

What do you think baby seals usually eat?

Задание

- Peter says that people walking along the beach
 - may not notice an injured seal.**
 - may find injured seals behind rocks.
 - may find injured seals near fishing nets.
- When Peter gets a phone call about an injured seal he always asks
 - goes to investigate the situation personally.
 - checks that the animal is in need of assistance.**
 - asks the caller to check that the animal is still alive.
- What made it more difficult to rescue the seal called Pippa?
 - It was dark.
 - She was hiding.
 - She was not lying still.**
- Before they moved Pippa, the rescuers
 - checked her injuries.**
 - cleaned her cuts.
 - put her in the water.
- When animals arrive at the hospital they are usually

- A. uncooperative.
 - B. **scared.**
 - C. aggressive.
6. Why was Pippa kept alone first?
- A. **because it made it easier to help her.**
 - B. in case her condition worsened.
 - C. because she refused to let anyone touch her.
7. Pippa was not fed fish straightaway because
- A. she was too sick.
 - B. **she was too young.**
 - C. she hadn't eaten for some time.

Перед прослушиванием необходимо внимательно изучить вопросы и предложенные варианты и определиться с полученной информацией о тексте. Для того, чтобы минимизировать языковой барьер, рекомендуется объяснить значение незнакомых слов и выражений, провести ассоциации с описанными ситуациям и попробовать угадать правильный ответ.

Обратите внимание обучающихся, что при прослушивании интервью членение текста на смысловые части уже произведено посредством вопросов интервьюера. Поэтому обучающимся легче ориентироваться в аудиотексте и в тесте.

При выполнении любого теста множественного выбора необходимо объяснить не только правильный, с точки зрения обучающегося, ответ, но и проанализировать оставшиеся варианты и попытаться объяснить при помощи фактов и информации из текста, почему они являются неверными.

Необходимо обратить внимание обучающихся на тот факт, что и правильные и неправильные варианты ответа могут включать слова и фразы из текста, то есть следует обращать внимание на контекст. В правильных ответах чаще всего используются перифраз и синонимы.

Не следует допускать простой проверки правильности выполнения задания по ключам. Необходимо мотивировать обучающихся на аргументированный ответ. На начальном этапе формирования аудитивных навыков при выполнении подобных заданий возникает необходимость работы со скриптом.

Рекомендуемые материалы для использования в работе (Темы 10-14)

Учебные материалы	Аудиозаписи
Открытый банк заданий ЕГЭ (Аудирование. Задание 3-9)	www.fipi.ru
Подготовка к ЕГЭ по английскому языку Exam Success, О. Виноградова, Л. Кожевникова, М. Вербицкая, Cambridge University Press, 2014. Раздел Multiple	http://exam-success.ru/free_audio_files/

Choice (Unit 3), стр. 48-58.	
State Exam Maximiser. Английский язык. Подготовка к экзаменам. Соловова Е.Н., Солокова И.Е., Pearson, 2009. Раздел «Задания на множественный выбор», стр. 78-82.	Аудиофайлы в папке «State Exam Maximiser» (CD1, Tracks 25-36; CD2 Tracks 1-4)
ЕГЭ. ФИПИ. Английский язык. Комплекс материалов для подготовки учащихся. Под редакцией М.В. Вербицкой. М: Интеллект-центр, 2017. Аудирование. Задание 3-9.	Аудиофайлы в папке «ЕГЭ. ФИПИ. 2017» (5 вариантов)

Приложение 1.4

МЕТОДИЧЕСКИЕ РЕКОМЕНДАЦИИ ПО РАБОТЕ С ОПЦИЕЙ «ДИКТОГЛОСС»*

Данный вид учебно-методической работы направлен на активизацию учебной деятельности обучающихся, развитие различных коммуникативных и языковых компетенций и творческого потенциала. Отличительной особенностью диктоглосса является то, что он может эффективно применяться на разных уровнях владения языком и может быть адаптирован под любой возраст обучающихся. Диктоглосс – это мощный инструмент, позволяющий сфокусировать внимание обучающихся на точном значении как лексических единиц, так и грамматических структур.

Сущность диктоглосса заключается в воспроизведении аудиотекста с максимально приближенной к оригиналу передачей информационно-содержательной стороны текста и, по возможности, с лингвистически точным, адекватным использованием лексико-грамматических и стилистических форм. Это, естественно, требует от обучающегося активного использования целого комплекса взаимосвязанных умений и навыков, творческого подхода на базе имеющихся индивидуальных языковых ресурсов. Такая работа, как правило, проводится в группе. Конечный продукт – тексты, возникающие в результате личных и групповых усилий, служат отправной точкой для дальнейшего анализа.

Задачи диктоглосса заключаются в следующем:

- при создании параллельного текста, обучающиеся получают возможность практического использования грамматического инструментария из имеющихся личных языковых ресурсов;
- диктоглосс способствует выявлению и объективной самооценке приобретенных в процессе учебы языковых коммуникативных компетенций;

– диктоглосс направлен на повышение уровня и оттачивание умений использования языковых средств путем коллективного сравнительного анализа и коррекции промежуточных вариантов текстов;

– диктоглосс способствует развитию навыков устного восприятия и моментального конспектирования, что само по себе тоже весьма немаловажно.

В диктоглоссе обучающимся предлагается аудиотекст. Во время прослушивания обучающиеся фиксируют в тетради услышанные знакомые слова, и по окончании диктанта каждый имеет лишь небольшой набор изолированных слов или фрагментов. Затем класс, предварительно поделенный на подгруппы из 3-4 человек, получает задание воспроизвести цельную, осмысленную структуру услышанного текста в собственной версии. На завершающей стадии, подготовленные в подгруппах варианты, подвергаются беспощадному сравнительному анализу, и одновременно проводится работа над ошибками.

Итак, процедура диктоглосса проходит в следующем порядке:

– аудирование: аудиотекст прослушивается дважды;

– письменные пометки, запись знакомых слов и фраз;

– работа в подгруппах с целью воссоздать текст совместными усилиями;

– каждая подгруппа пишет вариант текста, обращая внимание прежде всего на грамматически правильную передачу его главного содержания, но ни в коем случае не пытаясь добиться точного воспроизводства оригинала;

– сравнительный анализ созданных вариантов текста, внесение поправок и уточнений после общего обсуждения.

Данный вид работы будет эффективным при наличии достаточного словарного запаса; если уровень языковой компетенции по общеевропейским стандартам не выше, чем А1-А2, то ожидаемую эффективность диктоглосса можно поставить под сомнение. Следовательно, этот вид работы подходит только для групп с высоким уровнем подготовки.

При подготовительной работе с лексическим материалом простая демонстрация и выписывание незнакомых слов и терминов принесут мало пользы – важно их проработать и закрепить на предшествующих диктоглоссу занятиях. Обучающиеся должны четко представлять, какие задания перед ними поставлены и в каком порядке они будут их выполнять. Делить класс на подгруппы целесообразно перед началом диктанта.

Модуль II. Современные технологии работы с текстом.

Приложение 2.1.

Quiz: the texts you read.

For each question, choose the best answer:

a) You come across an article about a film you've seen and you want to know if the writer enjoyed it as much as you did. How do you read it?

1. By looking for individual words and/or numbers.
2. By looking for any vocabulary that is unknown to you and checking it in a dictionary.
3. Quite quickly to get a general idea of the writer's opinion.

b) You have just received a contract for a new job. Before you sign it, how do you read it?

1. Very thoroughly, focusing in detail on all the information in the contract.
2. Intensively, looking for spelling or punctuation mistakes.
3. By scanning to count the number of clauses in the contract.

c) A newspaper article you are interested in includes a few words you don't know the meaning of. How do you read it?

1. Stopping and standing to look up each new word in a dictionary.
2. At a normal rate, trying to guess the meaning of the new words.
3. At a normal rate, skipping the sentences that contain difficult words.

d) You want to know what time the next train home is. How do you read your local train timetable?

1. From the beginning until you find the relevant page.
2. By flicking through the pages to locate the specific piece of information you need.
3. Quickly to find out the different places the timetable refers to.

e) You are doing some research into different viewpoints of a key historical event. You come across an article by an unknown writer. How do you read it?

1. Quite quickly to look for any facts.
2. By searching the text, looking for any difficult words.
3. Quite carefully to find out whether you can detect any political bias.

Приложение 2.2

Economy wasted.

A tourist was staying in Norway for a couple of weeks and spent all his money. He could pay his passage back to England. He thought: — It's only a two-days` journey and I can go to England without food.∥ So he went on board of a ship and bought a passage. He closed his ears to the sound of the lunch bell and when dinner time came he did not go to the restaurant. He shared his cabin with an Englishman and he said to him: — I am sea- sick, I don't feel well.∥ The next morning he did not have breakfast. And at lunch time he again stayed in his cabin. At dinner time he was

so hungry that he said: — I am going to eat even if they throw me overboard afterwards.¶

At the dinner table he ate everything put in front of him. Then he asked for the bill.

—The bill, sir?¶ asked the steward.

—Yes,¶ answered the tourist.

—There isn` t any bill,¶ was the answer.

—On the ship meals are included in the passage.¶

a) Divide the class into groups of 3-4 pupils.

Students quickly read the text and after it they choose two sentences which express the main idea of the paragraph.

b) Choose the best and the most correct sentences.

Приложение 2.3.

Read the article about men and unemployment. Chose the most suitable heading from the list A-I for each part (1-7) of the article. The is one extra heading which you do not need to use. There is an example at the beginning. (0)

A	University of women
B	Women will make the choice
C	More jobs for young people
D	Men's jobs disappearing
E	New jobs - wrong skills
F	Schoolgirls racing ahead
G	The increasing importance of learning
H	Part-timers on the increase
I	Changing pay and increasing power

Do Men Have A Future?

0	D
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Male full time employment in Britain reached its highest level in1990.Since then the figure has fallen by about ten per cent. Among women, on the other hand, employment figures have remained more or less steady. This means that men are

bearing the brunt of the 1990s recession, since traditionally "male" jobs - especially in areas such as mining and production - have been the hardest hit.

1	
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Meanwhile, the majority of new jobs created are part-time ones, which traditionally go to women in a ratio of over five to one. Although more men than ever before are being forced to look for part-time work, as there is no other choice, the majority of part-time posts still go to women.

2	
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In Britain as in other developed countries, the workplace is changing. Jobs in production industries have fallen by more than a million in the last six years alone. The coal industry, the worst hit area, has seen employment fall by as much as three quarters. And for these out-of-work miners there is not much to suit their skills in the new industries: hotel and catering, retail distribution, banking and insurance, cleaning, medical and health services, education and welfare.

3	
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It is clear that better-paid jobs of the future will require specialized knowledge and experience, which only training and higher standards of literacy and numeracy can bring about. Education is truly the future of the country, and here the news is not so good for men.

4	
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Ten years ago the best exam results in schools were achieved by male pupils. Now the situation has turned around. In all subjects except maths, girls are doing better than boys by the age of seven. After that the gap becomes wider.

5	
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As a result, changes are taking place at the top end of the educational ladder. In 1984, three out of five university students were male. This year, for the first time, girls made up the majority of the new students. Soon most new graduates will be female. So why do women still earn less and have far fewer top jobs?

6	
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In Britain, woman's salaries in equivalent jobs are as much as a fifth lower than men's, and most bosses are still men. But today's distribution of jobs (particularly top jobs) is a result of the educational situation of the 1950s and 1960s, when three quarters of university graduates were men. The situation may change by the year 2020 or 20300, when the idea of "jobs for the boys" could well change to "jobs for the girls."

7	
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By that time, life could be getting very unpleasant for under-skilled, under-educated males. Without suitable training, they will have little hope of finding employment. Of course it is difficult to predict the future, and it is always possible that men will continue to hold the top position in public life. However, if men do manage to keep the top jobs, it could be only because women – who by then will have most of the university degrees and jobs - decide to let them.

Приложение 2.4.

Alfred Nobel and his legacy.

When Alfred Nobel was 34 years old, he invented dynamite and 22 years later, smokeless gunpowder. These are hardly things one would associate with a name that has become synonymous with peace. However, peace is the subject of just one of the six prizes that are awarded each year in the name of the Swedish chemist. The other prizes are for physics, chemistry, medicine, literature and economics. The Nobel Peace Prize is awarded by a Norwegian committee, while the other five prizes are awarded by Swedish committees. The reason behind this has never been clear. One argument suggests that the Norwegians had shown a special interest in mediation, **arbitration** and the peaceful solution of **international disputes**, and was therefore the natural choice. The Nobel Peace Prize has existed for 104 years, and within that time about 70 of the individual winners have been men and about 17 of the individual winners have been women. The first woman to win the prize was Nobel's friend Bertha von Sutter exactly 100 years ago, in 1905, and the most recent was Wangari Maathai in 2004 for her contribution to **sustainable development**, democracy and peace. The other Nobel prizes can only be awarded to individuals (up to a maximum of three), but the Nobel Peace Prize can be given to institutions and organizations as well as individuals. This year's prize was awarded **jointly** to the International Atomic Energy Agency and its Director General, Dr. Mohamed ElBaradei, for their efforts to prevent nuclear energy from being used for military purposes and to ensure that nuclear energy for peaceful purposes is used in the safest possible way. The ceremony will take place, as usual, on December 10th at the City Hall, Oslo, Norway.

Pre – reading activities:

Read the text and find out the words which mean...

- a) happening once a year (annual)
- b) a set of reasons that you use for persuading people (argument)
- c) a substance that is used for causing explosions (dynamite)

Try to understand the underlined words. Check in the dictionary.
 Explain the formation of the words: smokeless, peaceful, gunpowder, etc.
 Read the title and say what will be the text about.

Reading activities:

Read the text and divide it into parts. Give each a title.
 Find the key words in the sentences.

Post – reading activities:

1. Put the sentences into order.

The Nobel Peace Prize has existed for 104 years.

The ceremony will take place on December 10th at the City Hall, Oslo, Norway.

When Alfred Nobel was 34 years old, he invented dynamite

2. Answer the questions:

When did Alfred Nobel invent dynamite?

What are the subjects of prizes?

Who was the first woman to win the prize? etc.

Приложение 2.5.

The glove.

James Dunne was calm. He could even think of Richard Strong who was now lying dead in the room which he had just left. He had not wanted to kill Strong, but it had been necessary.

His troubles had begun when a fellow from prison met him. Blackmail followed, Dunne's business was good, but the blackmailer wanted too much money. He started to gamble but he lost money and that only made things worst

Finally, the only thing which he could do was to return to his old job: that of a burglar.

Richard Strong was a former doctor who had a nice collection of gold coins. Dunne could easily melt them down and sell the gold. It was very easy to break into the house. He knew the room where the collection was. All he had to do was to climb up to the window. When Dunne had filled his pockets with gold coins, of which there were many in the room, he was a rich man.

He was just leaving when he heard somebody behind him. Turning quickly, he, found the door of the room open and Strong standing in front of him.

"Dunne!" It was the only word which Strong said. Dunne had been looking at an Indian knife. He still held it in his hand and, without thinking, plunged it into Strong's heart. All was over. Dunne closed the door, switched off the light and left, as he had come, through the window.

"I could do nothing else," he told himself. "It was that or prison again."

He remembered the look of surprise on Strong's face and shook his head.

Strong's death was necessary for his own safety. He felt safe. He had left no clue. He had met nobody. The street was empty and dark when he reached his house.

He lived alone in the house. A woman came in every day to cook and clean for him, but she did not live there. In his bedroom Dunne felt in his pocket and pulled out a glove. With a look of surprise he felt in his pocket again. His hand moved among the gold coins but he did not take them out. He did not know why, but he was afraid to look at them. He was standing in the middle of the room, with fear. The left glove was not there!

He remembered that he had the gloves when he was in Strong's house.

He had put them on a table while he filled his pockets. He was sure that he had picked them up before he left. But one of them was missing — and inside was his name. What should he do? Go back and fetch the glove? May be the police were already there. Run away at once and started a new life somewhere? With his glove the police would find him anywhere.

One idea was as bad as the other, but he had to make a decision.

The thought of returning to the room where Strong was lying filled him with horror. "I can't do it," he said to himself. "I can't."

Suddenly he saw a picture of the gallows before him and his old fear of the gallows drove him out into the street.

He reached the house and climbed slowly up to the window. The room was still dark as he had left it. He needed light to find his glove, and the light switch was on the other side of the room. He forced himself to move across the room and switch on the light. Richard Strong was lying on the floor. Dunne tried not to look at him, but something forced him to look, to stretch out his hand and touch the Indian knife.

"Hands up! Put up your hands!"

Dunne looked up. The door had opened and Strong's son stood there with a revolver in his hand. Slowly Dunne lifted his arms above his head.

The policeman who took Dunne to the police station said:

"Nobody would have thought of you, Dunne."

Dunne said nothing.

His house was on the way to the police station and he asked the policeman if he could go in and fetch his coat. He was cold.

"Yes," said the policeman. "But I'll go with you."

Dunne opened the door, and they went in. His foot touched something soft on the floor. He picked it up and, as he did so, the policeman switched on the light. Dunne looked at the thing in his hand.

It was his left glove.

a) read the text;

b) put this paragraph in the most suitable place in the text:

James Dunne hung by his hands from the window and, after a moment, dropped to the ground. He looked round. The house was on the edge of the town and lay back from the road. It was about two o'clock, and the night was dark. There was little chance of meeting anyone at that time. So he felt safe. As he run silently across the grass, he felt proud of himself. Long ago, before he became a jeweler in the little town of Brampton, he had been a respectable man.

c) Explain why you choose this place for this paragraph.

Приложение 2.6.

Read the text and answer the multiple choice questions:

Living by the sword.

When Cristina Sanchez told her parents that she wanted to become a bullfighter instead of a hairdresser, they weren't too pleased. But when she was eighteen her parents realized that she was serious and sent her to a bullfighting school in Madrid, where she trained with professionals. Since last July, Sanchez has been the most successful novice in Spain and is very popular with the crowds. After brilliant performances in Latin America and Spain earlier this year, Sanchez has decided that she is ready to take the test to become a matador de toros. Out of the ring, Sanchez does not look like a matador. She is casually elegant, very feminine and wears her long blond hair loose. She seems to move much more like a dancer than an athlete, but in the ring she is all power.

When she was fourteen, Sanchez's father warned her that the world of bullfighting was hard enough for a man and even harder for a woman. It seems he is right. "It really is a tough world for a woman", says Sanchez. "You start with the door shut in your face. A man has to prove himself only once, whereas I have had to do it ten times just to get my foot in the door."

In perhaps the world's most masculine profession, it would seem, strange if Sanchez had not met problems. But even though Spanish woman won the legal right to fight bulls on equal terms with men in 1974, there are still matadors like Jesulin de Ubrique who refuses to light in the same ring as her. Sanchez lives with her family in Parla south of Madrid, Her family is everything to her and is the main support in her life, "My sisters don't like bullfighting, they don't even watch it on TV, and my mother would be the happiest person in the world if I gave it up. But we get on well. Mum's like my best friend." When Sanchez is not fighting she has a tough fitness routine - running, working out in the gym and practicing with her father in the afternoon. By nine she is home for supper, and by eleven she is in bed. She doesn't

drink, smoke or socialize. "You have to give up a lot," says Sanchez. "It's difficult to meet people, but it doesn't worry me love does not arrive because you look for it."

Sanchez spends most of her year travelling: in summer to Spanish and French bullfights and in winter to Latin America. Her mother dislikes watching Sanchez fight, but goes to the ring when she can. If not, she waits at home next to the telephone. Her husband has had to ring three times to say that their daughter had been injured, twice lightly in the leg and once seriously in the stomach. After she has been wounded, the only thing Sanchez thinks about is how quickly she can get back to the ring. "It damages your confidence," she says, "but it also makes you mature. It's just unprofessional to be injured. You cannot let it happen." Sanchez is managed by Simon Casas, who says, "At the moment there is no limit to where she can go. She has a champion's mentality, as well as courage and technique."

1. When Sanchez told her parents that she wanted to be a bull fighter they...

- A. fell a little pleased.
- B. thought she was too young.
- C. thought she had a good sense of humour.
- D. were initially opposed to the idea.

2. Sanchez thinks that...

- A. living in today's world is difficult for a woman.
- B. bullfighting is a difficult career for women.
- C. it is almost impossible to succeed as a female bullfighter.
- D. women have to demonstrate their skills as much as male bullfighters do.

3 Sanchez's mother...

- A. is everything to her family.
- B. prefers to watch her daughter on TV.
- C. supports her more than the rest of the family.
- D. would prefer Sanchez to leave the ring.

4. What does "it" in line 32 refer to?

- A. the fitness routine;
- B. not socializing;
- C. giving up;
- D. smoking.

5. Sanchez doesn't socialize often because...

- A. she doesn't like cigarettes and alcohol.
- B. her work takes up most of her time.
- C. she is worried about meeting people.
- D. it's too difficult to look for friends.

6. What does Sanchez think about after being injured?

- A. her next chance to fight bulls.
- B. her abilities.
- C. her development.

D. her skills.

Приложение 2.7.

Read the text below and look carefully at every line. Some of the lines are correct and some have a word that shouldn't there. If the line is correct put a tick (V) by the number on separate answer sheet. If a line has a word which should not be here, write the word on the separate answer sheet. There two examples at the beginning.

Being an air-hostess.

0. Ever since I was at school, I've wanted to be V
00. an air-hostess. It sounded so many glamorous and many
1. exciting, flying all over in the world to exotic places
2. and meeting the interesting people from different
3. countries. At school I studied French and Italian in order
4. that to achieve my ambition. Finally, when I was 18,1
5. have had an interview with Air-France, who accepted me.
6. I had to attend a three-month training course, which it
7. included waitressing, swimming and first-aid. We also
8. had to learn how to put on a make-up and do our hair
9. so that as to be smart at all times. Learning mouth-to-mouth
10. resuscitation it was the most difficult thing – we
11. practiced on plastic dolls and then on each other one.
12. Eventually, the day I had been looking forward to for
13. so much long arrived. Before the plane took off I showed
14. the whole passengers the emergency exits. One hour later
15. than we landed in Paris. A perfect start to my dream job!

Приложение № 2.8.

The class is divided into two groups: pessimists and optimists or dreamers and realists. Discuss the plot of the story in the groups and then share your opinions as a pessimist or a realist or an optimist.

The advertisement.

Bill was thirty when his wife died, and little Minna was four. Bill was a cabinet-maker, and his shop was in the yard of his house. So he thought that he could do the housekeeping for Minna and, himself. All day while he worked, Minna played in the yard with her doll, and when he had to go away for a few hours, the woman in

the next house looked after her. Bill could cook a little – coffee, fried potatoes with bacon, pancakes- and he found bananas and sardines and biscuits useful. When the woman in the next house said that this was not the right food for a four-year-old child, he asked her to teach him how to cook vegetables and porridge. He always burnt the food, but he did not give up cooking. He swept all the rooms, dusted the furniture and cleaned the windows. He washed little Minna's clothes and mended her doll. He even found a kitten for her so that she wouldn't be lonely. In the evening he put her to bed. They both knelt down in the middle of the room and said a prayer. He used to pray: — Lord, make me do things right with her if you see me doing wrong.¶ When Minna was old enough to go to nursery school. Bill took her there. Once he put on his best suit and went to visit the school. "Her mother would have gone there, I think," he explained.

Minna was six when Bill fell ill. On a May afternoon he went to a doctor. When he came home he sat in his shop for a long time and did nothing. The sun was shining through the window. He was not going to recover. Maybe he had six months He could hear Minna singing to her doll.

When she came to kiss him that night, he made an excuse, for he wasn't allowed to kiss her any longer. He held her away from him, looked in her eyes and said: "Minna is a big girl now. She doesn't want Daddy to kiss her." She sadly turned her head, and the next day Bill went to another doctor. The new doctor told him the same.

Bill tried to think what to do. He had to find someone who would look after Minna when he was no longer there. But who? He had a brother in the city, but he did not like children. Otherwise there was nobody . What could he do?

One whole night he thought and thought. Then he put an advertisement in the city newspaper: —A men with a few month to live would like nice people to adopt his little girl, six, blue eyes, curl. References required.¶

They came in a big car, as he had hoped. They wore nice clothes, as he had hoped. They had with them a little girl who cried. — Is this my little sister?¶ The woman in an expensive dress answered sharply: "Do as your Mummy tells you and keep out of this, or we'll leave you here and take this girl with us.¶

Bill looked at the woman and said that he had other plans for his little girl. He watched the big blue car drive away. Other cars came, and Bill let them go.

The man and the woman who walked into Bill's shop one morning had lost their own child. The man was also a cabinet-maker. After a while Bill said to them, "You're the right ones." When they asked him when they could have the child, he said, "Tomorrow."

He spent that day in the shop. It was summer and Minna was playing in the yard. He could hear her singing. He cooked their supper and while she ate he watched her. When he had wrapped her in her blanket, he stood in the dark, hearing her breathing. "I'm a little girl tonight—kiss me," she said, but he shook his head. "A big girl, a big girl," he told her.

When they came to take her with them the next morning, he had her ready, and her little clothes were ready, washed and mended, and he had mended her doll.

"Minna has never been away from home," he told her. "Today she's going on a visit." And when she ran towards him, he said, "A big girl, a big girl."

He stood at the door and watched the man and the woman walking down the street with Minna between them. They had brought her a little parasol to make it easier for her to go with them. Minna held her parasol above her head, and she was so busy looking up at the blue silk that she forgot to turn.

Приложение 2.9.

You are a journalist. Tomorrow you`ll have an interview with one of the main character of this story. Prepare your questions.

A race against death.

The sea was high. A heavy storm was blowing. Waves as high as a house crashed against the ship which was crossing the Atlantic on its way to Europe. There were many Americans on board. Among them there was a mother with her two children. She was taking them to see their father who was an officer in Germany. Little Peter, who was three years old, could not remember his father and was looking forward to seeing him. But he did not feel well. He had a temperature. Was he seasick? Or was it the different climate? His mother did not know. The ship`s doctor watched the little patient carefully and treated him as well as he could. But the boy steadily got worse. Suddenly the fever rose and the boy could not breathe properly. No medicine could help him. His face went blue and he was in danger of suffocating.

"I don' t know what he has got," said the ship`s doctor. "But I know that there is only one hope: an oxygen apparatus – but there isn' t one on board."

The captain looked at his map.

"The ship will take a whole day at least to reach the British coast," he said.

"If we have to wait for a whole day, the boy will die," replied the doctor.

"Are you sure that an oxygen apparatus will save him?" —I hope so."

The captan rang up the radio operator. A radio message was sent to all

British harbours: Urgent – send plane at once with oxygen apparatus stop child`s life in danger stop

A few minutes later a helicopter with an oxygen apparatus on the board was ready to take off. The pilot did not know whether he could land the helicopter on the ship in the storm, but he took off. After a few hours` flight he and his radio operator saw the ship below them. It was going up and down on the high waves. The pilot saw that it was nearly impossible to land on the ship. But on board that ship there was a little boy fighting for life.

The helicopter flew round the ship. On deck the pilot could see some waiting men: the captain and men of the crew.

The pilot flew lower and tried the landing. The captain felt very anxious when he saw the helicopter coming so near and sent this radio message:

"Impossible to land on board. It's too dangerous. I'm sorry." The pilot knew that it was no use trying again. He told the radio operator to inform the crew of the ship that they were going to return to the coast.

But the radio operator did not send the message. He looked at the wild sea and thought of his wife and his little son Bob.

"No," he thought, "I can't let the boy die. Help is so near, and we must give him that help."

"What's wrong?" asked the pilot.

"Nothing. But I'll go down."

"What are you going to do?"

"I'm going down."

—You are crazy.‡

The radio operator did not answer. He took the rope-ladder and began to let it down.

At first the pilot wanted to stop him. He was responsible for the helicopter, and what the radio operator was going to do was very dangerous. But could he stop him while a child was dying below them?

"Do you really know what you are doing?" he asked the operator.

"Of course, I do."

"You know that you are risking your life?"

"I know. I also know that the little boy below us is sure to die while I'm only risking my life. There is a good chance that I shan't lose it."

"All right. Go down. Let's prepare your landing."

First the pilot had to find out the right height. The radio operator had to jump from the ladder at the right moment and to land on the front part of the deck. It was difficult to get into the right position because of the storm.

They flew five times over the ship. Then the radio operator with the oxygen apparatus on his back climbed down the rope-ladder. The crew of the ship didn't believe their eyes. They got ready to catch him.

When he was on the last step of the ladder he looked up at the pilot to show him that he was ready. The pilot understood. He flew carefully over the front part of the ship, but he was too high. He tried again. This time the operator had to jump. He knew how dangerous it was. He thought of his little boy and his wife. What were they doing now?

Then the big ship appeared below him, going up and down. The pilot followed its movements. Now they were over the bridge, now over the free deck in front. The operator jumped. Strong arms held him. He and the oxygen apparatus had landed safely.

The pilot took his helicopter higher and flew once more round the ship to thank them all. From below dozens of arms waved to thank him.

Some minutes later little Peter was breathing oxygen from the apparatus.

His blue cheeks began to become pink again. His tired eyes were on the strange man who was standing near his mother.

Приложение 2.10.

You are going to read a newspaper article about bodyguards. Seven paragraphs have been removed from the article. Choose from the paragraphs (A-H) the one which fits each gap (1-6). There is an example at the beginning (0).

The bodyguard business.

At 5.30 in the morning a couple were sitting in a car having an innocent talk about tomato plants. Suddenly, two men jumped in front of the car, pointing guns at them.

0	G
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No, this wasn't the kidnapping of a famous film star or politician. It was the first morning of a week-long training course to learn how to become a bodyguard. Nowadays, becoming a bodyguard is big business. This is not because of a sudden rise in violent crime? but because having a bodyguard is the ultimate decoration for the rich and famous. Just as you or I would use jewellery, clothes or shoes to be fashionable, these people use bodyguards or - "minders" - to make them selves look good. Moreover, bodyguards trained in Eng land are thought to be the most fashionable lo have, rather like having an English butler. It is easy to imagine that bodyguards are al ways huge men built like Mr. Universe, but according to the founder of one training company, this is not the case.

1	
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Many important men who want protection for their wives don't want a handsome young man around, and important women often feel more at ease with a bodyguard who is a woman as well. There are some stars who prefer a large bodyguard, but it has been suggested that they arc chosen to match the celebrity's huge ego rather than a result of the bodyguard's ability to do the job.

2	
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Not many people would see a pretty woman with a famous rock star as a threat. Nor would anyone take any notice if she reached into her handbag for a lipstick - that is, until she pulled out a gun instead. Sharon Stone's female bodyguard knocked four people to the ground in the space of one month after they had threatened her employer. It is hardly a job for someone who is not properly trained. But in England, less than one per cent of bodyguard trainees are women.

3	
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One of the reasons for this is that the first weapon of a bodyguard is the brain, and the trainers often find that women are more willing to accept this message than men. The trainers try to stop would-be Rambo types from becoming bodyguards as their idea of the job seems to be based on the Kevin Costner film, *The Bodyguard*.

4	
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But the reality of the job is far more boring. Hours can be spent waiting outside hotel rooms, or standing outdoors in the cold and rain. If the Rambo types applying for training expect sessions of karate or kick-boxing, they will be disappointed. They will find themselves being taught about being neat and tidy, how to speak to a diplomat and so on.

5	
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Those that do, however, can look forward to a career which can earn them between \$300 and \$1000 per day, depending on who the client is of course. Many of the trainees admit that it was the money which made them want to become bodyguards.

6	
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Information can include the personality and life-style of the person. For example, who is likely to threaten their lives or just bother them? The business of being a bodyguard in this day and age has gone beyond the abilities of the Rambo types. It now takes brains as well as muscle to succeed.

A	In Scandinavia, however, the number of female students is five per cent and rising. This is a trend which those in the business find promising and are trying to encourage
B	It is only after these basic lessons have been taught that they are allowed some Costner action. Many of them don't last the course, though.
C	Lurking terrorists turned out to be trees, and the trees turned out to be another team pretending to be terrorists. It was all very confusing.
D	After the release of this box office hit, the number of people applying to be trained soared at least fifty per cent. Glossy magazines and TV shows started giving the job a glamorous image.
E	"Size and muscle are not important. Surprisingly, women are now in demand from many companies to train as bodyguards, and their clients often demand women as well."

F	But their money is not just earned by standing around looking after a film star. Hours are spent preparing files on the people they are guarding.
G	The doors were pulled open and the couple were dragged from the car. They lay with their faces in pools of rainwater, wondering if their choice of career had been wise.
H	One job of the properly trained bodyguard is to be seen or noticed as little as possible. This is where women have the advantage over men in the business of being a bodyguard

1. Skim-read the text.
2. Decide on the structure. (Is it chronological, cause and effect etc.?)
3. Read the example paragraph and the corresponding sentence, cross it out.
4. List the part of the text just before and after the first gap. What kind of information is missing?
5. Continue like this. Which sentence best fills the gap, refers to the same period of the time, events, etc.?
6. Underline in the text words that relate to each other (e.g. both ... and...).
7. Make sure you mark each answer in the correct box.

Приложение 2.11.

Read the text and fill in the chart below. Find out what career plans the young people have. What character traits and skills do they have to realize their career plans?

The gateway to grown-up life.
(abridged from "The Copper Beech" by Maeve Binchy)

By the school house stands a copper beech. The names and dreams of the pupils who have grown up under its branches are written on its bark. This tree is the gate-way to their grown-up life. Seven children once carved their names on the trunk of that tree...

No one had asked Maura what she wanted to do when she left school. She wouldn't be going to the convent in the town like Leo Murphy and Nessa Rayan.

There were no plans for her to go into technical school. She wasn't smart enough to be taken on as a trainee in one of the shops, or the hairdressing salon. Maura was going to work as a maid. She would like a job in a lovely big house.

Eileen was going to University if she got a lot of honours in her Leaving Certificate. She would be an architect. The nuns said she had all the brains in the world.

And Sheila wanted to do nursing so she was already sending out applications to the better training hospitals in Dublin.

It was understood that her brother Declan would do medicine. He would be coming back to help his father in practice and take over. But he decided against it.

Declan would like to join an auctioneering firm. It was the kind of thing that appealed to Declan -looking at places, showing them to customers. He was good at talking to people.

Niall Hayes was going to Dublin setting up his plans to study law. Niall seemed to be enjoying University and studying hard. Foxy Dunne was in England on the building site.

There was no question of University for Nessa Rayan, no plan for a career, nothing, except the usual refuge of those who could not think what to do – the secretarial course in the town. Nessa began her course in shorthand and typing. When she finished her course! college she would work full-time for her mother and father at the hotel. From time to time Nessa served behind the bar to know what the customers wanted.

Since his childhood Eddie was good at pressing flower. Nessa had always thought they were so nice that he could do it for a living. He was dreaming of setting up a craft centre with small shops to sell everyone's work there.

Name	Career plan	Character traits	Skills
Maura			
Sheila			
Dencan			
Eileen			
Niall Hayes			
Foxy Dunne			
Nessa Rayan			
Eddie			

Notes:

1. Bark/trunk - ствол.
2. Carve - вырезать.
3. Convent - монастырь (женский); go to convent - (здесь)-идти в школу при монастыре.
4. Nun - монахиня.
5. Had all the brains - was very clever.
6. Auctioneering firm - фирма, продающая недвижимость.
7. Customer - посетитель, покупатель.
8. Refuge - прибежище, убежище.

9. Press flowers - засушивать цветы.

Приложение 2.12.

Japan centenarians at record high.

The number of Japanese people hitting the landmark age of 100 has reached record levels. There are now 36,276 centenarians in the country – a rise of 4,000 on last year's figure, a report by the Health and Welfare Ministry found.

Women make up the vast majority of those who are living past 100.

Japan has one of the world's longest life expectancies, but there are concerns about the burden this is placing on society. Both the country's pension system and social services are under pressure from its burgeoning greying population.

Active lives

According to the latest figures, almost 20,000 people were set to turn 100 this year alone – receiving a congratulatory silver cup and letter from the prime minister. While the number of Japan's centenarians has been rising for the last 40 years, the figures have accelerated in the past decade. UN projections suggest there will be nearly one million people over 100 years of age in Japan in 2050.

Of the country's current centenarians, a staggering 86% are women. The ministry, which released its annual report ahead of Japan's Respect For the Aged Day on 15 September, said its elderly population were living more active lives than ever.

Japan's oldest woman is 113 and lives on the southern island of Okinawa, the ministry said. The oldest man is 112-year-old Tomoji Tanabe from the southern prefecture of Miyazaki. He rises early, reads his morning newspaper, has milk in the afternoon and writes his diary in the evening. Matsu Yamazaki is 103 years old but still works in her family's grocery shop in Tokyo, looks after her home and does puzzles to keep her mind agile.

"Even if I go on living, I just don't want to lose my mind," she told the BBC in July.

"I know lots of people who've lost their memory. They go out and wander around town and can't find their way home."

The key to Japanese longevity has long been put down to a number of factors, including healthy diets, strong communities and excellent medical care.

Приложение 2.13.

Предтекстовый этап.

Возможные задания.

1. Найти, выписать и перевести предложения с определенными словами.

2. Найти пары: слово и его дефиниция. Учащимся даны 2 колонки, их задача соединить пары стрелочками.

3. Выбрать антоним слова из предлагаемых.

4. Выбрать синоним слова из предлагаемой группы.

5. Объяснить слово или фразу, не переводя ее.

6. Соединить пары слов по смыслу.

7. Работа над однокоренными словами.

8. Работа с предлогами.

9. Выписать и перевести предложения с определенной грамматической структурой: пассивным залогом, инфинитивом, косвенной речью и т.д.

10. Перефразировать предложения, используя определенную грамматическую структуру.

11. Перефразировать предложения, заменив выделенное слово или выражение на синоним, использованный в тексте.

12. Составить предложения с определенными словами, чтобы стало ясным их значение.

13. Перевести на английский слова и выражения, используя лексику текста.

14. Частичный перевод предложения, где учащимся остается перевести на английский только одно слово, данное в скобках.

Текстовый этап.

Контроль понимания общего содержания.

1. Озаглавить главные смысловые части текста.

2. Найти (выписать) предложения, выражающие главную мысль отдельных частей текста.

3. Прочитать (выписать) те фрагменты из текста, которые характеризуют того или иного героя.

4. Найти (выписать) предложения, подтверждающие или отрицающие определенное мнение.

5. Перечислить последовательно всех действующих лиц.

6. Назвать по порядку все места действий, названные в тексте.

7. Продолжить (окончить) рассказ одной-двумя фразами на иностранном языке.

8. Ответить на вопросы, ответы на которые учащиеся могут найти в тексте.

9. Угадать и описать ситуации, в которых автор употребляет ту или иную лексическую единицу, сочетания слов или целое предложение.

10. Согласиться или не согласиться с высказываниями в соответствии с содержанием.

11. Пересказать текст, сокращая его и выбирая главное. Возможен пересказ по плану или по ключевым словам.

12. Написать вопросы, ответы на которые послужат пересказом текста.
13. Перевести отрывок на русский язык.

Послетекстовый этап.

Контроль понимания важных деталей текста и его оценка.

1. Передать содержание отдельных эпизодов из текста. Желательно брать отрывки без диалогов.
2. Рассказать, как действовал герой повествования в сложившейся ситуации.
3. Инсценировать поведение (поступок) тех или иных героев.
4. Охарактеризовать того или иного героя повествования: внешность и характер.
5. Охарактеризовать время, место и обстоятельства действия.
6. Объяснить намерения автора.
7. Ответить на вопросы с изложением в ответе собственной точки зрения по затронутому вопросу.
8. Прокомментировать, событие, эпизод или поступок, содержащиеся в тексте.
9. Организовать беседу-дискуссию в связи с оценкой событий или поступков героев текста.
10. Дать развернутую оценку поступкам героев, изложенным в тексте.
11. Выразить главную идею текста одним предложением.
12. Рассказать о своих впечатлениях о тексте, оценить его.
13. Сказать, что понравилось, что нет и почему.

Виды упражнений:

Task 1. Read the texts and match the numbers and the letters.

What job would you apply for if you...

1. ...are a qualified scientist?
2. ...are looking for a teaching post?
3. ...are experienced in cooking Italian food?
4. ...want to manage a group of people?
5. ...have worked with teenagers and children?

A. MCU CORF is looking for a Lead Mechanical Engineer for a large project. Responsibilities will include management of mechanical team. Good communication skills are essential. Must be experienced with fixed and rotating equipment, compressors, pumps, and piping. Need twelve or more years' experience as a Lead Mechanical Engineer. Send resume to MCU@mecanichs.com.

B. Sherton Pharmaceuticals Company seeks lab technician for research department. Candidate must have at least five years experience in the pharmaceutical sector and in depth knowledge of all up-to-date laboratory equipment. Must have a

BSc in Biochemistry. Great salary and full benefits offered. Fax resume to: 814-251-9865.

C. NEWIS Language School seeks English teachers for full and part time positions. The teaching posts available are for the upper-intermediate and proficiency levels. All applicants must have a Bachelor of Education degree. Native speakers preferred. Call 623-854-7415 to arrange an interview.

D. Antonio's Restaurant seeks certified Italian chef with at least five years' experience in Italian cuisine specializing in pastas and pizzas. Only a full time position is offered. Excellent working environment. Competitive salary and benefits package. Call Antonio on: 680-422-1653.

E. PSY private practice seeks licensed psychologist. Experience with children and adolescents preferred. Cognitive – behaviour and problem-focused orientation desirable. Therapy and evaluations. No managed care. Supervision provided. Fax resume to: 908-526-3139.

F. Housekeeper wanted, for family with two children in Lincoln area. Five days a week, four hours per day shift. The housekeeper's responsibilities are: cleaning-up after children, cleaning kitchen/washing dishes, vacuuming, laundry, ironing, grocery, shop-ping, cooking two meals a week and occasional babysitting. Call Mrs. Smith on: 617-439-8140.

Task 2. Read the text and think of the word which best fits each space. Use only one word in each space. There is an example the beginning (0).

A JOB WELL DONE

Getting (0) to work can be (1) a very expensive and tiring business. Around 40 per cent of the total miles travelled in the United Kingdom are covered just (2)..... going backwards and forwards to work. If only 15 per cent of the British workforce took (3)... telecommuting - connecting to the office from home through the telephone and the Internet - as (4)..... as 2 billion pounds (5).be saved in full costs. What is more, telecom-muting could (6).help reduce air pollution as cars wouldn't be (7)...as much.

Telecommuting means that you no (8). need to live near of work or even leave the comfort of your home. For (9)....., your office could be based in London but you might live (10)...Scottish island. Telecommuting also provides a convenient way to work for people (11). after young children and for people with disabilities. Moreover, it would also help cut (12).on stress, time and money needed for commuting to work. Telecommuting is (13). the start of a process that will see. Many people doing their job (14).ever actually leaving their homes and (15).....to work.

Task 3. Read the text. Think what parts can be derived to make a test.

JOB FOR LIFE AND JOB FOR LOVE.

From early age children like to dream about their future profession. Boys often want to be soldiers or car race drivers, girls – to be ballet B or singers... But growing older they learn more about other professions, , begin to understand the role of money in life. (__1__)

Some people don't think of this problem much. They choose security-a job that brings money. They work for the rest of their lives in a sphere which is boring and irritating to them. They don't get any satisfaction out of their work, they only spend time there. (__2__)

On the other hand, a person can't be satisfied if he got an interesting job which brings him money only for buying cheap food second-hand clothes, paying rent for the flat (if he has one) and nothing more.(_ 3__)

We know many examples from life and literature when professionals get what they deserve (remember Conan Doyle's Sherlock Holmes or Maugham's Julia Lambert from "Theatre", etc.)

However, we know other examples when people live Just on bread and water, live in a small, uncomfortable attic and work "for love". They don't even notice their lives are hard (a great number of scientists, men of art; from literature we can remember Maughams Charles Strickland from The Moon and Sixpence). (_4__)

It all depends on one's personality. (__5__)

At least if the person hasn't got any satisfaction from his work, he can get a hobby (collecting something or going in for sport). At the same time, if you are unable to earn enough money for life, you can always find another additional job or another way out. (_6__)

Believe in yourself and everything will be OK!

A Sometimes these people have problems with their health and family relationships.

B There are over 2000 different professions in the world.

C A difficult question appears: how to find a job that is interesting and the same time profitable.

D Looking for a job, for life and love you should only have a sire for it.

E I think one could find something attractive in every job.

F Sometimes people's interests and profit coincide.

G Many of them sacrifice their family life and the joys of ordinaly people for their work.

Task 4. Here are three young school-leavers speaking about themselves:

A. Joan Berwick

I'm still at school but I finish next month. So I'm looking for job. I've got my own PC and I can use a word processor. I can use a switchboard because my sister is a receptionist and she showed me what to do, but I haven't got any experience. I'm going to take a secretarial course. I want an office job but I don't want to work for a large firm.

B. Alan McGee

I left school two months ago. I haven't got any work experience I haven't done any examinations and I haven't got any qualifications. I don't like sitting at a desk and doing paper work. I spent my childhood at my grandfather's farm and I like to be in the open air. I used to help my grandfather with his work. So I know something of gardening and I can operate simple farm machinery.

C. Hamish Griffiths

I'm going to leave school in two months' time. I'd like to find some job right off. My teacher says I'm a good student and accurate in my work. I can type but I don't know anything about word processors. I like my schoolmates and often help them with their home work. I like to be with people and learn from them.

Now decide which job each of them can apply for and get. Explain why.

1	2	3

Творческие задания.

1. Попытаться представить поведение героев в изменившихся обстоятельствах, например, несколько лет спустя или спросить, чтобы стало с героями, если бы что-то не произошло.

2. Пересказать текст от лица различных персонажей. Здесь учащимся можно даже пофантазировать, ведь в тексте не может содержаться вся информация о поведении и местоположении того или иного героя.

3. Предложить картину-иллюстрацию к тексту, не рисуя ее, а просто описать, что там будет.

4. Написать свои вопросы к персонажам, если бы была возможность оказаться там.

5. Рассмотрев иллюстрацию к тексту, написать сочинение на тему «Что чувствует герой (героиня) в данный момент».

6. Написать рекламную брошюру какого-либо места из текста или заведения. Написать краткую аннотацию к книге, которая могла бы послужить вступлением.

7. Написать письмо герою или героине книги, предупреждая его (ее) о том, что может случиться.

8. Дать совет герою (героине).
9. Написать сочинение о своем любимом персонаже.
10. Сравнить персонажей книги, которые там явно противопоставлены друг другу или с персонажем ранее прочитанной книги.
11. Взяв за основу ситуацию текста, написать собственный текст в другом жанре.
12. Подобрать / отобрать пословицы, которые наиболее точно подходят по смыслу к данной ситуации и наиболее точно передают идею.

Приложение 2.14.

ИТОГОВЫЙ ТЕСТ.

Задание №1.

Установите соответствие между текстами А–Г и заголовками 1–8. Занесите свои ответы в таблицу. Используйте каждую цифру только один раз. В задании один заголовок лишний.

<ul style="list-style-type: none"> Flying dragons • Asian dragons • European legends • The origin of the name • 	<ul style="list-style-type: none"> Dragons in the 20th century • Dragons in cartography • Dragons' appearance • Greek mythology •
---	---

A. Animals with a body like a huge lizard or a snake with two pairs of lizard-type legs emitting fire from their mouths are known as dragons in modern times. The European dragon has bat-type wings growing from its back. A dragon-like creature with no front legs is known as a wyvern. Following discovery of how pterosaurs walked on the ground, some dragons have been portrayed without front legs and using the wings as front legs pterosaur-fashion when on the ground. They are sometimes portrayed as having especially large eyes or watching treasure very diligently, a feature that is the origin of the word dragon (Greek drakein meaning —to see clearly||).

B. The word dragon entered the English language in the early 13th century from Old French dragon, which in turn comes from Latin draconem (nominative draco) meaning —huge serpent, dragon|| from the Greek word δράκων, drakon (genitive drakontos,) —serpent, giant seafish||, which is believed to have come from an earlier stem drak -, a stem of derkesthai, —to see clearly,|| from Proto-Indo-European

derk – —to seel or —the one with the (deadly) glance. The Greek and Latin term referred to any great serpent, not necessarily mythological, and this usage was also current in English up to the 18th century.

C. The earliest depiction of the oriental dragon was the Chinese dragon with examples dating back to the 16th century BC. Archaeologist Zhou Chong – Fa believes that the Chinese word for dragon is an imitation of the sound thunder makes. The Chinese name for dragon is pronounced —long in Mandarin Chinese or —luhng in the Cantonese. Sometime after the 9th century AD, Japan adopted the Chinese dragon through the spread of Buddhism.

D. In Ancient Greece the first mention of a —dragon is derived from the Iliad where Agamemnon is described as having a blue dragon motif on his sword belt and a three-headed dragon emblem on his breast plate. However, the Greek word used could also mean —snake. In 217 A.D., Flavius Philostratus discussed dragons in India in The Life of Apollonius of Tyana. The Loeb Classical Library translation mentions that —In most respects the tusks resemble the largest swine’s, but they are slighter in build and twisted, and have a point as unabraded as sharks’ teeth.

E. European dragons exist in folklore and mythology among the overlapping cultures of Europe. Dragons are generally depicted as living in rivers or having an underground lair or cave. They are commonly described as having hard or armoured hide, and are rarely described as flying, despite often depicted with wings. Dragons are usually depicted as malevolent though there are exceptions (such as Y Ddraig Goch, the Red Dragon of Wales).

F. In the early 20th century sculpture of the Norwegian artist Gustav Vigeland, inspired by Medieval art, dragons are a frequent theme – as symbols of sin but also as a nature force, fighting against man. There are numerous examples of dragons in modern media, especially the fantasy genre. In the 1937 fantasy novels by J.R.R. Tolkien, later in the Harry Potter novels by J.K. Rowling depict dragons.

G. There is a widespread belief that earlier cartographers used the Latin phrase hic sunt dracones, i.e., —the dragons are here, or —here be dragons, to denote dangerous or unexplored territories, in imitation of the infrequent medieval practice of putting sea serpents and other mythological creatures in blank areas of maps. However, the only known use of this phrase is in the Latin form —HC SVNT DRACONES on the Lenox Globe.

1	2	3	4	5	6	7

Задание №2.

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

The science of sound, or acoustics, as it is often called, has been made over radically within a comparatively short space of time. Not so long ago the lectures on sound in colleges and high schools dealt chiefly with the vibrations of such things as the air columns in organ pipes. Nowadays, however, thanks chiefly to a number of electronic instruments engineers can study sounds as effectively

A _____ . The result has been a new approach to research in sound. Scientists have been able to make far-reaching discoveries in many fields of acoustics B _____ .

Foremost among the instruments that have revolutionized the study of acoustics are electronic sound-level meters also known as sound meters and sound-intensity meters. These are effective devices that first convert sound waves into weak electric signals, then amplify the signals through electronic means

C _____ . The intensity of a sound is measured in units called decibels. —Zero sound is the faintest sound D _____ . The decibel measures the ratio of the intensity of a given sound to the standard —zero sound. The decibel scale ranges from 0 to 130. An intensity of 130 decibels is perceived not only as a sound, but also E _____ . The normal range of painlessly audible sounds for the average human ear is about 120 decibels.

For forms of life other than ourselves, the range can be quite different.

The ordinary sound meter measures the intensity of a given sound, rather than its actual loudness. Under most conditions, however, it is a quite good indicator of loudness. Probably the loudest known noise ever heard by human ears was that of the explosive eruption in August, 1883, of the volcano of Krakatoa in the East Indies. No electronic sound meters, of course, were in existence then, but physicists estimate that the sound at its source must have had an intensity of 190 decibels, F _____ .

1. and finally measure them.
2. since it was heard 3,000 miles away.
3. and they have been able to put many of these discoveries to practical use.
4. since a loud sound is of high intensity.
5. as they study mechanical forces.
6. as a painful sensation in the ear.
7. that the unaided human ear can detect.

1	2	3	4	5	6

Задание №3.

Прочитайте текст и выполните задания 12–18. В каждом задании запишите в поле ответа цифру 1, 2, 3 или 4, соответствующую выбранному Вами варианту ответа.

I wanted to find my niche. I wanted to fit so badly with some group, any group in high school. Sports didn't really work for me. In fact, I dreaded those times in PE when the captains picked teams. Fights sometimes happened between captains about who would have the misfortune of ending up with me on their team. But one day, I saw a girl I liked go into the marching band office to sign up. Okay, sure, the uniforms looked stupid and being in the band didn't exactly give you the best reputation at school, but there was Jaclyn. I would later learn that many of the greatest musicians of our time were motivated to music by some girl whose name they most likely don't remember anymore.

The first thing to learn was how to hold the drum and play it. Holding the drum and playing it is not as easy as it might look. I did, after several private lessons, learn the rhythm. Next, as if that weren't difficult enough, I had to learn how to play it while not only walking, but marching. At the end of the summer, our uniforms arrived. The band uniform is a sacred attire. It is not only carefully sized to fit the individual, long-sleeved and hand sewn, acquired through a lot of fund raising activities, and cleaned after each use. It is worn with pride. It is also 100 percent wool.

I forgot to mention something. In addition to an inability to play sports, I was also not so good at marching. If you were not in step, the band director would yell in a loud and embarrassingly annoyed voice, —OUT OF STEP!! It was at that point that I began to question my decision to join the band. How do playing music and marching around in silly formations, all —in step!, go together?

The day of our first competition finally arrived. Although it didn't start until 9 a.m., we had to meet at 6 a.m. to get our uniforms from the —band boosters! — those selfless, dedicated parents who provided comfort and assistance to the members of the band. I was not really in existence. I could walk and talk, but inside my brain was fast asleep. I was standing around waiting for my hat to be cleaned when I noticed a big container of coffee. I poured myself a cup — my first-ever cup of coffee. It tasted pretty bitter, but I had to wake up.

Finally, they lined us all up and off we went. I had had my coffee, so I marched and beat the rhythm out with all my heart. Then, suddenly all my energy drained away. I began to feel sleepy and I fell —OUT OF STEP!! No one noticed at first and I tried to skip back into step. But nothing worked. Then I saw one of the band boosters talking to another one and pointing at me. Then they motioned for me to leave the formation. I walked over to them as the band marched on. They told me what I already knew, I was —OUT OF STEP!, and would have to stay out of the formation until the band passed the judging stand.

I couldn't believe it. Now I had to climb over the lawn chairs, popcorn and arms and legs of my fellow townspeople for the next mile to keep up with the band, carrying my drum and wearing my uniform. This was the most humiliating moment of my life.

12. When the narrator was in high school he

- A) wanted badly to belong to some sports team.
- B) looked forward to PE classes.
- C) sometimes had fights with team captains picking teams.
- D) longed to have something in common with other students.

13. The reason why the narrator decided to sign up for the band was his

- A) dream to become a musician.
- B) wish to get a better reputation.
- C) attraction to a girl.
- D) liking the band uniform.

14. —The band uniform is a sacred attire|| means it is

- A) carefully sized to fit the individual.
- B) long-sleeved hand sewn pure wool.
- C) cleaned after each use.
- D) highly respected and symbolic.

15. The narrator began to question his decision to join the band because he

- A) saw no connection between playing music and marching.
- B) suddenly found out that he was not so good at marching.
- C) had a bad ear for music.
- D) got frightened by the yells of the band director.

16. The narrator had a cup of coffee before marching because he

- A) sometimes liked to have some.
- B) didn't want to feel sleepy.
- C) had got tired of waiting.
- D) liked its bitter taste.

17. When the narrator fell —OUT OF STEP|| he

- A) just kept on marching.
- B) expected the band boosters to encourage him.
- C) worked hard to improve the situation.
- D) looked forward to leaving the formation.

18. When the narrator was told to leave the formation he felt

- A) frightened that the band director would scold him.
- B) miserable because he knew he would be a laughing stock.
- C) relieved because he did not have to march any more.
- D) happy that he could join his fellow townspeople.

Tenses

Task 1

A Read the text below and complete each blank with one word. All missing words are auxiliary verbs (is, was, have, has, had, do, does, did etc.).



My life (1) _____ improved a lot since last year. You see, before that I (2) _____ been working in the same job for five years and I (3) _____ beginning to feel rather bored. I (4) _____ getting ready to apply for another job when one day my boss called me into her office. "Our company (5) _____ planning to expand overseas," she said. "We (6) _____ thinking of starting with Spain, therefore we will (7) _____ needing some of our best employees to support our new branch there. (8) _____ you think you would be interested in a transfer?" Naturally I accepted, although at the time I (9) _____ not know that they (10) _____ also going to promote me to assistant manager.

By the end of this month, I will have (11) _____ living in Madrid for a year. You can't imagine how exciting my life (12) _____ become.

B Put the verbs in brackets into the Past Simple, Past Progressive, Present Perfect Simple or Present Perfect Progressive and complete the boxes with the time words below. Use each time word only once.

for while yet still when ago already since

1 _____ Mary _____ (have) a bath yesterday evening, I was in the kitchen. I _____ (cook) her favourite dish because I _____ (want) to surprise her. _____ she _____ (come) into the kitchen, she couldn't believe her eyes!

2 **Jim:** Mum, I _____ (look) for my black belt _____ the past hour and I _____ (not find) it. _____ you _____ (see) it anywhere?

Mother: No, but I think you _____ (lend) it to your brother about a week _____.

Jim: Oh, you're right. He _____ (not give) it back to me. I bet he _____ (wear) it all week. Where is he now, Mum?

Mother: I'm afraid Mark _____ (leave). He _____ (get) up about an hour before you _____ (do).

3 I _____ (work) on this project _____ this morning but I _____ (not finish) it _____. What am I going to tell my boss?

Task 2 Complete the text using the correct form of the words in the box.

Be, disagree, do, include, know, look, see, seem, understand

The City of Omsk.

Everyone _____ about the stunning sights to see in Moscow and St. Petersburg. The beautiful city of Omsk, one of the oldest cities in western Siberia, _____ not so well- known. Unfortunately, the 2700 km journey from Moscow just _____ too far from many travellers to Russia. For those who _____ travel there, however, there are a number of interesting things to see and to do. These _____ visiting the Tobolskie and Tarskie Gates, which were the first stone buildings in Omsk, the Museum of Local Lore and the modern shops on Lyubinsky Avenue. When you _____ Krestovozdvizhensky Cathedral lit up in the moonlight, you _____ why it's worth making the effort to come here.

Few historians _____ with Omsk's historical importance-it was even the capital of Russia for a short period of the 20th century. as travelling across Russia becomes easier, it _____ like Omsk may also have a bright future- as a popular destination for tourists.

Task 3 Match to make sentences

1. I think...	A. darker hair than her sister.
2 I'm thinking....	B. I'm going to buy the new CD
3Phil's looking....	C. a haircut at the moment
4 Phil looks....	D. for his glasses. have you seen them?
5 Claire has....	E. not old enough to drive a car
6 Claire is having...	F. of getting Dad a CD for his birthday
7 Andy is being ...	G. very annoying at the moment!
8 Andy is.....	H. like he needs a holiday!

Task 4

Find the extra word in each line.

International friends.

- 1 _____ I've been to travelling round Europe all summer. It's the first time I've
- 2 _____ ever been going abroad, and I've had a fantastic time! I've seen
- 3 _____ loads of interesting places and I have to also made loads of new friends.
- 4 _____ I've been decided to stay in touch with them now I'm back. One of
- 5 _____ them, Giselle, is French. She was making on holiday too. We now send
- 6 _____ text messages are tom each other all the time. They're usually in English
- 7 _____ because my French isn't very good! I'm planning to have visit her in

8 _____ France next year sometime. I hope I can. I am love meeting people from

9 _____ other countries! I want to have had lots of friends from all over the world!

10 _____ Travelling certainly broadens the mind, but it also is broadens your circle of friends!

Task 5 Circle the correct word or phrase.

Dear Lisa,

Thanks for your letter. I just left / had just left for school when I saw the postman and

he gave / had given it to me. It was really funny I read/ had read it during maths

and it made / had made me laugh, I almost got / had got in trouble

Anyway. I'm excited because I had / had had my first judo lesson yesterday. I was / had been late for the lesson because when I got / had got there, I suddenly realised I left / had left my judo suit at home So I went / hade gone all the way home and when I got / had got back, the lesson already began / has already begun. The instructor was really nice, though, and I learned / had learned how to do some basic throws. Can't wait till next time.

What about you and your taekwondo? The last time I spoke / had spoken to you, you talked / had talked about giving it up. What did you decide / had you decided?

I think that's all for now. My mum and I are going shopping shortly, so I'd better post this.

Speak to you soon.

Love,

Charlotte

Task 6. Complete using the past perfect or past perfect continuous of the verbs in the box. You may need to use a negative form.

Eat, stay, wait, know, write, see, listen, get, have, run
--

1. By the time he died, Beethoven _____ nine symphonies.
2. We chose the Hotel Rio because we _____ there before.
3. We _____ for over an hour when the train finally arrived.
4. I was completely out of breath because I _____
5. I _____ the film before, so I knew how it ended.
6. When he got married, I _____ Chris for about 2 years.
7. Jermija _____ ready for the race for 6 months and finally the big moment came.

8. Vivian _____ computer lessons for very long, so she wasn't sure how to use the Internet.

9. Holly _____ oysters before, so she wasn't sure what to do with them.

10. I _____ to my new CD for a few minutes when the CD player started making a funny noise.

Task 7 Fill in with an appropriate past form.

In 1912, a passenger steamship called the Titanic 1) _____ (sail) across the Atlantic Ocean from England to America. A bright moon 2) _____ (shine) and a gentle breeze 3) _____ (blow). The ship 4) _____ (sail) for four days and was now more than halfway towards its destination - New York City. Some passengers 5) _____ (sleep) in their cabins while others 6) _____ (relax) on deck, when suddenly they all 7) _____ (hear) a loud bang. Those sitting on deck 8) _____ (jump up) 9) _____ (run) to the railing of the ship, and 10) _____ (look) over the side. To their horror, they saw that they 11) _____ (hit) an iceberg which 12) _____ (tear) a hole in the side of the ship. Water was pouring into the ship at an alarming rate. There were not enough lifeboats on the ship and tragically more than 1,500 people lost their lives that night. The sinking of the Titanic remains the most infamous sea disaster in history.

Task 8 Fill in: will or be going to.

A: Have you decided where you're going for your holidays?

B: Yes, I _____ tour Spain.

2 A: We've almost run out of petrol.

B: Don't worry. We _____ get some on the way home.

3 A: Does your tooth hurt a lot?

B: Yes, I _____ see the dentist tomorrow.

4 A: Did you buy any stamps?

B: I forgot to, but I _____ get some now if you like.

5 A: Have you heard about Sharon?

B: Yes. She _____ have a baby.

6 A: When did you last speak to Susan?

B: Oh, weeks ago, but I _____ meet her tonight.

7 A: Your car is very dirty.

B: I know. My son _____ wash it this afternoon.

8 A: Do you know what the weather forecast is for tomorrow?

B: No, but I expect it _____ be warmer than today.

9 A: Shall we go out tonight?

B: Sorry! I _____ eat at the Chinese restaurant with Paul.

10 A: What do you want to eat?

B: I _____ have a hamburger and some chips, please.

11 A: Are you watching TV tonight?

B: Yes, I _____ watch a football match.

12 A: Watch out! You _____ trip over that toy on the floor.

B: Oh! I didn't even see it.

Task 9. Fill in with the correct present or future forms.

How to fix a Puncture on a Bike.

As soon as you 2) _____ (notice) you have a puncture, fix it at once or you 3) _____ (damage) the tyre.

• Turn your bicycle upside down and remove the tyre. When the tyre 4) _____ (be) off, pump up the inner tube.

• Next, put the tube in some water and turn it until you 5) _____ (see) bubbles. This is where the hole is.

• Before you 6) _____ (apply) a patch, clean and dry the area around the hole. After this you 7) _____ (put) glue around the hole and wait until it 8) _____ a little.

• Stick a patch over the hole and don't forget to put some chalk over it. Unless you 9) _____ (do) this, the inner tube 10) _____ (stick) to the inside of the tyre!

• Replace the tube, pump up the tyre and you're all set!

Task 10. Read the text below and choose the correct word for each gap.

It was a hot summer day and Henry and his wife were sitting in their garden. "I 1) _____ you on a weekend break next week," Henry announced as he poured his wife some orange juice. "This time next Saturday, you and I 2) _____ lunch in downtown New York! I have booked the tickets. The flight 3) _____ at 9:30 in the morning and 4) _____ at midday. I'm sure we 5) _____ a taxi to take us to the hotel with no problem." "What a lovely surprise!" replied his wife. "I just hope you 6) _____ from Thursday afternoon 7) _____ we go away." "Why?" asked Henry. "What 8) _____ on Thursday?" "You 9) _____ to the dentist to have your wisdom teeth out, my dear," laughed his wife.

1 A will have taken B will take C take D 'm taking

2 A will be having B will have C are having D having

3 A will be leaving B leave C will to leave D leaves

4 A arriving B will to arrive C arrives D will have arrived

5 A will find B is going to find C are finding D find

6 A will have recovered B will be recovering C recovers D are recovering

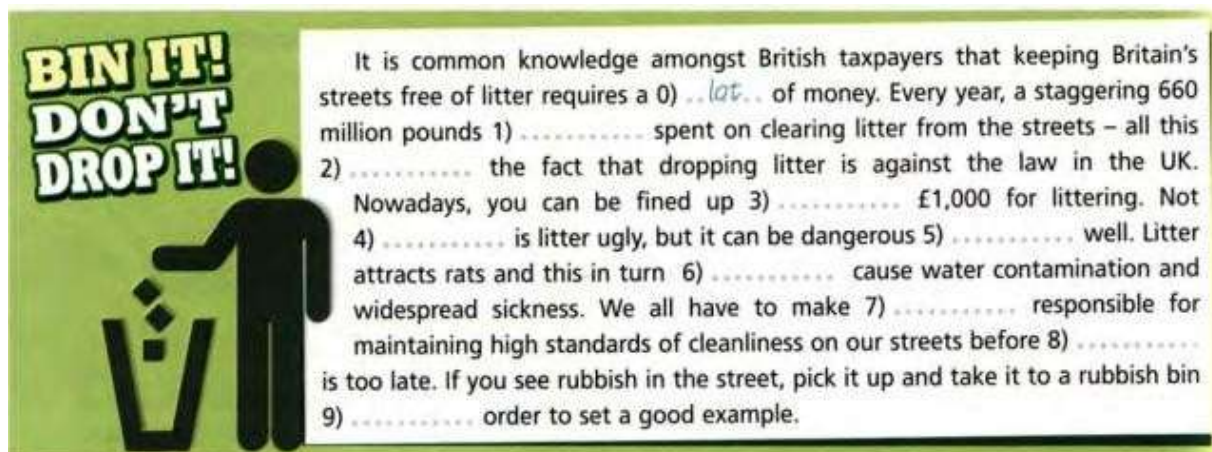
7 A until B by the time C by then D by

8 A happen B is happening C is to happen D happens

9 A go B are going C will have gone D will go

Task 11.

Read the text below and think of the word which best fits each gap.



It is common knowledge amongst British taxpayers that keeping Britain's streets free of litter requires a 0) *lot* of money. Every year, a staggering 660 million pounds 1) spent on clearing litter from the streets – all this 2) the fact that dropping litter is against the law in the UK. Nowadays, you can be fined up 3) £1,000 for littering. Not 4) is litter ugly, but it can be dangerous 5) well. Litter attracts rats and this in turn 6) cause water contamination and widespread sickness. We all have to make 7) responsible for maintaining high standards of cleanliness on our streets before 8) is too late. If you see rubbish in the street, pick it up and take it to a rubbish bin 9) order to set a good example.

Task 12. Read the text. Choose the correct grammar tense for the words in capitals and fill in the gaps.

Hi Carol,

Thanks for your email. I'm glad to hear you 1) _____ better now.

Actually, I

2) _____ the flu myself a few weeks ago. I missed two days of classes and an important football match for the school team. Before that, I 3) _____ a day of school for two years. Anyway, I passed my driving test! 14) _____, lessons for six months, so I'm glad I finally have my licence. I was happy to hear you're going to Paris this summer. 5) _____ the tickets yet? It's an amazing city, so I'm sure you 6) _____ a great time. You're so lucky! By next month, it 7) _____ five years since I've been abroad, so I think I deserve a foreign holiday, too! As you know, my family and I usually 8) _____ on holiday in England. Well, that's all my news. It 9) _____ here at the moment, so I think I 10) _____ in and watch a film this evening.

- | |
|----------|
| FEEL |
| HAVE |
| NOT MISS |
| TAKE |
| YOU\BOOK |
| HAVE |
| BE |
| GO |
| RAIN |

Hope to hear from you soon, Jane

Task 13.



Speaking Activity

(describing an event)

It's 10 o'clock on Sunday night. The Miltons are at home making a statement to the police. Look at the pictures and describe what happened. Use these verbs: *rob, jump, leave, run, enter, smash, call, report, happen, write, discover, ring.*



e.g. The Miltons had been to the cinema. When they returned home they realised someone ...

Task 14.



Writing Activity

Use the information from the Speaking Activity to write the story. Give it a different ending.

On Sunday night the Miltons decided to go to the cinema. When they returned home they realised someone

.....
.....
.....
.....

Приложение 3.2

Артикль. Исчисляемые и неисчисляемые существительные.

Task 1.

Match the items in column A to the ones in column B to make compound nouns. Then, form the plural.

1.	A ball	a)	Card	1 a ball game- ball games
2.	Fishing	b)	Hole	2
3.	Run	c)	Pan	3
4.	Bus	d)	Print	4
5.	Passer	e)	Room	5
6.	Key	f)	Away	6
7.	Foot	g)	Game	7

8.	frying	h)	Boat	8
9.	Dining	i)	By	9
10.	credit	j)	Driver	10

Task 2 Complete the sentences using the nouns in their singular or plural form.

1 *hair*

a Lisa has got short, dark _____

b Keith brushed off the dog _____ from his jacket.

2 *experience*

a Anna gained some work _____ by helping in her father's shop during the summer.

b John's trip around Asia was full of memorable _____

3 *glass*

a Dan couldn't read the menu because he had I forgotten to bring his _____.

b She offered me a _____ of I orange juice.

your shoes off when you enter someone's house.

4 *work*

a The museum holds over a thousand _____ of modern art.

b Paul travels to _____ every morning.

5 *custom*

a It is a _____ in Japan to take your shoes off when you enter someone's house.

b Frank was asked to open his bag at _____

6 *wood*

a Pam took her dog for a walk in the _____

b This toy is made of _____

Task 3 Make nouns from the following words.

1 employ- employee ,employer, employment,

6 publish

2 injure _____

7 loyal

3 except _____

8 reject

4 amaze _____

9 drive

5 differ _____

10 examine

Task 4. Add the correct prefixes to the words in bold.

1 The .. *anti-... government* protesters marched to parliament.

2 John _____ *slept* and was late for work.

- 3 He is taking a _____ *atlantic* flight from London to New York.
- 4 The _____ *president* of the United States was honoured at a ceremony.
- 5 Superman is a comic strip character who has _____ *human* strength.
- 6 John left his job because he was _____ *able* to deal with such a large amount of work.
- 7 The two countries _____ *operated* to catch the criminal.
- 8 That child looks very thin. I think he must be _____ *fed*.
- 9 The train travels _____ *stop* from London to Edinburgh.
- 10 Tom knew the information was somewhere in his _____ *conscious*, but he couldn't remember it.

Task 5 Fill in the correct form of the words in capitals.



To be a good nurse, a nursing 1) ... *qualification* ... is not all you need. As a nurse, your 2) plays a huge part in how 3) you are in your work. Therefore, it's very important to make an honest 4) of your own character before you start a career in nursing. You should certainly not 5) the challenges involved in the 6) As a nurse, you need to have the 7) to care for patients on both a medical and a personal level. For example, 8) of difficult patients is a very important quality. All in all, nursing may not always be 9) , but very few other jobs give such a wonderful sense of 10) each day.

QUALIFY
PERSONAL
SUCCESS
ANALYSE

ESTIMATE
OCCUPY
ABLE
TOLERANT
ENJOY
ACHIEVE

Task 6 Add the correct prefixes to form the opposite of the words in bold.

I don't know what this letter says because the handwriting is totally ___legible.
illegible

- 2 It's raining, so _____ fortunately the game has been cancelled .
- 3 Ricky is quite _____ polite as he never says 'please' or 'thank you ' .
- 4 The garden is surrounded by a tall fence and is _____ visible from the main road.
- 5 Kim found a dog on her doorstep which had obviously been _____ treated by its owner.
- 6 They had their electricity _____ connected because they didn't pay the bill in time.
- 7 Grace is quite a(n) _____ honest person, so I'm not sure she is telling the truth.
- 8 Our team isn't playing well as they seem _____ capable of keeping possession of the ball today.

Task 7 Fill in: a, an or some where necessary.

When David went to 1) _____ travel agent to ask for 2) _____ information about cruises to South America he was given 3) _____ brochure and told that if he wanted to go, he would have to make 4) _____ booking as soon as possible, as the next cruise was leaving in 5) _____ fortnight. He looked at the brochure and, after 6) _____ thought, decided to go, provided he could make 7) _____ arrangement with his boss to get 8) _____ time off. He gave the travel agent 9) _____ money as a deposit, then went to his office as he had 10) _____ important work to do. After 11) _____ hour or so, his boss came in and David asked him if he could take 12) _____ three weeks off as he hadn't had 13) _____ holiday for nearly 14) _____ a year. He was glad to go for such 16) _____ long time. In the end, he agreed to give him 17) _____ entire month off, and wished him 18) _____ wonderful holiday.

Task 8 Fill in the where necessary and answer the questions, as in the example.



1 Is Rome *the* capital of Italy?
 A Yes B No

2 Is Sicily in Mediterranean Sea?
 A Yes B No

3 Is Lake Garda largest lake in Italy?
 A Yes B No

4 Where are Alps?
 A In central Italy
 B In northern Italy.

5 Which ancient language does Italian language come from?
 A Latin B Greek

6 Does Pope live in Vatican City?
 A Yes B No

7 Is Leonardo da Vinci Airport in Milan?
 A Yes B No

8 Is Bridge of Sighs in Venice?
 A Yes B No

9 Which famous landmark can you see on Italian five cent euro coin?
 A the Colosseum B the Trevi Fountain

10 Tarantella is a famous dance from south of Italy.
 A True B False

Task 9 Fill in the gaps with the and one of the adjectives from the list.


• deaf • unemployed • disabled •
 privileged • young • injured

1. After the fire, _____ were taken to _____ 4 The new town hall has been designed to give _____ hospital by ambulance. _____ wheelchair access for _____.
- 2 The government promised that it would try _____ 5 Sign language is used by _____ to find jobs for _____ help them communicate.
- 3 Jack is one of _____ few who have _____ 6 _____ often know far more about _____ been given a company car. _____ computers than their parents.

Task 10 Fill in the where necessary.

Dear Sarah,

How have you been? My family and I have just returned from a five-day holiday in 1) Spain. It was great! We travelled by 2) plane and arrived at 3) airport in 4) Madrid on 5) Sunday. The next day we went sightseeing and visited 6) Prado Museum and 7) Escorial Palace where 8) King of Spain lives. Of all European cities I think Madrid is 9) most beautiful! We stayed there for 10) two days and then spent three days touring some of 11) Spanish islands. I liked 12) Spanish people very much but I found it very difficult to understand 13) language. I had taken 14) Spanish lessons at school but most of 15) locals spoke far too quickly! I really loved 16) food though; especially 17) paella, a dish made with seafood and rice. All in all, we had a fantastic holiday and we have decided to come back to Spain again 18) next summer. Maybe you can come with us? All the best,
Kimberly



Task 11 Fill in: a, an or the, where necessary.

Looking for 1) ___ exciting destination for next holiday? Well, why not visit 2) ___ America's Aloha State - beautiful Hawaii ? Hawaii ___ group of islands located in the middle of 4) ___ Pacific Ocean. The islands are famous for natural beauty including 5) ___ large number of volcanoes, some of which are still active today. 6) ___ Mount Kilauea, for example, which is located within 7) ___ Hawaii Volcanoes National Park, had 8) ___ small eruption in 2008. Because of its amazing landscape Hawaii has become 9) ___ popular tourist destination for 10) ___ mountaineers and hikers. But Hawaii has much more to offer than just its natural beauty. Many visitors come to Hawaii to go 11) ___ surfing or try other water activities. You can also experience Hawaii's rich culture around the island. In 12) ___ Honolulu, 13) ___ capital city, you can admire local art at 14) ___ Hawaii State Art Museum or find out about Hawaii 's history at 15) ___ Bishop Museum. Afterwards, if you fancy 16) ___ open-air shopping centre, go to the Ala Moana Center. It's 17) ___ largest of its kind in the world, and you can pick up some interesting souvenirs there. Wherever you are in Hawaii, you can be sure of 18) ___ warm welcome from 19) ___ Hawaiian people. Often, locals perform 20) ___ hula, a Hawaiian dance, for visitors, and everyone is given a lei, 21) ___ beautiful necklace made from flowers.



— your
is 3)
their

Task 12



Speaking Activity

(talking about a holiday)

Jane recently went on holiday to Japan. While she was there, she visited three different places and bought some souvenirs. Look at the pictures and the prompts below and say what Jane did, using *a*, *an*, *some* or *the* where necessary.



stay at / Emerald Hotel



taste / Japanese soup



look round / Tokyo city centre



buy / elegant fan




visit / Buddhist temple



take photos / Mount Fuji

e.g. Jane stayed at the Emerald Hotel.

Task 13



Writing Activity

Jane is writing an email to her friend. She is telling her what she did on her holiday. Look at the speaking activity and add some ideas of your own to complete the email.

Dear Lucy,

I've just come back from Japan and I had a wonderful time. I visited three different places and I bought some souvenirs.

I stayed at the Emerald Hotel. It was so comfortable

.....

.....

Приложение 3. 3.

Условные предложения

Task 1 . A friend of yours is going to New York City. You have been there before. What information do you give him/her? First, match the items in column A to the ones in column B, then make sentences, as in the example.

A	B
1. try New York cuisine	a) Broadway Avenue (the centre of the American theatre industry)
2. go clothes shopping	b) The Plaza Hotel (has a pool and a spa)
3. stay at a luxury hotel	c) The Empire State Building (the tallest building in New York City)
4. get a great view of the city	d) Macy's (the second largest department

		store in the world)
5.	enjoy thrilling rides	e) Coney Island (has a number of amusement parks)
6.	see an entertaining musical	f) Katz's Deli (famous for its hot dogs)

Ex. If you want to try New York cuisine, go to Katz's Deli. It's famous for its hot dogs

Task 2. Write sentences using the ideas in the pictures, as in the example



What would you do if you ...
 1 had a private jet?
If I had a private jet, I'd fly around the world
 2 won a million pounds?

 3 wanted to earn some money?

 4 had a week off?

Task 3. Complete the sentences for each picture using type 3 conditionals, as in the example.



1. not forget/set alarm → not wake up/late .
If Bob hadn't forgotten to set the alarm, he wouldn't have woken up late
 2 not wake up/late → not miss/bus

 3 not miss/bus → not go/cafe

 4 not go/cafe → not meet/singer

 5 not meet/singer → not get/free tickets to

concert

Task 4 Fill in: if or unless

1. _____ you take a taxi, you won 't get to the airport on time.
- 2 _____ it rains heavily tomorrow, I won 't go to football practice.
- 3 _____ you have booked a table, you won't be able to eat here tonight.
- 4 _____ I have enough time this weekend, I'll visit my grandmother.
- 5 _____ you are willing to study very hard, you'll never pass the test.
- 6 _____ find a cheap flight, I won 't be going abroad this summer.
- 7 _____ he sets his alarm, he won 't wake up on time in the morning.
- 8_ _____ I go to Paris, I'll buy lots of souvenirs.

Task 5. Underline the correct item.

1. A: Could we have a table for four, please?

B: Only if/Supposing you have a reservation, sir. We are very busy tonight.

2 A: Would you like to go bowling this evening, Steve?

B: I'd love to; providing/unless I finish this report by 5 o'clock.

3. A: Unless/As long as you train hard, you won 't be ready to run the marathon next month.

B: I know; I'm trying to run a few kilometres every day.

4 A: Hurry up or else/but for we'll miss the train!

B:I'm walking as fast as I can!

5. A:But for/Only if Tom's mistake, we would have won that game.

B: I know, but we shouldn't blame him.

6 A: Supposing/Provided you forgot your wallet at home, what would you do?

B: I'd probably borrow some money from a classmate.

* Task 6 Rewrite the sentences using inversion, as in the example.

1 If he had known about the meeting, he would have come.

Had he known about the meeting, he would have come.

2 If the plane leaves on time, I'll arrive in Paris at noon.

Should _____.

3 If you had left earlier, you wouldn't have missed the bus.

Had _____.

4 If I were you, I wouldn't tell anyone about it.

Were _____.

5 If you see Paul, tell him I want to see him.

Should _____.

6 If he had studied harder, he would have passed the test.

Had _____.

7 If you drink too much coffee, you won't be able to sleep.

Should _____.

8 If I were you, I would write him a thank-you letter.

Were _____.

Task 7. Put the verbs in brackets into the correct tense.

1. A: My mobile phone hasn't been working lately. B: If you _____ (be) you , I _____ (get) a new one.
- 2 A: If you _____ (not/help) me, I _____. (never/pass) the driving test.
B: I was glad to be of assistance.
- 3 A: Can I go to the cinema tonight?
B: OK. As long as you _____ (do) your chores first.
- 4 A: If you _____ (go) to the chemist's, _____ (you/get) me some vitamin tablets?
B: No problem.
- 5 A: Unless you _____ (practise) regularly, you _____ (not/become) a good golf player.
B: I know. I'll try my best.
- 6 A: That bag seems too heavy for the old woman.
B: If I were you, I _____ (offer) to carry it for her.

Implied Conditionals

Often the if-clause is implied, not stated. Conditional verbs are still used in the result clause (main clause).

He committed the crime, otherwise he wouldn't have been arrested. (implied conditional)

If he hadn't committed the crime, he wouldn't have been arrested.

I would have stayed longer, but he didn't ask me to. (implied conditional)

I would have stayed longer if he had asked me to.

Task 8. First underline the implied conditionals, then change them into if-clauses.

1 I missed the early train, otherwise I wouldn't have been late .

If I hadn't missed the early train, I wouldn't have been late.

2 The soup would have been delicious, but you added so much salt.

3 I don't know anything about cars, otherwise I would have changed the tyre myself.

4 I would have lent her the money, but she didn't ask me to.

5 They would be at the reception, but they weren't invited.

6 I would have gone to the cinema with you, but I had to study.

7 The film had a very original plot, otherwise the director wouldn't have won an Oscar.

8 The play would have been a success, but the lead actor got ill.

Mixed Conditionals

We can mix type 2 and type 3 conditionals.

	If-clause	Main clause	
Type 2	If I were you, (You are not me, If he were a fast runner, (He is not a fast runner,	I would have invited her, so you didn't invite her.) he would have won the race. so he didn't win the race.)	Type 3
Type 3	If she had saved her money, (She didn't save her money,	she would be going on holiday. so she isn't going on holiday.)	Type 2

Task 9. Rewrite the following as mixed conditional sentences, as in the example.

1. She isn't at the meeting because she wasn't told about it.
She would be at the meeting, if she had been told about it.
- 2 They didn't eat any breakfast. They're hungry now.
- 3 Susan is inexperienced. She didn't take the job.
- 4 He didn't train every day. He won't win the race.
- 5 I didn't book seats. We can't go to the concert tonight.
- 6 He isn't driving carefully. He crashed the car into a tree.
- 7 I don't know him very well. I didn't invite him to my party.
- 8 You don't pay attention. You made so many mistakes.

Task 10. Read what Conrad says, then write what he wishes, as in the example.



I didn't check the forecast.
It has been raining all day.
My tent is leaking; I can't fix it.
I didn't buy a good tent.
The mosquitoes are biting me.
I didn't bring any insect repellent

I wish I had checked the forecast.

Task 11. Match the items in column A with those in column B to make complaints, using would/wouldn't. Then, decide which person from the list is making each complaint.

- librarian • zoo-keeper • actor • doctor • shop manager • journalist • referee

A	B	
1. I wish readers	(eat) healthily	1. librarian
2. If only the politician	(play) fairly	2

3.	I wish my patients	(not write) on the books	3
4.	If only the audience	(arrive) at work on time	4
5.	I wish my staff	(not talk) during the play	5
6.	If only the teams	(not feed) the animals	6
7.	I wish visitors	(answer) my questions about the economy	7

Task 12 Read the speech bubbles and make sentences, as in the example.

I don't have money to take a taxi. I left my wallet at home.

I wish *I hadn't left my wallet at home.*
 If *I hadn't left my wallet at home, I would have had money to take a taxi.*

I pulled a muscle. I shouldn't have lifted weights.

I wish _____
 If _____

I feel tired now. I should have slept earlier last night.

I wish _____
 If _____

I can't take up a hobby. I don't have much free time.

I wish _____
 If _____

Task 13 Put the verbs in capitals into the correct form.

Dear Ben,

Well, it's been two weeks since I started living in my new house, but I already wish my family 1) _____ here. I honestly thought I would enjoy the quiet life of the village, but now I wish we 2) _____ to our old house in the city. The problem is it's just so quiet here. If only there 3) _____ more people my age, then maybe I wouldn't feel so lonely. Sometimes, I really miss my friends in

- | |
|--|
| NOT/MOVE
RETURN
BE
DRIVE
NOT/TAKE
WRITE
BE |
|--|

my old neighbourhood. I wish I 4) _____; then I would be able to visit them more often. If only my dad 5) _____ his new job; then we wouldn't have needed to move at all. Sorry, Ben, I wish I 6) _____ a more cheerful letter. Hopefully the next time I write, I will feel better. If only I 7) _____ more patient! I look forward to hearing from you soon

Steve

Task 14.

 **Speaking Activity**
(giving advice – conditionals)


A friend of yours has joined a new school and is finding it difficult to make new friends. Use the prompts to give him advice. Use a variety of conditionals.



- look for other new students – looking for new friends too
- introduce yourself first – other students won't be nervous around you
- smile – people approach you
- be yourself – students enjoy talking to you
- join an afterschool club – meet students with the same interests

e.g. If I were you, I would look for other new students in the school. They are probably looking for new friends, too...

Task 15.

 **Writing Activity**

Write an email to your friend based on your answers in the Speaking Activity above.

Dear Sam,
I'm sorry to hear you're finding it difficult to make friends at your new school. I'd like to give you some advice.
If I were you, I would look for other new students in the school. They are probably looking for new friends, too.
.....
.....
.....
.....
.....

Приложение 3.4.

Лексика.

Task1 Complete the blanks with the verbs go, come, reach or get.

	_____ better	_____ to sleep	_____ revenge	_____ on sb's
nerves				
	_____ a decision	_____ rid of	_____ red	_____ off sb's
back				
	_____ to terms with	_____ ready	_____ an agreement	_____ down to
business				
	_____ into trouble	_____ the sack	_____ lost	_____ over the
top				
	_____ dark	_____ in handy	_____ the job	_____ even with

Task 2 Complete the collocations below with the words in the box. You may use some of the words more than once. In some cases more than one word may be correct.

bar bunch can clap flash flock pair pint set sheet swarm tube

a _____ of pyjamas	a _____ of paper	a _____ of scissors
a _____ of lightning	a _____ of soap	a _____ of sheep
a _____ of beer	a _____ of sunglasses	a _____ of rules
a _____ of traffic lights	a _____ of birds	a _____ of thunder
a _____ of flowers	a _____ of toothpaste	a _____ of bees

Task 3 Complete the blanks with prepositions

Adjectives	Nouns	Verbs	
excellent _____	an answer _____	associate _____	praise sb _____ sth
experienced _____	an expert _____	concentrate _____ sth	provide sb _____ sth
happy _____ sb	(take) pride _____	congratulate sb _____ sth	provide sth _____ sb
happy _____ sth	a reply _____	cooperate _____ sb	succeed _____
proud _____	a report _____	deal _____	supply sb _____ sth
respected _____	an opportunity _____	include _____	supply sth _____ sb
responsible _____			

Task 4 Read the following sentences and complete them with prepositions.

- 1 Congratulations Rodney! I'm so **happy** _____ you and your wife.
- 2 I would be more than happy to **provide** you _____ our company's catalogue.
- 3 We **supply** all major companies _____ our products.
- 4 She **takes** great **pride** _____ her work. That's why she's the best in her field.
- 5 The government will **provide** housing _____ the homeless.
- 6 You shouldn't be **proud** _____ yourself. What you did was wrong!
- 7 The government **supplied** food and medicine _____ the victims of the hurricane.
- 8 The journalist was **praised** _____ his **report** _____ the starving children of Africa.

Task 5 Complete the blanks with the verbs make or do

_____ an appointment	_____ an escape	_____ a phone call	_____ fun of
_____ one's best	_____ a guess	_____ progress	_____ a job
_____ better/worse	_____ friends (with)	_____ wonders	_____ a choice
_____ certain/sure	_____ an exercise	_____ an offer	_____ a request
_____ a complaint	_____ a reservation	_____ wrong/right	_____ sense
_____ an experiment	_____ a suggestion	_____ ends meet	_____ a trip/voyage
_____ a decision	_____ matters worse	_____ the most of	_____ /journey
_____ an excuse (for)	_____ harm/damage	_____ noise	_____ a mistake
_____ one's duty	_____ one's homework	_____ well/badly	_____ a favour
_____ an effort	_____ money/a profit	_____ an arrangement	_____ up one's mind
_____ a fool of	_____ a mess (of)	_____ a difference	

Task 6 Read the sentences below. Complete them with the verbs make or do and with prepositions.

- 1 My lawyer advised me to _____ **the best** _____ this difficult situation.
- 2 Before signing the contract, the client wished to _____ **some enquiries** _____ the matter.
- 3 The university students are going to _____ **research** _____ the effects of noise pollution on people.
- 4 Bill wanted to _____ **a good impression** _____ the company's president.
- 5 The police officer was instructed to _____ **a detailed report** _____ the strange incident.
- 6 Your plan will only _____ **trouble** _____ the people you are supposedly trying to help.
- 7 If we _____ **good use** _____ our resources, we can achieve our goal.
- 8 This ugly furniture does not _____ **justice** _____ this magnificent house.
- 9 We _____ **a considerable contribution** _____ the heart foundation every year.
- 10 Why don't you _____ **yourself** _____ home while I get ready?
- 11 Emissions from factories _____ **considerable harm** _____ the environment.
- 12 Everyone stepped aside to _____ **way** _____ the marching soldiers.

Task 7 Complete the blanks with the verbs break, turn, change or draw

_____ shoes _____ the law _____ a habit
 _____ a promise
 _____ sb's heart _____ trains\ buses _____ direction
 _____ a corner
 _____ a page _____ sb's attention _____ clothes
 _____ the subject

Task 8 Read the following sentences and complete them with the correct form of the verbs break, turn, change or draw .

- 1 I'll try to _____ **Ted's mind** about leaving his job.
- 2 No one was willing to _____ **their silence** and help the police with their investigation.
- 3 I decided to make the first move and _____ **the ice**.
- 4 Cowboys were known to _____ **a gun** on the slightest of pretexts.
- 5 The famous athlete Jesse Owens _____ **four Olympic records** in 1936.
- 6 My holiday was _____ **short** when I broke my leg while skiing.
- 7 Well, to _____ **a long story short**, our car broke down in the middle of nowhere.

Task 9 Fill in the correct preposition

- 1 The president was accompanied *by* his wife on his recent tour.
- 2 You must be acquainted _____ all the facts before stating your opinion.
- 3 Jane did not agree _____ John's interpretation of the situation.
- 4 He aimed _____ the target and fired his gun.
- 5 My parents do not approve _____ my new boyfriend
- 6 Dave was very bad _____ maths and always failed the tests.
- 7 This film is based _____ a true story
- 8 You can't blame me _____ the accident; I wasn't even there
- 9 The suspect has been arrested and charged _____ robbery.
- 10 It's very important nowadays to care _____ our environment.
- 11 You should take care _____ your teeth

Idioms

Idioms

a night owl: sb who likes to stay up late at night

a feather in one's cap: an achievement one is proud of

a tough/hard nut to crack: sb/sth difficult to deal with

a drop in the ocean: an insignificant amount

a dead end: sth leading nowhere

a false alarm: an unnecessary warning

Task 10 Fill in the correct idiom.

- 1 When I get my degree, it will be a real _____
- 2 Unfortunately, diplomats have come to _____ in their attempts to find a solution to the crisis.

3 Sales figures show that our product is doing very well in Greece, but the Italian market is proving _____

4 My friends are all _____ but I prefer to bed early and get up early.

5 Tell the neighbours it was _____ found his dog.

6 One hundred thousand dollars may seem like a lot of money, it's _____ compared to the millions the basketball star earns each year.

7 Getting fired because I would actor if I had stayed
8 "We expected _____ to coach.

9 Wow! That moved just then, that

10 I hope she now that she is

11 All the from the audience

Idioms

- a big hand:** an enthusiastic round of applause
- a big head:** a conceited person
- a bitter pill:** upsetting fact difficult to accept
- a blessing in disguise:** something that at first seems bad, but later turns out to be beneficial
- a close shave:** a situation where something unpleasant or dangerous nearly happened

was actually _____ never have become an in my old job. to win, so this defeat is swallow," said the football

was _____. If I hadn't cyclist would have hit me. doesn't get _____ famous. performers got

Words easily confused.

Use the correct form of the words in the boxes to complete the sentences in each group A-H below. You may use some of the words more than once. In some cases, more than one word may be correct.

A job occupation work employment profession

- 1 People in the medical _____ work long hours.
- 2 In order to get a(n) _____ as a computer analyst, you need a degree in computer science.
- 3 Betty has been out of _____ since January.
- 4 _____ agencies help people find work in their field.
- 5 I was asked to write my present _____ on the application form.

B task course duty

- 1 They were set the _____ of cleaning the room after the meeting.
- 2 It is a nurse's _____ to make the patients feel comfortable.
- 3 Her marks are quite high, so she can choose between a medical or a law _____ at university.

C employer employee colleague assistant clerk officer attendant

- 1 The shop _____ helped me choose a jumper that suited me.
- 2 The car park _____ is responsible for parking customers' cars.
- 3 All _____ are expected to be at work by 8.30. Our _____ insists on it.
- 4 Jill worked as a(n) _____ for a law firm before entering politics.
- 5 All my _____ at the office are friendly.
- 6 Bob is a senior _____ in the armed forces.

D party crew staff

- 1 A member of a political _____ gave a speech in the town centre last night.
- 2 The teaching _____ at our school have formed a basketball team.
- 3 The search _____ had no luck in finding the missing child.
- 4 The ship's _____ served drinks as the ship set sail.

E aim goal intention challenge success ambition

- 1 The Maths problem was a(n) _____ and took me over an hour to solve.
- 2 The _____ of environmental organisations is to stop environmental destruction.
- 3 People with _____ will always try to achieve their _____.
- 4 Their first album was a great _____ and sold two million copies worldwide.
- 5 I have no _____ of changing my plans for tonight.

Модуль IV Интеграция в развитии навыков устной и письменной речи.**Приложение 4.1.****How to write a good blog**

Here are some guidelines we have created to help you write and structure your blog in a way that will make it more accessible and relevant to our readers.

Structuring your blog posting A well structured blog posting will catch the readers' attention, and make them want to read what you have to say. You can help do this if you follow these tips:

* Give the blog posting a title that will catch the reader's eye. This is the first thing they see and will help them decide if it is of interest to them. On

TeachingEnglish, you only need to write the title of the blog in the 'Title' field - you do not need to add it in the main 'Body'.

- * Put the main point in the first paragraph. This is the first thing readers see and it will make them want to read on.

- * Put the details in the following paragraphs of your posting.

- * Finally in the last part of the posting add the background information and your name if you wish to.

Writing style

- * Try to write in a friendly and informal style. Use first person 'I' and try to include reference to your own context and teaching experience. Remember that the honest and open views of a novice teacher can be just as interesting and informative as those of an expert. Think about your readers and what they can learn from your experience.

- * Try to describe rather than tell e.g. instead of saying you thought a book was great, try to explain why you enjoyed it and what you learned from it.

- * Try to question your reader and ask for their response to what you have written.

- * Always be polite, respectful of other cultures and opinions, and informative.

Content topics It's always best to write about something you know and are enthusiastic about. Perhaps you already have an idea for what you want your blog to be about. Here are some suggestions. You could choose one of these themes and extend it each week, or you could write about something different each week:

- * Reflections on your week as a teacher / trainer. Write about what you have done with your students, any new ideas you have tried out, any problems you have had and how you resolved them, any insights you gained, good resources you tried out.

- * Recommendations for articles, books, websites that you have read or found useful. You should be sure to include information about how you use these and how they helped with your teaching, any possible problems that occurred.

- * Reflections on projects you are involved in, such as action research, school magazines, drama projects etc. You can describe the project and its aims and how it has helped your students, what you've learned from the project, what the next steps are etc.

- * Useful tips or activities that you have used in your classroom. You can describe activities you have tried in your classroom, describe the reactions of your students, what worked well / didn't work and what you learned from using these activities etc.

- * Reports from conferences or training seminars you have been to. You can outline what you learned from the conference / seminar and what new insights you have gained, what activities or theories you heard about and how the training will influence the way you teach.

Things to avoid

- * Always try to avoid being negative. If there is something you don't like, then it's better just to not write about it.
- * It's important to raise issues, but don't try to impose your beliefs on others.
- * Don't include links to commercial sites or resources.
- * Don't include links to inappropriate materials.
- * Never give specific names, places, addresses or contact details. Remember to check the Teaching English House Rules for general information about copyright, privacy and interacting with other users on this site.

Приложение 4.2.

7 Golden Rules: Blogging in English for Non-Native Speakers Posted By Guest Blogger 13th of October 2011 Writing Content 67 This guest post is by Michael Schuermann of Easy Hiker.

English is the language of the Internet. If you are the monoglot citizen of a country like Denmark, you are – through no fault of your own – restricted to an audience the size of metropolitan San Francisco.

Even for the native speakers of a major European language such as German, English is the only available ticket to a global readership.

This is why virtually everybody nowadays blogs in English.

Writing in a foreign language, however, is not an easy skill to acquire. I am not suggesting that simply by reading this article, you will become a fluent writer. But I can show you how to get there – and point out some of the most dangerous traps along the way.

1. It can be done

Every year, English books are published by authors who have learned English as a second or third language, sometimes late in life. (I myself have managed to have one such book published) – just to prove to you that any fool can do it.)

At the top end, you have authors who have produced real works of literature: Vladimir Nabokov and Joseph Conrad, for example.

At the low end of formal ambition, writing factual, descriptive texts in English is actually quite easy – which is why English is not only the language of the Internet but also the lingua franca of academic discourse.

If you have something to say, the English language will always give you the tools to say it clearly, briefly and concisely. So, take your heart in both hands, step in front of a global audience – and just do it.

2. Get rid of your native accent

Accents are speech habits you acquired from your native tongue. They are most familiar to us in the form of sound, but they exist in writing, too.

You will want to get rid of them.

Thankfully, this is easier in written than in spoken language: Nabokov and Conrad, apparently, never quite got rid of their spoken accents, but I am still to hear anybody accuse either author of —Slavic mannerisms in his prose.

Read and listen as much in English as you can, acquiring English rhythms and speech patterns through osmosis. (Get into the habit of reading a quality daily such as The Guardian or the New York Times and listen to BBC Radio 4. It's all just a click away.)

Develop a feeling for the specific difficulties that writers from your own language have. Study English texts written by speakers of your own language – anything will do: announcements in airports and public transport, for example. Tourism brochures can also be highly useful.

Always ask yourself: is this good? And if it isn't, why not? Where could I have improved upon this?

3. Do not translate

Always write your posts in English first, even the drafts. Resist the temptation of writing exposés in your native language.

Any such draft will always betray its origins, unless you are an extremely good translator. (Good technical translators do not —translate: they take a sentence and ask themselves how a native speaker would have conveyed the same message in the target language.)

4. Do not overreach yourself

Keep it simple. Do not aim to produce literature. Do not try to impress your readers with the quality of your English.

See yourself as someone who has recently acquired a pair of ice skates and is still learning. For the time being, the objective is to get safely from one side of the rink to the other. Leave the triple Lutz for later.

5. Perfection may forever elude you

Writing good English is not something you either can do or can't do. There is no single moment in time after which you will be able to say: that's it, now I can write.

Things just don't work that way: learning is always a gradual process. The more you write, the better you will become, but there is no guarantee that you will ever reach a standard where, say, readers could mistake your copy for something they may read in the New York Times.

And even if you do, there may still be the occasional phrase over which your American or English readership will stumble. That's part of the game, I am afraid. Live with it.

6. Understand how the English language operates

English is an informal, level-playing-field language. Like every language, it provides the speaker with opportunities of providing information about himself (by saying —loo rather than —toilet, for example: the old U vs. non-U use of speech) but its first purpose is always to communicate as clearly and concisely as possible.

If you now wonder: isn't that the first purpose of any language, you have clearly never read anything produced by a German academic. In other words: some languages may be primarily designed to communicate the status of the speaker, but English is not one of them.

So keep it simple. Do not show off or intimidate. Make it easy for your reader. Use the most common word, the one that is most likely to be understood by the largest number of readers. In English, a convoluted style is considered affected and impolite. As a rule of thumb, use the Anglo-Saxon rather than the —French word. Say —begin, not —commence.

Use a conversational writing style. Imagine you are explaining something to somebody at a table in a pub. Do not use your blog as a pulpit or as a podium in a lecture hall. Do not adopt a chest-thumping —me-speak-you-listen style. In some countries, this may be the acceptable language of academic discourse. In Anglo-Saxon countries, people will pay as much attention to you as they do to the ranting nutter in the park.

And do not forget that little jokes are always welcome. Particularly if you invite your readers to laugh at yourself. A little self-deprecating remark here and there can work wonders.

7. A language is more than a set of vocabulary and grammar

Cultural references are important. They are a convenient way of telling your readers that you are one of their —pack — because if you were not like your readers, in what way would your experiences matter to them?

Cultural references traditionally come from history and literature (particularly Shakespeare and Dickens), but increasingly from sports, Hollywood movies, and TV. This is where writers who have actually lived in England or the US (and who have kept in touch) have a clear advantage.

But you can play this game even if you have no such experience to draw on. Just be curious. When I was a young man, it took me years to find out the story of Paul Revere and his horse, all coming down to a line in a Bob Dylan song. Today, I Google —Paul Revere’s horse and get 11,500 hits in 0.11 seconds. There are no excuses for ignorance.

What is Ruthian or Micawberish, and why do English people naturally assume that somebody who is —pining must be —pining for the Fjords? Read and listen with an open and curious mind, then do your research — it has never been easier.

Приложение 4.3.

How to write a formal email

Follow these five simple steps to make sure your English emails are perfectly professional.

1. Begin with a greeting
2. Thank the recipient
3. State your purpose
4. Add your closing remarks
5. End with a closing

1. Begin with a greeting

Always open your email with a greeting, such as —Dear Lillian‖. If your relationship with the reader is formal, use their family name (eg. —Dear Mrs. Price‖). If the relationship is more casual, you can simply say, —Hi Kelly‖. If you don't know the name of the person you are writing to, use: —To whom it may concern‖ or —Dear Sir/Madam‖.

2. Thank the recipient

If you are replying to a client's inquiry, you should begin with a line of thanks. For example, if someone has a question about your company, you can say, —Thank you for contacting ABC Company‖. If someone has replied to one of your emails, be sure to say, —Thank you for your prompt reply‖ or —Thanks for getting back to me‖. Thanking the reader puts him or her at ease, and it will make you appear more polite.

3. State your purpose

If you are starting the email communication, it may be impossible to include a line of thanks. Instead, begin by stating your purpose. For example, —I am writing to enquire about ...‖ or —I am writing in reference to ...‖.

Make your purpose clear early on in the email, and then move into the main text of your email. Remember, people want to read emails quickly, so keep your sentences short and clear. You'll also need to pay careful attention to grammar, spelling and punctuation so that you present a professional image of yourself and your company.

4. Add your closing remarks

Before you end your email, it's polite to thank your reader one more time and add some polite closing remarks. You might start with —Thank you for your patience and cooperation‖ or —Thank you for your consideration‖ and then follow up with, —If you have any questions or concerns, don't hesitate to let me know‖ and —I look forward to hearing from you‖.

5. End with a closing

The last step is to include an appropriate closing with your name. —Best regards‖, —Sincerely‖, and —Thank you‖ are all professional. Avoid closings such as —Best wishes‖ or —Cheers‖ unless you are good friends with the reader. Finally, before you hit the send button, review and spell check your email one more time to make sure it's truly perfect!

Saying email addresses

When you say an email address:

remember that @ is pronounced 'at' and . is pronounced 'dot'. reservations@beachhotelbern.com is 'reservations at beach hotel bern dot com'

sometimes there is a . in the person's name. jeffery.amherst@britishcouncil.org is 'jeffery dot amherst at british council dot org'

_ in an email address is called 'underscore'. teaching_job@english_academy.id is 'teaching underscore job at English underscore academy dot I D'.

Note that it is not necessary to use capital J and A in Jeffery Amherst's email address. People sometimes write email addresses with capital initial letters

(Jeffery.Amherst@britishcouncil.org). Sometimes it is all in capitals (JEFFERY.AMHERST@BRITISHCOUNCIL.ORG). However, most people write email addresses without capital letters (jeffery.amherst@britishcouncil.org).

Sending and receiving emails

Read the email below and then do the tasks. Task 3 asks you questions about the email below.

Task 3: Starting an email

Reply | Reply to all | Forward | Delete

From: Samir To: Sales Team CC: Hatem Trabelsi; Patricia Bartlett Subject: RE: Meeting next week Attachments: New proposal.rtf (376KB)

Hello Sales Team,

I've got an idea for next week – see the attached file. I'd like to hear what you think about my suggestion. I think Hatem and Patricia may be interested, so I've copied them in too. Let's talk more at the meeting next week.

Regards, Samir

Organising your emails

Read the article below and then look at the email inbox below it. You will find out what words should go in the numbered gaps in the article in Task 2 and will answer questions about the inbox in Task 3.

Organise your emails – Save time and make life easier!!! (Task 2)

Most emails that you get go straight to your (1). This is where you decide which emails to read and which to delete. But if your server doesn't recognise the address of a sender, it will probably put the email in the (2) mail folder. This is where all those annoying adverts usually go. But sometimes good emails go there too, so remember to check from time to time.

Do you ever worry because you just deleted an email by mistake? Don't worry – just look in the (3) folder. It's probably still there.

Sometimes it can be difficult to find an old email. So why not put them into (4) to make them easy to find? You can do this for any emails you wrote too – you can find them in (5).

Some people keep hundreds of business cards with people's email address and phone number. You don't need to do this – use your (6) as an address book, and it can store all these details for you.

Have you ever found it difficult to finish writing an email? Don't worry – just save it under (7) and finish it later!

Understanding your inbox (Task 3)

Writer purpose

When you write an email, you need to make clear why you are writing. You can do this by using the phrase 'I am writing to (+ verb)' at the start of your email. Here are some examples:

Paragraphs

Emails are easier to read if the writer uses paragraphs.

A paragraph in an email is often two or three sentences long.

Each paragraph starts on a new line.

From Subject Received

- Samir RE: Meeting next week Today 9:21 AM
- Tomoko Nakahata training course Today 9:03 AM
- Hashim Saleh Are you free for lunch tomorrow? Wednesday 7:12 PM
- Patricia Bartlett RE: Meeting next week Wednesday 4:18 PM
- Ali Al-Habsi FW: payment received Wednesday 11:45 AM
- Hatem Trabelsi Meeting next week Wednesday 9:03 AM
- Youssef Zouaoui air conditioning in meeting room 32A Tuesday 4:23 PM
- IT Helpdesk RE: Computer problem Tuesday 2:05 PM
- Tomoko Nakahata minutes from last week's meeting Tuesday 11:02 AM
- Ali Al-Habsi Sorry – here's the attachment! Monday 6:49 PM

I am writing to ask for further details about ... inform you that my new address is ... complain about your customer service. say thank you very much for all your hard work. apply for the job as Teacher of Maths at your school.

* When you start writing about a new topic, you can start a new paragraph.

Look at this example email to a friend.

Paragraph 1 Greeting Hello Dmitri, How is life? I haven't seen you for a long time. How are your children?

Paragraph 2

Reason for

writing I'm writing with some good news – my wife is having a baby next month. We think it's going to be a girl, and we're very excited. But I also wanted to ask you something!

Paragraph 3

Request You told me you have lots of baby clothes. Do you think I could borrow some for my baby? I've looked in the shops, and new baby clothes are so expensive ... Could you let me know if this is OK?

Paragraph 4

Other news By the way, I've also started a new job. It's going really well!

Paragraph 5

'look forward to'

and ending Anyway, I look forward to hearing from you soon. Give my best wishes to your wife and family. Regards, George

Приложение 4.4..

Writing a Report

С помощью доклада мы описываем, анализируем, критикуем исследование или просто какие-то данные. Умение грамотно оформить информацию в таком формате очень ценно по двум причинам:

- * написание доклада на английском часто включается в программу международных экзаменов;

- * в англоязычном мире доклады – неотъемлемая часть не только научной, но и деловой жизни.

В этой статье речь пойдет о том, чем доклад отличается от эссе (essay), а также из каких частей он состоит.

Peculiarities of report. Особенности доклада на английском

1. Темы для докладов. Если в основе эссе лежат общие теоретические вопросы, то такой вид письменной работы, как доклад, является описанием проведенных экспериментов, опросов, иногда сравнением разных вариантов какой-либо ситуации. Примеры тем для докладов:

- Two alternative plans for improving the sports centre. – Предложите два альтернативных плана по развитию спортивного центра.

- A study you conducted to compare male and female attitudes to eating. – Ваше исследование на тему «Мужское и женское отношение к процессу приема пищи».

- An overview of recent research on the human genome. – Обзор последних исследований человеческого генома.

2. Что писать в докладе? Вся информация в докладе должна основываться только на описании и анализе реальных событий. Доклады могут предполагать рекомендации на будущее и прогнозы, однако и те, и другие должны иметь какую-то основу. Доклад – это только фактические данные, а не сочинение на вольную тему.

3. Структура доклада. Доклад должен быть четко структурирован: разделен на определенные части, каждая из которых имеет подзаголовок. В учебных заведениях и крупных компаниях готовят доклады с маркированными списками, таблицами, иллюстрациями, диаграммами. Все это только приветствуется и может быть свободно использовано в докладах.

4. Форма презентации. Если эссе – это сугубо письменная работа, которая не требует обязательной устной презентации, то доклады часто представляются аудитории устно.

5. Обращение к читателю. Доклад может быть написан как от первого, так и от третьего лица, это зависит от контекста и целевой аудитории. Обычно его пишут от третьего лица, чтобы создать впечатление независимости результатов от личных предпочтений автора. Отдавайте предпочтение простой грамматике, которая при этом помогает выразить объективное мнение: пассивный залог, безличные конструкции и т. д.

6. Простота и лаконичность. При написании доклада на английском языке необходимо помнить, что вся информация должна быть изложена просто и четко. Убедитесь, что вы знаете точное значение каждого слова. Не вносите в

доклад информацию, без которой можно обойтись. Используйте распространенные слова и словосочетания. Следите за размером предложений: они не должны быть слишком сложными, с огромным количеством речевых оборотов и объяснений. Обязательно используйте в докладе слова-связки (linking words).

Слово Перевод

Как дополнить информацию

Again Кроме того, к тому же

Besides Кроме того, более того

Moreover

Together with Вместе с тем, наряду с

And И, а

Likewise Также, подобно

As well Также, тоже

Furthermore Кроме того, к тому же

Additionally В дополнение к этому

Along with Наряду с, вместе с

Also При этом, также

For example Например

Equally Равно как, наравне с

Further Также, к тому же

Как подвести итог

In short Одним словом

Finally В заключение

In summary Подводя итог

In conclusion В завершении

Consequently Вследствие этого

Due to В связи с

All in all В конечном итоге

As a result В результате

Accordingly Согласно

To sum up Подводя итог

Thus Таким образом

Therefore Поэтому

Как противопоставить две идеи, показать разницу

But Но

Otherwise Иным образом

Even though Несмотря на то что

Conversely В противоположность этому

Even so Все же

Yet В то же время

However Однако, тем не менее

On the other hand С другой стороны

As opposed to В отличие от, в противоположность

In the meantime В то же время, при этом

On the contrary Иначе, в противоположность

Nevertheless Тем не менее

Still Все же

Как выделить идею

Again Все же

Indeed Действительно

To repeat Повторю, что

Truly На самом деле

In fact В действительности

To emphasize Чтобы подчеркнуть

For this reason По этой причине

With this in mind Помня об этом * Более подробный и полный список вы найдете в статье «Слова-связки в английском языке».

Приложение 4.5.

Report writing

Report structure. Структура доклада на английском языке

Секрет успешного написания хорошего доклада – работа по плану. Report имеет свою стандартную структуру, которую нужно взять за основу. Итак, в любом докладе должно быть 5 элементов:

1. Introduction (вступление). В этой секции нужно кратко описать предмет доклада, привести причины, почему вы занимаетесь именно этим вопросом, и сделать небольшой обзор других исследований по теме. Вступление – это презентация цели и предмета. Скажите читателю, что ему ожидать от работы. Здесь должно быть короткое, но меткое summary (резюме, краткое изложение основных идей), которое подогреет интерес читателя и заставит его сконцентрироваться на основном. В начале доклада можно воспользоваться такими фразами:

The aim/purpose of this report is to examine/evaluate/describe/outline the positive and negative features of two different phenomena... – Цель этого доклада – изучить/оценить/описать/выделить положительные и отрицательные черты двух разных явлений...

This report aims to provide an overall view of the situation below. – Цель этого доклада – дать полное представление о ситуации.

It will also include/consider/suggest/recommend... – Он также будет включать/рассматривать/предлагать/рекомендовать...

The report is based on a survey conducted among college students. – Этот доклад основан на опросе, проведенном среди студентов колледжа.

It is generally accepted that... – Общепринято, что...

2. Methods (методы исследования). Дайте ответы на такие вопросы: «Как проводилось исследование?», «Какие инструменты и приемы были использованы?».

3. Results (результаты). Здесь необходимо описать, что вы обнаружили в результате исследования, и написать, насколько результаты точны и с чем это связано.

4. Discussion (обсуждение) – обсуждение основных моментов, комментарии об эффективности исследования. Язык должен быть также сдержанным и убедительным. Полезные фразы:

The vast majority of... – Подавляющее большинство...

This is probably due to the fact that... – Вероятно, это происходит потому, что...

One measure which may improve the situation would be to introduce... – Одной из мер, которые могут улучшить ситуацию, станет внедрение...

I would recommend that the company (college) should...(do...) – Я рекомендую компании (колледжу)... (сделать...)

5. Conclusions (выводы). Последняя часть – подведение итогов и предложения для последующих исследований, касающихся темы доклада. Подвести итоги можно такими словами:

In the light of the results of the survey, I strongly advise... – Ввиду результатов опроса я настоятельно советую...

It appears that... – Оказалось, что...

In conclusion / On balance / To sum up... – В заключение / В итоге...

В полноценном докладе также должен быть список использованной литературы. Могут присутствовать и другие части, это зависит от предмета и цели доклада. Соответственно, если мы имеем дело с кратким докладом, например, на международном экзамене, необходимо продемонстрировать не столько знание выбранной темы, сколько в целом понимание того, что такое доклад и из каких частей он состоит. Так, описанные выше части доклада на экзамене немного упрощаются, и выглядят так:

* Introduction – вступление.

* Reasons why you are writing (write about facts) – причины, побудившие вас писать об этом (сообщите факты).

* Suggestions to solve a problem (a kind of discussion) – предложения и способы решения проблемы (аналог обсуждения).

* Conclusion – выводы.

Приложение 6

How to Write an Exciting Interview By Guillermo Rubio

Interviewer: —Where did you grow up?||

Famous person: —Florida.||

Interviewer: —Where did you attend college?||

Famous person: —Florida State.||

Interviewer: —What was your major?||

Famous person: —Soil and water science.¶

Y-a-w-n. That's what your reader will do when you write an interview like most run-of-the-mill writers.

After all, common sense tells us the interview process should be logical and matter-of-fact. But to write an exciting interview, you have to throw common sense out the window. As copywriters, there are two major reasons why we should know how to conduct and write a great interview:

* An interview with a potential client and/or the creator of a product you're writing about can unearth great information you can use to make your promotion a winner. Usually this is information you can't get any other way, and often it can be the source of your —big idea.¶

* You can make money by interviewing experts and selling those interviews to the appropriate publications. (Keep an eye out for an upcoming article in —The Golden Thread¶ about how to do this.)

To find out exactly what makes a good interview, I spent an hour with Michael Masterson at his neighborhood cigar bar. This is what I learned ...

To make an interview exciting, you need to do a little risk-taking with each of the four elements that make up a great interview:

1. Picture

An average interview usually shows just a headshot of the person being interviewed – a face with little or no expression. But this is boring and safe. Instead, tell the person you're interviewing to send in a full body photograph. Or, to make it even more interesting, tell him to have a goofy expression on his face (like sticking his tongue out). Or have him strike a funny pose. If it's a more serious publication, have him take a picture with his family, playing in the backyard ... or doing something active, like skiing, or bike riding.

Bottom line is, stay away from the norm and have him do something unusual, interesting, or provocative.

2. Questions

Avoid typical interview questions. Instead, ask questions that are intriguing, or lead the interviewee to reveal an interesting bit of information. For example, instead of asking, —How did you achieve your copywriting success?¶ ask, —They call you the _Godfather of copywriting_ ... what three qualities do you think you share with Marlon Brando?¶

Michael showed me an interview in a cigar magazine that does this brilliantly. The picture shows a full body shot of an older man in a white suit and straw hat, smoking a cigar. The first question the interviewer asks is, —So how many white suits do you own?¶ followed by questions like, —Have you considered pin stripes?¶ and —So, do you always wear white underwear?¶

3. Answers

You will be more successful as a copywriter and interviewer, if you take the initiative to ensure you get good, interesting answers from the person you're interviewing. As mentioned earlier, boring questions lead to lackluster answers.

But if you're asking interesting questions and still getting mundane answers, keep prodding. Keep asking the same question a different number of ways until you get an interesting bit of information. For example, say you're interviewing a natural-health specialist:

You: —Besides educating others about natural health, what are you passionate about?||

Interviewee: —Hmm ... I don't know. Wine, family, and jogging I guess.||
(Pretty boring ... let's try this again ...)

You: —If you had all the money and time in the world, what would you be doing right now?||

Interviewee: —Riding in a Porsche 911 Turbo in Napa Valley, listening to music while on my way to a wine tasting.||

(Now we're starting to get somewhere ...)

You: —If you could have two super powers, what would they be and why?||

Interviewee: —I'd love to have super strength like The Hulk, because as a kid I always wanted to be the world's strongest man. I'd also have incredible speed, like The Flash, because I love the adrenaline rush I get from racing.||

(Voila! You've gotten the interesting information you need.)

4. Structure

This is the order in which you publish the picture, questions, and answers. Most writers feel the need to do this in a logical sequence. But again, that makes for a boring interview. To have the strongest interview possible, you need to start and end strong. Pick the most provocative questions and answers to be featured at the beginning and at the end. From there, let your emotions guide you. Do you feel it would be more appealing to let the reader know your famous person wears white underwear in the middle of the interview? Maybe you want to leave it as the closing question.

You're in complete control at this point. Just avoid making it too linear and logical. And remember, you can't change what a person said. You're simply —editing|| and sifting through all the mundane stuff to find the gems.

Модуль V.Совершенствование навыков устной речи.

Приложение 5.1.

Тема. Некоторые звуки, произношение которых вызывает сложности у изучающих английский язык

Звуки [p],[t],[k], [b],[g] произносятся по-разному в начале и конце слов.

Сравните

pit bit toss boss

post boast cut gut

toe bow come gum

Звуки [w]и [v] часто произносятся неправильно. Обратите внимание на правильное произношение данных слов

wet vet west vest
while vile worst verst
wince Vince

Приложение 5.2.

Тема. Основные ключевые слова-опоры и их эквиваленты при построении прямых вопросов

Ключевое слово Вопросительное слово

...time... When...

...venue... Where...

...free.... Is free?

...opening date... When are you open? When do you work?

...availability... Is ... available? Do you have ... available? Have you got... available? Is there ... in your?

... duration... How long...

.... frequency... How often...

... number of... How many...

...size of... How big...

...possibility to... Is it possible to... Can I ...

...discounts available... Do you have discounts for... Have you got discounts for...

...issues... What things...

...procedure... How can I

...accommodation options... Where can I stay.. What can you offer..

...transfer alternatives... How can I get...

Приложение 5.3.

– Тема. Основные речевые клише для монологического высказывания с использованием основных коммуникативных типов речи

– Советы выпускникам:

– Внимательно прочитайте задание, чтобы понять, о чем следует говорить.

– Подумайте, какие аргументы вы будете приводить во время своего монологического высказывания. Постарайтесь сделать ваш рассказ логичным и познавательным.

– Давайте полные развернутые ответы на каждый пункт предложенного вам плана ответа. Приводите аргументы в поддержку ваших идей.

- Если во время ответа вы забыли слово или фразу, используйте его синоним.
- Избегайте использования однотипных структур или слов. Старайтесь использовать разные лексико- грамматические структуры на протяжении ответа.
- Не отвлекайтесь от основного вопроса задания.
- Следуйте предложенному плану высказывания. Дайте ответ на все пункты указанного задания.
- В конце ответа сделайте вывод всему сказанному.
- Используйте следующие разговорные клише:
 - Описание места
 - It is near/ not far from/ a long way from here.
 - It's in the west of the country
 - Описание предмета на картинке
 - It's in the background/ foreground/ in the middle.
 - Описание людей на картинке
 - They are in the shop/ in a café/ in a hotel/ in the city centre.
 - They are at home/ at school/ at work/ at the theatre/ at the beach
 - Описание события и ваше объяснение
 - She must be tired because she is yawning.
 - I don't think she is happy because she is not smiling.
 - Выражение своего мнения
 - I think
 - I believe
 - It seems to me
 - I suppose
 - I reckon that
 - Примеры, союзы
 - For example
 - For instance
 - Such as
 - Thus
 - As a result
 - Thanks to
 - Due to
 - Because of
 - Вывод
 - Summing up
 - In conclusion
 - To sum up
 - Taking everything into consideration

Приложение 5.4

Тема. Связное тематическое монологическое высказывание – передача основного содержания увиденного с выражением своего отношения, оценки, аргументации (сравнение двух фотографий)

Советы выпускникам:

– Внимательно прочитайте задание, чтобы знать, о чем следует говорить

– Помните, что при описании происходящего на картинках следует использовать время Present Continuous

– Не описывайте детали каждой картинки. Помните, что помимо «внешнего» слоя, каждая картинка содержит и «внутренний», смысловой контекст (т.е. сравните идеи, которые выражены данными картинками)

– При сравнении картинок найдите сходства и различия между картинками (количество изображенных предметов, обстановка, фон и т.д.)

– Не забывайте ответить на все пункты плана, приводя ваши аргументы

– Используйте следующие разговорные формулы:

– Описание картинок:

The picture shows

In this picture I can see...

In the foreground there is a...

There are ... in the background.

The people in the picture look happy because...

The general atmosphere in the picture is positive because...

– Объяснение происходящего на картинках:

It may be that...

Perhaps...

It's quite possible that...

It seems to me that people in the ... picture are...

– Сравнение:

Both pictures show...

In both pictures the people are...

One similarity is that...

However, these pictures are different because...

There are some differences between these pictures.

The main difference is that...

– Another difference is that...

– Выражение своего мнения

As for me,

Personally I would...

It seems to me that..

If I had to choose, I would...

Приложение 5.5

Тема. Зачет

Выполните данный вариант устной части экзамена