

Документ подписан простой электронной подписью

Информация о владельце:

ФИО: Блинова Светлана Павловна

Должность: Заместитель директора по учебно-воспитательной работе

Дата подписания: 21.05.2021 09:52:03

Уникальный программный ключ:

1cafd4e102a27ce11a89a2a7ceb30237f3ab5c65

Министерство науки и высшего образования Российской Федерации
Федеральное государственное бюджетное образовательное учреждение
высшего образования
«Норильский государственный индустриальный институт»
Политехнический колледж

**КОМПЛЕКТ
КОНТРОЛЬНО-ОЦЕНОЧНЫХ СРЕДСТВ
по учебной дисциплине**

**ИНОСТРАННЫЙ ЯЗЫК
1 курс**

Для специальности:

40.02.01 Право и организация социального обеспечения

46.02.01 Документационное обеспечение управления и архивоведение

Комплект контрольно-оценочных средств по учебной дисциплине «Иностранный язык» разработан на основе рабочей программы дисциплины и требований Федерального государственного образовательного стандарта (далее ФГОС) по специальностям среднего профессионального образования 40.02.01 Право и организация социального обеспечения, 46.02.01 Документационное обеспечение управления и архивоведение

Организация – разработчик: ФГБОУ ВО «Норильский государственный индустриальный институт» Политехнический колледж

Разработчик:

Пантюхина Татьяна Владимировна – преподаватель

Рассмотрено на заседании предметно-цикловой комиссии общеобразовательных дисциплин.

Председатель комиссии _____ Алилекова Е.Б.

Утверждена методическим советом политехнического колледжа ФГБОУ ВО «Норильский государственный индустриальный институт»

Протокол заседания методического совета № ___ от « ___ » _____ 20 __ г.

Зам. директора по УР _____ Блинова С. П.

СОДЕРЖАНИЕ

| | |
|---|----|
| 1. ПАСПОРТ КОМПЛЕКТА КОНТРОЛЬНО-ОЦЕНОЧНЫХ СРЕДСТВ..... | 4 |
| 1.1. Общие положения | 4 |
| 1.2. Результаты освоения учебной дисциплины, подлежащие проверке .. | 4 |
| 2. КОНТРОЛЬ И ОЦЕНКА ОСВОЕНИЯ УЧЕБНОЙ ДИСЦИПЛИНЫ | 6 |
| 2.1. Формы и методы оценивания | 6 |
| 2.2. Критерии оценивания..... | 6 |
| 2.3. Контроль освоения учебной дисциплины по темам (разделам) | 10 |
| 3. ЗАДАНИЯ ДЛЯ ОЦЕНКИ ОСВОЕНИЯ УЧЕБНОЙ ДИСЦИПЛИНЫ..... | 13 |
| 3.1. Проверочная работа № 1..... | 19 |
| 3.2. Проверочная работа № 2 | 21 |
| 3.3. Контрольная работа № 3..... | 23 |
| 3.4. Проверочная работа № 4..... | 28 |
| 3.5. Проверочная работа №5..... | 33 |
| 3.6. Контрольная работа № 6..... | 35 |
| 3.7. Контрольная работа № 7..... | 39 |
| 3.8. Проверочная работа № 8 | 45 |
| 3.9. Контрольная работа № 9..... | 46 |
| 3.10. Контрольная работа №10..... | 50 |
| 3.11. Проверочная работа № 11..... | 53 |
| 3.12. Контрольная работа № 12..... | 57 |
| 3.13. Проверочная работа № 13..... | 62 |
| 3.14. Контрольная работа № 14..... | 66 |
| 3.15. Контрольная работа (1 семестр)..... | 72 |
| 3.16. Контрольная работа (2 семестр)..... | 75 |
| 3.17. Вопросы и задания к зачёту | 79 |

ПАСПОРТ КОМПЛЕКТА КОНТРОЛЬНО-ОЦЕНОЧНЫХ СРЕДСТВ

1.1. Общие положения

Контрольно-оценочные средства (КОС) предназначены для контроля и оценки результатов освоения учебной дисциплины «Иностранный язык» обучающимися I курса по специальности СПО 40.02.01 Право и организация социального обеспечения, 46.02.01 Документационное обеспечение управления и архивоведение.

КОС включает в себя контрольные материалы для проведения текущего контроля по темам и разделам дисциплины, и вопросы для проведения дифференцированного зачёта.

1.2. Результаты освоения учебной дисциплины, подлежащие проверке

В результате освоения учебной дисциплины «Иностранный язык» у обучающихся формируются следующие знания, умения и общие компетенции:

| | |
|-----|--|
| З1 | Лексический и грамматический минимум, необходимый для чтения и перевода (со словарем) англоязычных текстов по изученной проблематике, а также осуществление коммуникации в устной и письменной форме на повседневные темы. |
| У1 | Свободно общаться в разных формах речевой деятельности на различные повседневные темы, как с носителями языка, так и с представителями других стран, использующих данный язык, как средство общения; |
| У2 | Строить своё речевое поведение адекватно социокультурной специфике; |
| У3 | Свободно пользоваться активным словарным запасом, читать и переводить (со словарём) англоязычные тексты по изученной тематике; |
| У4 | Писать сообщения (по изученной проблематике) на иностранном языке, в том числе демонстрирующие творческие способности обучающихся; |
| У5 | Выделять общее и различное в культуре родной страны и англоязычных стран; |
| У6 | Анализировать англоязычные тексты; (умение работать с текстом) |
| У7 | Использовать английский язык, как средство для получения информации из англоязычных источников в образовательных и самообразовательных целях. (работа с видео, текстом, интернетом) |
| ОК1 | Понимать сущность и социальную значимость своей будущей профессии, проявлять к ней устойчивый интерес. (кажд пара) |

| | |
|-------|--|
| ОК2 | Организовывать собственную деятельность, выбирать типовые методы и способы выполнения профессиональных задач, оценивать их эффективность и качество. (кажд пара) |
| ОК3 | Принимать решения в стандартных и нестандартных ситуациях и нести за них ответственность. (кажд пара) |
| ОК4 | Осуществлять поиск и использование информации, необходимой для эффективного выполнения профессиональных задач, профессионального и личностного развития. (каждая пара) |
| ОК5 | Использовать информационно-коммуникационные технологии в профессиональной деятельности. (презентация, компы) |
| ОК6 | Работать в коллективе и команде, эффективно общаться с коллегами, руководством, потребителями. (всегда, когда работ в паре) |
| ОК7 | Брать на себя ответственность за работу членов команды (подчиненных), результат выполнения заданий. (работа в группе) |
| ОК8 | Самостоятельно определять задачи профессионального и личностного развития, заниматься самообразованием, осознанно планировать повышение квалификации. |
| ОК9 | Ориентироваться в условиях частой смены технологий и профессиональной деятельности. |
| ОК9* | Ориентироваться в условиях частой смены технологий в профессиональной деятельности. (презентация проект)все что за компом делаем??? |
| ОК10* | Соблюдать основы здорового образа жизни, требования охраны труда. (каждая пара) |
| ОК11* | Соблюдать деловой этикет, культуру и психологические основы общения, нормы и правила поведения. (каждая пара) |
| ОК12* | Проявлять нетерпимость к коррупционному поведению. (только если о политике) |

* для специальности 40.02.01 Право и организация социального обеспечения

КОНТРОЛЬ И ОЦЕНКА ОСВОЕНИЯ УЧЕБНОЙ ДИСЦИПЛИНЫ

1.3. Формы и методы оценивания

В процессе изучения дисциплины предусмотрены следующие формы контроля по овладению необходимыми знаниями и умениями, и формируемыми на их основе общими компетенциями: текущий контроль, промежуточный контроль и итоговый контроль.

Текущий контроль осуществляется в течение семестра в форме:

- устного фронтального и индивидуального опроса обучающихся на практических занятиях с целью проверки усвоения лексического и грамматического материала,
- защиты обучающихся подготовленных сообщений по заданной теме (монологическое высказывание),
- проверки выполненных в ходе занятий письменных работ по текущему материалу и заданий, отведённых на внеаудиторную самостоятельную работу.

Оценки доводятся до сведения обучающихся и отражаются в учебном журнале группы по итогу каждого учебного занятия.

Промежуточный контроль осуществляется в форме письменных контрольных работ по пройденному материалу раздела или темы в зависимости от содержания.

Итоговая оценка выводится в виде среднего балла за весь период обучения. Обучающие, претендующие на более высокий балл, либо имеющие спорную оценку по окончании изучения дисциплины, выходят на итоговый контроль. **Итоговый контроль** проводится в форме дифференцированного зачёта по окончании изучения дисциплины в устной или письменной форме на усмотрения преподавателя с целью проверки уровня усвоения обучающимися пройденного материала по дисциплине.

1.4. Критерии оценивания:

Для оценки выполнения устных и письменных заданий в ходе практического занятия:

| | |
|-----|--|
| «5» | - обучающийся практически не допускает ошибок при чтении англоязычных материалов, свободно и уверенно переводит текст с опорой на изученный лексический материал в темпе нормальной речи с соблюдением литературных норм без существенной потери информации, допуская не более 1-2 смысловых ошибок; показывает хорошо сформированные навыки чтения (поискового, изучающего и т.д.) и аудирования; демонстрирует качественное владение лексическим и грамматическим материалом; быстро ориентируется в процессе работы с новым материалом. |
| «4» | - обучающийся допускает ошибки при чтении сложных и незнакомых слов, медленно, но уверенно переводит текст с опорой на изученный лексический материал, допуская неточности в переводе, не |

| | |
|-----|--|
| | искажающие смысловое содержание текста; показывает средний уровень сформированности навыков чтения (поискового, изучающего и т.д.) и аудирования; демонстрирует владение лексическим и грамматическим материалом; ориентируется в процессе работы с новым материалом. |
| «3» | - обучающийся допускает множественные ошибки при чтении, переводит текст только при помощи словаря либо электронного переводчика, при самостоятельном переводе текста допускает существенные смысловые ошибки и фактические ошибки в лексико-грамматическом материале, и показывает только общее понимание содержания текста; демонстрирует слабо сформированные навыки чтения (поискового, изучающего и т.д.) и аудирования; демонстрирует низкий уровень владения лексическим и грамматическим материалом; слабо ориентируется в процессе работы с новым материалом. |
| «2» | - обучающийся демонстрирует не сформированные навыки чтения и аудирования; не способен перевести текст без применения электронного переводчика; показывает полное непонимание содержания текста; не владеет необходимым лексическим и грамматическим материалом; не ориентируется в процессе работы с новым материалом. |

Для оценки выполнения заданий, отведённых на внеаудиторную самостоятельную работу:

| | |
|-----|--|
| «5» | <p><i>Техника чтения</i> - обучающийся практически не допускает ошибок при чтении уже знакомых англоязычных материалов.</p> <p><i>Устный опрос по лексике</i> - обучающийся демонстрирует качественное владение лексическим материалом (90-100% изученных слов при индивидуальном опросе), не допускает ошибок в произношении английских слов.</p> <p><i>Проверка выполнения грамматических заданий</i> - обучающийся демонстрирует качественное владение грамматическим материалом (90-100% правильных ответов), может обосновать и объяснить применение изучаемого грамматического явления на примере представленной ситуации.</p> <p><i>Контроль навыков развития устной речи</i> - речь обучающегося уверенная и грамотная (в качестве опоры допускается только краткий план пересказа), информативность сообщения соответствует заданной теме.</p> <p><i>Проверка письменного перевода</i> - перевод текста выполнен грамотно, с учётом изученного лексического материала с соблюдением литературных норм без существенной потери информации, не допуская смысловых ошибок.</p> |
|-----|--|

| | |
|-----|---|
| «4» | <p><i>Техника чтения</i> - обучающийся допускает ошибки при чтении сложных слов, чтение уверенное, в темпе нормальной речи.</p> <p><i>Устный опрос по лексике</i> - обучающийся демонстрирует хорошее владение лексическим материалом (75-90% изученных слов при индивидуальном опросе), допускает ошибки в произношении сложных английских слов.</p> <p><i>Проверка выполнения грамматических заданий</i> - обучающийся демонстрирует неполное понимание грамматического материала (75-90% правильных ответов), может допускать ошибки при обосновании и объяснении применения изучаемого грамматического явления на примере представленной ситуации, но самостоятельно исправляет их под руководством преподавателя.</p> <p><i>Контроль навыков развития устной речи</i> - речь обучающегося содержательная, уверенная (допускается использование плана, контрольных вопросов или краткого перевода на русском языке в качестве шпаргалки) и грамотная (допускаются незначительные грамматические ошибки).</p> <p><i>Проверка письменного перевода</i> - перевод текста выполнен достаточно качественно, с учётом изученного лексического материала, допускаются неточности, не искажающие смысловое содержание текста.</p> |
| «3» | <p><i>Техника чтения</i> - обучающийся допускает множественные ошибки при чтении уже знакомых англоязычных материалов, чтение медленное и сбивчивое.</p> <p><i>Устный опрос по лексике</i> - обучающийся демонстрирует низкий уровень владения лексическим материалом (55-75% изученных слов при индивидуальном опросе), допускает ошибки в произношении английских слов.</p> <p><i>Проверка выполнения грамматических заданий</i> - демонстрирует низкий уровень владения грамматическим материалом (50-75% правильных ответов), допускает множественные ошибки при обосновании и объяснении применения изучаемого грамматического явления на примере представленной ситуации, исправляет их только под руководством преподавателя.</p> <p><i>Контроль навыков развития устной речи</i> - речь обучающегося сбивчива, с существенными грамматическими ошибками, мало информативна.</p> <p><i>Проверка письменного перевода</i> - перевод текста выполнен с существенными смысловыми ошибками и фактическими ошибками в лексико-грамматическом материале, раскрыто только общее понимание содержания текста.</p> |
| «2» | <p><i>Техника чтения</i> - обучающийся демонстрирует не сформированные навыки чтения.</p> |

Устный опрос по лексике – обучающийся не владеет необходимым лексическим материалом (менее 55% изученных слов при индивидуальном опросе), допускает множественные ошибки в произношении английских слов.

Проверка выполнения грамматических заданий - обучающийся не владеет необходимым грамматическим материалом (менее 50% правильных ответов), не способен обосновать и объяснить применение изучаемого грамматического явления на примере представленной ситуации.

Контроль навыков развития устной речи – обучающийся не способен выстроить элементарное устное высказывание по заданному образцу.

Проверка письменного перевода – обучающийся демонстрирует полное непонимание содержания текста, перевод текста выполнен некачественно, смысл сильно искажён и не передаёт даже общего содержания источника.

Виды ошибок:

– смысловая ошибка – существенное искажение смысла, опущение важной информации, привнесение неверной информации.

– неточность – опущение несущественной информации, привнесение лишней информации, не приводящее к существенному изменению смысла; не совсем точное толкование текста, не ведущее к его искажению.

– грамматическая ошибка – ошибка в передаче значения или применении той или иной грамматической формы / структуры (несогласование членов предложения, неправильное оформление временных форм глагола), нарушение установленного порядка слов в предложении.

– лексическая (терминологическая) ошибка – ошибка в передаче контекстуального значения слова, не носящая стилистического характера, некорректное использование термина (слова) в предложенном контексте.

– стилистическая ошибка – отступление от стилистических норм языка или предложенного в оригинале стиля речи.

1.5. Контроль освоения учебной дисциплины по темам (разделам)

| Элемент учебной дисциплины | Формы контроля | | | | | |
|--|---|---|------------------------|------------------------|--------------------------|---------------------------|
| | Текущий контроль | | Промежуточный контроль | | Итоговый контроль | |
| | Метод контроля | Проверяемые ОК, У, З | Метод контроля | Проверяемые ОК, У, З | Метод контроля | Проверяемые ОК, У, З |
| Раздел I. Английский язык - язык международного общения | | | Проверочная работа | У3, З1 ОК9 (11*) | Дифференцированный зачёт | З1 У1-У2 ОК2, ОК4-5 |
| Тема 1.1 Английский язык - язык современного мира. | Проверка выполнения практических заданий: фронтальный опрос - контроль навыков устного перевода, техника чтения, контроль навыков аудирования. Проверка выполнения самостоятельной работы: экспресс - опрос по ЛЕ, индивидуальный опрос (МВ по теме) | У1, У2, У3, У6, У7 З1 ОК2, ОК6, ОК10, ОК11 У2, У3, У4 З1 ОК2, ОК4, ОК6 | | | | |
| Тема 1.2 Английский язык - язык общения | Проверка выполнения практических заданий: фронтальный опрос - контроль навыков поискового чтения, контроль навыков устного перевода, техника чтения Проверка выполнения самостоятельной работы: устный (индивидуальный) опрос по ЛЕ, контроль навыков чтения, проверка выполнения грамматических упражнений, контроль навыков устной речи (пересказ - монолог) | У1, У2, У6, З1 ОК2- ОК4, ОК 10, ОК 11 У1, У2, У3, У6 З1 ОК2-ОК4 | | | | |

| | | | | | | |
|---|--|---|--------------------|--------------------------------------|--|--|
| Тема 1.3 Речевой этикет (приветствие, прощание, представление себя и других людей в | Проверка выполнения практических заданий: фронтальный опрос - контроль навыков просмотрового и поискового чтения, контроль навыков аудирования, проверка выполнения лексико-грамматических упражнений. Проверка выполнения самостоятельной работы: устный опрос по ЛЕ, контроль навыков устной речи (пересказ - диалог), проверка выполнения лексических упражнений. | <i>У1, У2, У6, У7 З1 ОК2-ОК4, ОК6</i> <i>У1, У2, У3 З1 ОК6, ОК8-9</i> | Контрольная работа | <i>У3 З1 ОК2, ОК (9) 11*</i> | | |
| Раздел 2. Моя семья и друзья | | | | | | |
| Тема 2.1 Описание людей: себя, друзей, родных и близких | Проверка выполнения практических заданий: фронтальный опрос - проверка выполнения лексических упражнений, контроль навыков ознакомительного, поискового чтения, и чтения с полным пониманием, контроль навыков устного перевода; контроль навыков диалогической речи (работа в парах); контроль навыков аудирования. Проверка выполнения самостоятельной работы: экспресс-опрос по ЛЕ, проверка письменного перевода, защита проекта; | <i>У1, У2, У6 З1 ОК2-ОК4, ОК6</i> <i>У2, У3-У4, У6-У7 З1 ОК2, ОК4-6, ОК9</i> | Проверочная работа | <i>У3, У6 З1 ОК2, ОК4</i> | | |
| Тема 2.2 | Проверка выполнения | <i>У1, У2, У3,</i> | Проверочная работа | <i>У3, У6</i> | | |

| | | | | | | |
|----------------------------------|---|---|--------------------|--|--|--|
| Межличностные отношения в семье | <p>практических заданий: фронтальный опрос - проверка выполнения лексических упражнений, контроль навыков поискового, просмотрового чтения и чтения на полное понимание, контроль навыков устного перевода, контроль навыков аудирования.</p> <p>Проверка выполнения самостоятельной работы: проверка выполнения лексических упражнений, фронтальный опрос по ЛЕ, обсуждение; индивидуальный опрос (МВ по теме)</p> | <p><i>У4, У6</i> <i>З1</i> <i>ОК2-4, ОК5-ОК6, ОК9</i></p> <p><i>У1, У2, У4, У7</i> <i>З1</i> <i>ОК1-2, ОК4-5, ОК8-9</i></p> | Контрольная работа | <p><i>З1</i> <i>ОК2, ОК4, ОК11*</i></p> | | |
| Раздел 3. Где ты живешь? | | | | <p><i>У3, У6</i> <i>З1</i> <i>ОК2, ОК11*</i></p> | | |
| Тема 3.1 Мой дом - моя крепость. | <p>Проверка выполнения практических заданий: фронтальный опрос - проверка выполнения лексических упражнений, контроль навыков ознакомительного, поискового и чтения на полное понимание, контроль навыков устного и письменного перевода, контроль навыков аудирования, проверка выполнения грамматических упражнений, контроль навыков диалогической речи (работа в парах).</p> <p>Проверка выполнения</p> | <p><i>У1, У2-3, У6-7</i> <i>З1</i> <i>ОК2-4, ОК6, ОК10-11</i></p> | | | | |

| | | | | | | |
|--|---|--|--------------------|---------------------------------------|--|--|
| | самостоятельной работы: устный (индивидуальный) опрос по ЛЕ, проверка выполнения лексических и грамматических упражнений, презентация стихотворения, защита проекта (индивидуальный опрос) | <i>У1, У2, У3, У4, У7 З1 ОК2-ОК5</i> | | | | |
| Тема 3.2. В городе | Проверка выполнения практических заданий: фронтальный опрос - проверка выполнения лексических упражнений; контроль навыков ознакомительного, поискового и чтения на полное понимание; контроль навыков устного перевода; контроль навыков аудирования; Проверка выполнения самостоятельной работы: устный (индивидуальный) опрос по ЛЕ; проверка выполнения лексических и грамматических упражнений; контроль навыков диалогической речи | <i>У1, У2, У3, У6, У7 З1 ОК10- ОК11 У1, У2, У6 З1, ОК2-ОК4, ОК6, ОК11</i> | Контрольная работа | <i>У3, У6, У7 З1 ОК2, ОК3</i> | | |
| Раздел 4. Краеведение. «Природа родного края» | | | | | | |
| Тема 4.1. Таймыр 365 дней в году | Проверка выполнения практических заданий: фронтальный опрос - проверка выполнения лексических упражнений; контроль навыков | <i>У1, У3, У4, У6, У7 З1 ОК 2- ОК4, ОК6, ОК10 - 11</i> | Проверочная работа | <i>У3, З1 ОК2, ОК11*</i> | | |

| | | | | | | |
|---------------------------------------|---|--|---------------------------|--|--|--|
| | <p>ознакомительного и поискового чтения; контроль навыков устного и письменного перевода; контроль навыков диалогической речи (работа в паре); контроль навыков аудирования; контроль навыков монологической речи;</p> <p>Проверка выполнения самостоятельной работы: устный (индивидуальный) опрос по ЛЕ; проверка выполнения лексических и грамматических упражнений; контроль навыков монологической речи (индивидуальный опрос); контроль навыков чтения с полным пониманием (фронтальный опрос)</p> | <p><i>У1, У3, У4, У6</i> <i>З1</i> <i>ОК2-ОК4,</i> <i>ОК11</i></p> | | | | |
| <p>Тема 4.2 Флора и фауна Таймыра</p> | <p>Проверка выполнения практических заданий: фронтальный опрос - проверка выполнения лексических упражнений; контроль навыков ознакомительного и поискового чтения и чтения с полным пониманием; контроль навыков устного и письменного перевода; контроль навыков аудирования; контроль навыков монологической речи;</p> | <p><i>У1, У3, У4, У6,</i> <i>У7</i> <i>З1</i> <i>ОК2-ОК4,</i> <i>ОК10-11</i></p> | <p>Контрольная работа</p> | <p><i>У3, У6, У7</i> <i>З1</i> <i>ОК2, ОК4</i></p> | | |

| | | | | | | |
|-------------------------------------|---|---|--------------------|---|--|--|
| | Проверка выполнения самостоятельной работы: устный (индивидуальный) опрос по ЛЕ; проверка выполнения лексических и грамматических упражнений; контроль навыков монологической речи (индивидуальный опрос); контроль навыков чтения с полным пониманием (фронтальный опрос) | <i>У1, У3, У4, У6, 31 ОК2, ОК4</i> | | | | |
| Раздел 5. Повседневная жизнь | | | | | | |
| Тема 5.1 Мой рабочий день | Проверка выполнения практических заданий: фронтальный опрос - проверка выполнения лексических упражнений; контроль навыков ознакомительного чтения и чтения с полным пониманием; контроль навыков устного и письменного перевода; контроль навыков аудирования; контроль монологической и диалогической речи; Проверка выполнения самостоятельной работы: устный (индивидуальный) опрос по ЛЕ; проверка выполнения лексических и грамматических упражнений; контроль навыков монологической речи | <i>У1, У3, У4, У6, У7 31 ОК2-ОК4, ОК10-11</i> <i>У1, У3, У4, У6, 31 ОК2, ОК4</i> | Контрольная работа | <i>У3, У6, У7 31 ОК2, ОК11*</i> | | |

| | | | | | | |
|--|---|--|--------------------|---|--|--|
| | (индивидуальный опрос); контроль навыков чтения с полным пониманием (фронтальный опрос) | | | | | |
| Тема 5.2. Мой прошедший выходной | Проверка выполнения практических заданий: фронтальный опрос - проверка выполнения лексических упражнений; контроль навыков ознакомительного и поискового чтения; контроль навыков устного и письменного перевода; контроль орфографических навыков; контроль навыков аудирования; контроль навыков монологической речи (индивидуальный опрос); Проверка выполнения самостоятельной работы: устный (индивидуальный) опрос по ЛЕ; проверка выполнения лексических и грамматических упражнений; контроль навыков монологической речи (индивидуальный опрос); контроль навыков чтения с полным пониманием (фронтальный опрос); контроль навыков письменной речи | <i>У1, У3, 4, У6, У7 З1 ОК2-4, ОК10- 11</i> <i>У1, У3, У4, У6 З1 ОК2, ОК4</i> | Проверочная работа | <i>У2, У3, У4 З1 ОК2, ОК3, ОК11 *</i> | | |
| Раздел 6. Здоровый образ жизни. | | | | | | |
| Тема 6.1 Здоровое | Проверка выполнения | | Контрольная работа | <i>У2, У3</i> | | |

| | | | | | | |
|------------------|---|--|--------------------|---|--|--|
| питание. | <p>практических заданий: фронтальный опрос - проверка выполнения лексических упражнений; контроль навыков чтения и перевода; контроль навыков ознакомительного чтения; контроль навыков устного и письменного перевода; контроль навыков монологической речи (индивидуальный опрос); навыков аудирования;</p> <p>Проверка выполнения самостоятельной работы: устный (индивидуальный) опрос по ЛЕ; проверка выполнения лексических и грамматических упражнений; контроль навыков чтения с полным пониманием; контроль письменного перевода</p> | <p><i>У1-3, У6, У7, З1 ОК2-4, ОК10-11</i></p> <p><i>У3, У4, У6 З1 ОК2, ОК4</i></p> | | <p><i>З1 ОК2, ОК4</i></p> | | |
| Тема 6.2 В кафе. | <p>Проверка выполнения практических заданий: фронтальный опрос - проверка выполнения лексических упражнений; контроль навыков чтения с полным пониманием; контроль навыков аудирования; контроль орфографических навыков; контроль навыков письма;</p> <p>Проверка выполнения самостоятельной работы:</p> | <p><i>У3, У6, У7 З1 ОК2-4, ОК10-11</i></p> <p><i>У1, У5 З1</i></p> | Проверочная работа | <p><i>У1, У2, У3 З1 ОК2, ОК4, ОК11*</i></p> | | |

| | | | | | | |
|-----------------------------------|--|--|--------------------|-----------------------------------|--|--|
| | устный (индивидуальный) опрос по ЛЕ; проверка выполнения лексических и грамматических упражнений; контроль навыков чтения; контроль диалогической речи (драматизация диалога); | <i>OK2, OK4, OK6, OK11</i> | | | | |
| Раздел 7. Досуг. Мое хобби | | | | | | |
| Тема 7.1. Мои увлечения | <p>Проверка выполнения практических заданий: фронтальный опрос - проверка выполнения лексических упражнений; контроль навыков ознакомительного, поискового чтения и чтения с полным пониманием; контроль навыков монологической речи; контроль навыков письменного перевода; контроль навыков аудирования;</p> <p>Проверка выполнения самостоятельной работы: устный (индивидуальный) опрос по ЛЕ; проверка выполнения лексических и грамматических упражнений; контроль навыков чтения; контроль навыков письма (МВ); контроль навыков монологической речи (защита проекта)</p> | <p><i>У1, У3-4, У6-7 З1 OK2-4, OK10-11</i></p> <p><i>У3, У4, У6, У7 З1 OK2-3, OK9, OK5, OK11</i></p> | Контрольная работа | <i>У3, У6 З1 OK2, OK4</i> | | |

Проверочная работа по теме «English is the language of the modern world»

Variant I.

Task№1. Read the words given below. Mind the Rules of reading.

| | | | |
|---------------------|-------------------|-----------------------|-----------------|
| lead - lid | did - deed | bat - bet | us - bus |
| if - it - tip - kit | pit - peat | pet - net - red | tub - mud |
| did - bill | fit – feet | let - met | must - sum |
| mill - meal | bee - been - feet | ten - pen - men - hen | humble - tumble |
| pill - peel | mean - lean - | tan - ten | sun - hunt |
| keel - kill | keen | pan - pen | trust - last |
| sit - seat | it - eat | bad - bed | tanned - tent |
| | lid - lead | land - lend | fan - fen |

Task№2. Read the sentences given below. Mind the Rules of reading.

I see a sea. I see a clean sheet. I eat meat. I like meat.

I like tea. I make tea. I take tea. I like fine tea. I like fine meals.

People make steel. People make fine steel. People make steel pipes. People make fine steel planes. I like life. I like kind people. I like kind smiles. I feel fine. I smile.

Task№3. Match the English words with their Russian equivalents

| | | |
|---|---------------------------|---------------------------|
| 1 | literature | a. - родной язык |
| 2 | disaster | b. - международный язык |
| 3 | knowledge | c. - мост |
| 4 | community | d. - бедствие, катастрофа |
| 5 | inspiration | e. - общество |
| 6 | an international language | f. - литература |
| 7 | bridge | g. - вдохновение |
| 8 | a mother tongue | h. - знания |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| | | | | | | | |

Task№4. Read the transcription of the words given below. Write them in words.

[ˈmʌðə tʌŋ], [ˈnɒlɪdʒ], [brɪdʒ], [ˌɪntəˈnæʃənl ˈlæŋɡwɪdʒ], [kəˈmjuːnəti], [dɪˈzɑːstə], [ˈlɪt(ə)rətʃə], [ˌɪnspəˈreɪʃn]

Task№5. Fill in the gaps with "he", "she", "it", "they" or "we"

1. Lek is a policeman. _____ is a policeman.

2. Mary and John come from England. _____ come from England.
3. Malee is a teacher. _____ is a teacher.
4. My family and I go to Pattaya. _____ go to Pattaya.

Variant II.

Task№1. Read the words given below. Mind the Rules of reading.

| | | | |
|---------------------|--------------------|-----------------|---------------|
| beat - bin | me - meet - meat | am - Ann - lamp | tan - ten |
| it - seat | see - seat - seed | man - can - cat | pan - pen |
| steel - still | meal - seal - mean | sat - hat - bat | bad - bed |
| feel - fill - feet | pea - Pete - peat | Pat - rat - cam | land - lend |
| fit - eat - bean | sea - see - meet | us - bus | man - men |
| simple - Pete | bee - been - feet | tub - mud | woman - women |
| feel - peel | mean - lean - keen | must - sum | |
| meet - meat - ill | | humble - tumble | |
| bill - steel - feel | | sun - hunt | |
| | | trust - last | |

Task№2. Read the sentences given below. Mind the Rules of reading.

I see a sea. I see a clean sheet. I eat meat. I like meat.

I like tea. I make tea. I take tea. I like fine tea. I like fine meals.

People make steel. People make fine steel. People make steel pipes. People make fine steel planes. I like life. I like kind people. I like kind smiles. I feel fine. I smile.

Task№3. Match the English words with their Russian equivalents

| | | |
|---|-----------------|-------------------------|
| 1 | satisfaction | a. - общение |
| 2 | foreign authors | b. - главный |
| 3 | the purpose | c. - удовлетворение |
| 4 | language | d. - год |
| 5 | importance | e. - цель |
| 6 | communication | f. - иностранные авторы |
| 7 | major | g. - важность, значение |
| 8 | year | h. - язык |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| | | | | | | | |

Task№4. Read the transcription of the words given below. Write them in words.

[ˈpɜːpəs], [ˈmeɪdʒə], [jɪə], [ɪmˈpɔːtns], [ˈlæŋgwɪdʒ], [ˌsætɪsˈfækʃn], [kəˌmjuːnɪˈkeɪʃn], [ˈfɔːm ˈɔːθə]

Task№5. Fill in the gaps with "he", "she", "it", "they" or "we"

1. The cheetah runs fast. _____ runs fast.
2. The students study English. _____ study English.
3. The man is strong. _____ is strong.
4. The dog is fat. _____ is fat.

ЭТАЛОНЫ ОТВЕТОВ

I Variant

Task№3.

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| f | d | h | e | g | b | c | a |

Task№4.

mother tongue, knowledge, bridge, international language, community, disaster, literature, inspiration.

Task№5.

1. he; 2. they; 3. she; 4. we

Variant II.

Task№3.

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| c | f | e | h | g | a | b | d |

Task№4

purpose, major, year, importance, language, satisfaction, communication, foreign author

Task№5

1. it; 2. they; 3. he; 4. it

Проверочная работа по теме «English is the global language»

Variant I.

Task№1. Read the words given below. Mind the Rules of reading.

| | | |
|-----------------|-------------------|--------------------|
| car - far - bar | mare - air - pair | tape - hate - bate |
|-----------------|-------------------|--------------------|

| | | |
|--|--|--|
| half - calf - bath part - park - spark cart - barter - shark spark - bath - mark park - raft - plant | care - dare - rare fare - fair - hair here - sphere - mere | mate - plate - Kate late - fate - rate brave - maple - main pain - name - day |
|--|--|--|

Task№2.

| | | |
|--|---|--|
| too - tooth - food boot - fool - foot soon - spoon - tooth took - shook - nook hook - look - cook boot - mood - shook | more - score - tore floor - for - form fork - pork - sport dawn - hawk - because | tone - note - smoke cone - loan - moan code - hope - cope lobe - mould - gold boat - soap - coat |
|--|---|--|

Task№3. Match the English words with their Russian equivalents

| | | |
|---|-------------------------|---|
| 1 | guide | a.- спросить направление |
| 2 | opportunity | b. - твоё здоровье |
| 3 | to broadcast in English | c. - гид |
| 4 | to make a mistake | d. - "путешествие" по сайтам |
| 5 | necessity | e. - возможность, удобный случай |
| 6 | your health | f. - совершать ошибку |
| 7 | to ask for direction | g. - транслировать (передали) на английском |
| 8 | surfing the Net | h. - необходимость |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| | | | | | | | |

Variant II.

Task№1. Read the words given below. Mind the Rules of reading.

| | | |
|---|---|--|
| cart - barter - shark spark - bath - mark park - raft - plant part - park - spark cart - barter - shark | care - dare - rare fare - fair – hair here - sphere - mere mare - air - pair | late - fate – rate brave - maple - main tape - hate - bate pain - name - day mate - plate - Kate |
|---|---|--|

Task№2. Read the words given below. Mind the Rules of reading.

| | | |
|---|---|---|
| fool - pool - hook fool - too - book | more - score - tore floor - for - form | tone - note - smoke cone - loan - moan |
|---|---|---|

| | | |
|--|--|---|
| cook - boot - loop foot - cool - mood shook - soon - spoon - moon took - shook - nook | fork - pork - sport dawn - hawk - because | code - hope - cope lobe - mould - gold boat - soap - coat |
|--|--|---|

Task3. Match the English words with their Russian equivalents

| | | |
|---|-----------------------|--------------------------------|
| 1 | to imagine | a.- любимый |
| 2 | a fantastic job | b. последуй моему совету |
| 3 | make a report | с. - зарабатывать деньги |
| 4 | favourite | d. - держаться подальше от ... |
| 5 | to speak on the phone | е.- превосходная работа |
| 6 | Follow my advice. | f. - готовить доклады |
| 7 | to earn money | g. - представить (вообразить) |
| 8 | to stay away from | h. - разговаривать по телефону |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| | | | | | | | |

ЭТАЛОНЫ ОТВЕТОВ

Variant I.

Task№3.

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| c | e | g | f | h | b | a | d |

Variant II.

Task№3.

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| g | e | f | a | h | b | c | d |

Контрольная работа по теме «Speaking etiquette»

Variant I.

Task1. Read the text below and fill in the gaps with the verb to be: *am / is / are*

My favourite actor 1) _____ Gael Garcia Bernal. He 2) _____ from Mexico. His eyes 3) _____ blue and his hair 4) _____ dark. He 5) _____ handsome but he 6) _____ very tall.

His sister's name 7) _____ Tamara and his brother's name 8) _____ Dario. His parents 9) _____ actors too.

Gael 10) _____ very popular because he 11) _____ a good actor. *The Motorcycle Diaries* is one of his most famous films. "In this film I 12) _____ Ernesto Che

Guevara,” says Gael. His favourite actor 13) _____ Javier Bardem and his favourite sport 14) _____ football.

Task2. Complete with *am, is or are*.

1. Peter and Harry _____ neighbours.
2. Beth _____ a reporter for "The Sunday Times".
3. Here _____ a copy of "TeenLink". It _____ the new school magazine.
4. Cosmo and Bella _____ Harry's friends.
5. Look, there's Lucy. She _____ Peter's sister.
6. These _____ the gifts for my birthday. They _____ cool.

Task3. Complete. Use the short forms. Translate.

Model: *Beth's fourteen. (fifteen)- Beth isn't fourteen. She'sfifteen*

1. Harry's at school. _____ (at home)
2. Peter and Harry are cousins. _____ (friends)
3. London's in China. _____ (in England)
4. Giraffes are short. _____ (tall)
5. George is my mother's co-worker. _____ (her cousin)

Task4. Write questions.

1. How old /you?
2. When/ your son's birthday?
3. You/a student?
4. Ben and David/engineers?
5. Where/your rucksack?
6. What/your teacher's name?
7. What/in your bag?
8. English/your favourite subject?

Task5. Fill in *am/is/are*.

A: Excuse me. _____ you Betty Williams?

B: Yes, I _____. Who _____ you?

A: I _____ Kelly Philips. I _____ Ann's friend.

B: Nice to meet you.

A: Nice to meet you, too. Where _____ Ann? _____ she here?

B: Yes, she _____. She _____ in the gym.

B: _____ Amanda and Mark from New Zealand?

A: No, they _____. They _____ from Australia.

Task6. Put the words in order to make sentences.

1. actor /an /is /she.
2. is /favourite /blue /your /color?

3. not/they/ Canada / are/ from.
4. from /are /Australia/ you?
5. very hot and sunny / is / in July / the weather.
6. students / they / are / not.
7. History / is / your / favourite / school subject?
8. Amanda / a singer /is?
9. spring months /April and May / are.
10. a keen sportsman / David / is ?
11. a winter month / June /is?
12. my favourite / are / spring / summer / and / seasons
13. he / is / a good / person? No, and / /he/ boastful / is /angry.
14. and / February / cold / a very / is / snowy / month.

Variant II.

Task1. Read the text below and fill in the gaps with the verb to be: *am / is / are*
 I'm Bill Phelps and I 1) _____ 16 years old. I 2) _____ from Sydney, Australia. Here
 3) _____ a photo of my family.
 My parents' names 4) _____ Sue and Sam. My dad 5) _____ short with dark hair.
 My mum 6) _____ tall with short, fair hair. I haven't got a brother but I've got two
 sisters. They 7) _____ twins. Their names 8) _____ Kim and Kate and they 9) _____
 eight years old. Mike 10) _____ my father's brother. He 11) _____ a doctor and he
 12) _____ married to Janet. They've got two children. Tom and Beth 13) _____
 my grandparents. They 14) _____ in their late sixties.

Task2. Complete with *am, is or are*.

1. Look. There's Lucy. She _____ Peter's sister.
2. Hi! I _____ Kim. What _____ your name?
3. My friend and I _____ in the school football team.
4. Hurry up! You _____ late for school.
5. What _____ this? It _____ a present for Sam.
6. Look! Here _____ the photos from my birthday party. They _____ great!

Task3. Complete. Use the short forms. Translate.

Model: *Beth's fourteen. (fifteen) - Beth isn't fourteen. She'sfifteen)*

1. Italy is a big city. _____ (a country)
2. You're Tim's sister. _____ (his friend)
3. Ann's from Turkey. _____ (from Spain)
4. Moscow is a small town. _____ (a great city)
5. David is his father's friend. _____ (his uncle)

Task4. Write questions.

1. How old/ she?

2. When/ your birthday?
3. She/a student?
4. They/ students?
5. Where/your books?
6. What/your mother's name?
7. What/in your pocket?
8. Geography/ your favourite subject?

Task5. Fill in am/is/are

A: ___ you sixteen, John?

B: Yes, I ____.

A: ___ Mark eighteen?

B: Yes, he ____.

A: What ___ your favourite school subject, Amanda?

B: Art. And what ____ your favourite school subjects, John?

A: English and Science.

B: Where ____ you from, John?

A: I ___ from South Africa.

Task6. Put the words in order to make sentences.

1. that boy / is / who / over there?
2. you / Russia / are / from?
3. is / his / favourite school subject / what?
4. red / her favourite color/ is?
5. crocodiles / dangerous /are / animals?
6. good / for your health / is / Coke?
7. December / not / a summer month / is.
8. your book / is / where?
9. Kate and Jack / good friends / are?
10. cold / September / not / is / in Norilsk.
11. very nasty / is / the weather/ and stormy / in winter.
12. is / my sister / not / rugby/ interested in
13. not / he / is / a mechanic. an engineer / he/ is.
14. sunny / April / Norilsk /and /warm /is / in /in /it.

ЭТАЛОНЫ ОТВЕТОВ

Variant I.

Task№1.

1.is; 2. is; 3. are; 4. is; 5. is; 6.is; 7. is; 8. is; 9.are; 10. is; 11. is; 12. am; 13. is; 14. is

Task№2.

1. are; 2. is; 3. is; is; 4. are; 5. is; 6. are

Task№3.

1. Harry isn't at school. He's at home.
2. Peter and Harry aren't cousins. They're friends.
3. London isn't in China. It's in England.
4. Giraffes aren't short. They're tall.
5. George isn't my mother's co-worker. She's her cousin.

Task№4.

1. How old are you?
2. When is your son's birthday?
3. Are you a student?
4. Are Ben and David engineers?
5. Where is your rucksack?
6. What is your teacher's name?
7. What is in your bag?
8. Is English your favourite subject?

Task№5.

are; am; am; am; is; is; is; is; are; aren't; are

Task№6.

1. She is a actor.
2. Is your favourite color blue?
3. They are not from Canada.
4. Are you from Australia?
5. The weather is very hot and sunny in July.
6. They are not students.
7. Is History your favourite school subject?
8. Is Amanda a singer?
9. April and May are spring months.
10. Is David a keen sportsman?
11. Is June a winter month?
12. Spring and summer are my favourite seasons.
13. Is he a good person? No, he is boastful and angry.
14. February is a very cold and snowy month.

Variant II.

Task№1.

1. am;
2. am;
3. is;
4. are;
5. is;
6. is;
7. are;
8. are;
9. are;
10. is;
11. is;
12. is;
13. are;
14. are

Task№2.

1. is;
2. am;
3. are;
4. are;
5. is; is;
6. are; are

Task№3.

1. Italy isn't a big city. It's a country.
2. You aren't Tim's sister. You're his friend.
3. Ann isn't from Turkey. She's from Spain.
4. Moscow isn't a small town.
5. David isn't his father's friend. He's his uncle

Task№4.

1. How old is she? 2. When is your birthday? 3. Is she a student? 4. Are they students? 5. Where are your books? 6. What is your mother's name? 7. What is in your pocket? 8. Is Geography your favorite subject?

Task№5.

are; am; is; is; is; are; are; am

Task№6.

1. Who is that boy over there? 2. Are you from Russia? 3. What is his favourite school subject? 4. Is red her favourite color? 5. Are crocodiles dangerous animals? 6. Is Coke good for your health? 7. December is not a summer month. 8. Where is your book? 9. Are Kate and Jack good friends? 10. September is not cold in Norilsk. 11. The weather is very nasty and stormy in winter. 12. My sister is not interested in rugby. 13. He is not a mechanic. He is an engineer. 14. It is sunny and warm in April in Norilsk.

Проверочная работа по теме «Appearance»

Variant I.

Task№1. Read the text and find the English equivalents for the following from the text.

| | |
|---|-------------------------------------|
| 1. в классе он работает усердно | 5. драки |
| 2. он не умышленно нарушает дисциплину | 6. школьная команда |
| 3. помогать учителям и студентам | 7. он играет в шахматы |
| 4. он ругается (ссорится) с его младшими сестрами | 8. она властная (любит командовать) |

Jack is popular with his fellow-students and most of his teachers. He works hard in his classroom, but sometimes he can be noisy. He is not deliberately disruptive, but he does find it difficult to sit still for long periods. He is full of energy. He is late for his classes more often than most students but he is always willing to help teachers and students. Jack is generally good-tempered, but he has been in two fights since he left school. He is quite happy at school and doesn't seem to have any strong opinions about how things could be changed. He gets on well with his parents although he frequently quarrels with his younger sisters.

Jane plays netball for the school team for her year, she is very popular with her fellow students. She takes the lead in arranging extra netball practices and group parties. She has a lively personality and a sense of humour. Her teachers like her but they complain about her unpunctuality and sometimes lateness of her homework.

There is one particular teacher she does not like; she has been accused of being insolent to this teacher, but Jane denied it strongly.

She has strong opinions about how the university should be run. Out of school she is dressed in very up-to-date clothes and collects all the latest records. She is a keen sportsman.

Len is a very intelligent boy. He is not very good at games, in fact he shows little interest in sport in general. He is no weakling however. He reads book after book, plays chess well and is very good at Physics. He is a friendly person but perhaps does not make friends as easily as some of the other students. Whatever he gives his mind on, he does with great determination. His parents are very proud of him. He lives in a flat on a housing estate near the University. He is not very talkative, but when he does speak, the other students tend to listen to him.

Maggie thinks there are many things wrong with the University. She has ideas about changing the rules; for instance, she rebels against doing homework and believes that being punished by detention is wrong. Some of her teachers think she is a troublemaker. Some of her groupmates think she is loud and bossy; others think she is a very lively person. Maggie's mother is a councilor so she is accustomed to hearing her parents talk about important matters. She is intelligent, full of energy and seems to have opinions about everything.

Task№2. Write the words to fill in the gaps.

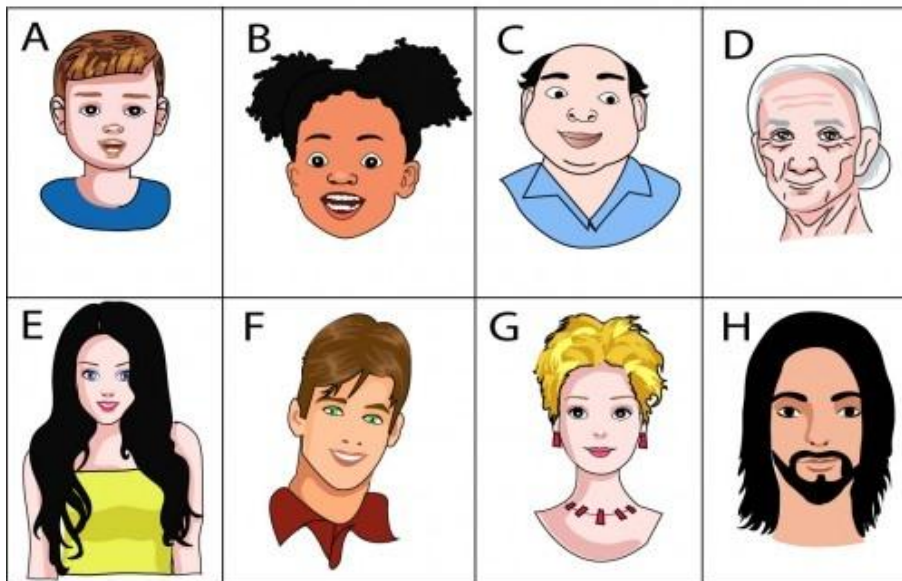
1. _____ is the opposite of short.
2. If you eat lots of junk food, you will get _____.
3. _____ people are below average height.
4. _____ is the opposite of old.
5. You are _____ when you are 50 or 60 years old.

Task№3. Look at the pictures given below and match them with the correct description.

| A | B | C | D | E | F | G | H |
|---|---|---|---|---|---|---|---|
| | | | | | | | |

Describing People 1

Match the images below with their correct description :



1. old woman with gray hair
2. beautiful brunette girl with long hair and blue eyes
3. pretty blond woman with short hair and black eyes
4. little boy with brown hair and black eyes
5. cute little black girl
6. brunette young man with a beard and moustache
7. middle-aged bald man
8. attractive boy with brown hair and green eyes

Variant II.

Task1. Find the English equivalents for the following from the text.

- | | |
|--|--|
| <ol style="list-style-type: none"> 1. иногда он может шуметь 2. сложно долго сидеть смирно 3. добродушный (веселый нрав) 4. ладит с родителями | <ol style="list-style-type: none"> 5. у нее есть чувство юмора 6. родители очень гордятся им 7. он не очень разговорчивый 8. учителя думают, что она задира (нарушает порядок) |
|--|--|

Jack is popular with his fellow-students and most of his teachers. He works hard in his classroom, but sometimes he can be noisy. He is not deliberately disruptive, but he does find it difficult to sit still for long periods. He is full of energy. He is late for his classes more often than most students but he is always willing to help teachers and students. Jack is generally good-tempered, but he has been in two fights since he left school. He is quite happy at school and doesn't

seem to have any strong opinions about how things could be changed. He gets on well with his parents although he frequently quarrels with his younger sisters.

Jane plays netball for the school team for her year, she is very popular with her fellow students. She takes the lead in arranging extra netball practices and group parties. She has a lively personality and a sense of humour. Her teachers like her but they complain about her unpunctuality and sometimes lateness of her homework.

There is one particular teacher she does not like; she has been accused of being insolent to this teacher, but Jane denied it strongly.

She has strong opinions about how the university should be run. Out of school she is dressed in very up-to-date clothes and collects all the latest records. She is a keen sportsman.

Len is a very intelligent boy. He is not very good at games, in fact he shows little interest in sport in general. He is no weakling however. He reads book after book, plays chess well and is very good at Physics. He is a friendly person but perhaps does not make friends as easily as some of the other students.

Whatever he gives his mind on, he does with great determination. His parents are very proud of him. He lives in a flat on a housing estate near the University. He is not very talkative, but when he does speak, the other students tend to listen to him.

Maggie thinks there are many things wrong with the University. She has ideas about changing the rules; for instance, she rebels against doing homework and believes that being punished by detention is wrong.

Some of her teachers think she is a troublemaker. Some of her groupmates think she is loud and bossy; others think she is a very lively person. Maggie's mother is a councilor so she is accustomed to hearing her parents talk about important matters. She is intelligent, full of energy and seems to have opinions about everything.

Task№2. Write the words to fill in the gaps.

1. _____ is the opposite of fat.
2. A good-looking woman is _____.
3. _____ is similar to thin.
4. Your hair is _____ if your hair is of a red colour.
5. A good-looking man is _____.

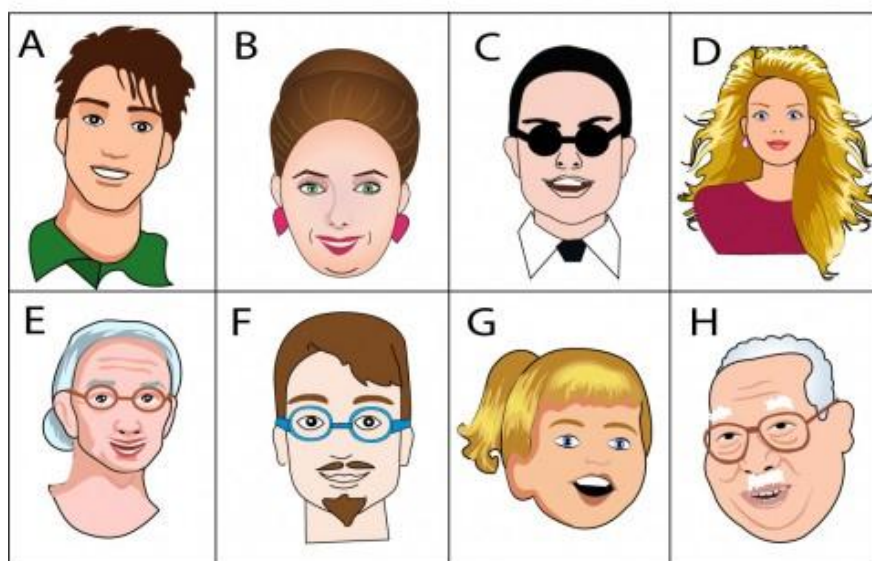
Task№3. Look at the pictures given below and match them with the correct description.

| A | B | C | D | E | F | G | H |
|---|---|---|---|---|---|---|---|
| | | | | | | | |

Describing People 2

© www.kids-pages.com

Match the images below with their correct description :



1. blond little girl with blue eyes
2. is wearing glasses and has a beard and a moustache
3. blond young woman with long hair and blue eyes
4. brunette man wearing dark sunglasses
5. old man with curly hair wearing glasses
6. middle-aged woman with brown hair and red earrings
7. good looking young man with black eyes
8. merry old woman wearing glasses

ЭТАЛОНЫ ОТВЕТОВ

Variant I.

Task№1.

He works hard in his classroom, he is not deliberately disruptive, help teachers and students, he quarrels with his younger sisters, fights, school team, he plays chess, she is bossy

Task№2.

tall; fat (obese); high; young; old

Task№3.

| A | B | C | D | E | F | G | H |
|---|---|---|---|---|---|---|---|
| 4 | 5 | 7 | 1 | 2 | 8 | 3 | 6 |

Variant II.

Task№1.

sometimes he can be noisy, it is difficult to sit still for long periods, good-tempered, gets on well with his parents, she has a sense of humour, parents are very proud of him, he is not very talkative, her teachers think she is a troublemaker.

Task№2.

thin; pretty (beautiful); slim; dyed; handsome

Task№3.

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| A | B | C | D | E | F | G | H |
| 7 | 6 | 4 | 3 | 8 | 2 | 1 | 5 |

Проверочная работа по теме «Interpersonal relationships»

Task№1. Fill in the gaps. Use the verb *to be* in am / is/ are form.

This ... my family.

There ... five of us. My mother ... slim and the father ... tall. I have got two sisters. They ... sociable and polite. They are both pupils. I ... a student at a polytechnic college. I ... a first-year student. My elder sister ... a bookkeeper. My younger sisters ... 7 years old. We ... very happy.

Task№2. Read the text, give the title and fill in the table.

Everyone says that youth is probably the best time of our life - that being young means love, friendship and romance, new discoveries and so on. But it is also the most difficult time for making some very important decisions which will have influence on all our life. Our time is not the easiest even for adults, but for teenagers who are to find own place in the society, is very difficult, that`s why parents must help their children solve youth problems and children should be a good and positive example for them showing how it is important to treat other people with respect. I think that all these can really help construct good relationship between parents and children.

But in our modern life there is often a lack of communication between parents and their children. Lack of the love and attention to children can make them unhappy. One can simply open the daily newspaper to find teenagers committing suicide or various crimes due to stress derived from family issues. These incidents reveal the importance of parents` communication with their children. Love for their children is within every parent, which is frequently revealed through the concern they show. But superfluous control can not in the best way influence on child. Often children at school or in the street begin mock at

this child. Call him nondependent. In result of this pressure child lose his temper and starts be rude, closed. I think parents should not all the time control their children. Sometimes they have to allow freedom.

As for me, I get on very well with my parents. Whenever I have problems with my friends or with or with my schoolwork, I know they are always there to listen and give advice. They have taught me a lot. They have got a lot of experience and they have always happy to share their knowledge with me. But sometimes my Mum and Dad seem to think I'm still a kid. When I go out with friends, I always have to be back home by ten o'clock and they call me on my mobile to check where I am. I have to ask permission for almost everything I do. It doesn't seem fair sometimes but I anyway love my parents very much and I think they are the kindest in the whole world.

In conclusion, the ability to solve or avoid family problems depends on children and parents. If the relationship between parents and children is based on love, mutual respect, and kindness, the family will be happy.

| Parents' responsibilities | Children's responsibilities |
|---------------------------|-----------------------------|
| | |
| | |
| | |
| | |
| | |
| | |
| | |

Эталоны ответов к проверочной работе

Task№1.

This is my family.

There are five of us. My mother is slim and the father is tall. I have got two sisters. They are sociable and polite. They are both pupils. I am a student at a polytechnic college. I am a first-year student. My elder sister is a bookkeeper. My younger sisters are 7 years old. We are very happy.

Task№2.

| Parents' responsibilities | Children's responsibilities |
|--|---------------------------------------|
| To talk to their children more often | To help their parents |
| To help their children to solve problems | To love parents |
| To set a good example to their children | Should be a good and positive example |
| To try to understand children | Respect parents |

| | |
|------------------|--|
| To love children | |
| Respect children | |
| To give advice | |

Контрольная работа по теме «My Home is my castle»

Variant I.

Task№1. (преподаватель диктует ЛЕ по теме «My Home is my castle», студенты записывают перевод слов, нумеруя их.)

Список слов:

furniture, a microwave oven, a cooker, a spoon, a shelf, a carpet, a chair, a blanket, a pillow, a wall unit, window, a door, bathroom, a sink, a bath, a flat, floor, on the second floor, a desk, curtains, a pot with flowers.

Task№2. Use the verb to be in the appropriate form: are / is.

1. There ___ a book on the table. 2. There ___ a computer, a book and a mobile phone on the window sill. 3. ___ there any students in the classroom? 4. There ___ some chairs and a sofa in the living room. 5. There ___ no flowers in the vase.

Task№3. Translate the sentences into English. Mind the usage of the construction *there is/ there are*.

1. На кухне стоит холодильник и плита. 2. На полке лежит книга. 3. Журнальный столик стоит напротив дивана. 4. Под стулом лежит мячик. 5. Рядом с миксером стоит тостер. 6. На столе стоит ваза с фруктами. 7. На стене висит полка. 8. В кружке молоко. 9. В морозилке лежит замороженное мясо и рыба.

Task№4. Open the brackets and translate the words given there. Translate the sentences.

1. My (спальня) is light, (теплая), (уютная) and spacious.
2. There are nice curtains (на окне) in the (зале).
3. I keep ice-cream and frozen pizza in the (морозильной камере).
4. Our (холодильник) is new and white. I love it because I can always find something delicious there.
5. The (кухня) is well equipped. The electric (плита) and the fridge are smart appliances. So, they have an installed computer inside. It's so easy to operate them.
6. As for me, (телевизор) is the human's best friend. I can spend hours watching it.
7. The sofa is my favourite piece of (мебель) in the flat as I spend so much time on it reading a book, watching my favourite TV shows, having a nap or just chatting with my friends over the (телефон).
8. The (ванная комната) is a place that contains a bath or a shower, a washbasin, and sometimes a toilet.

Variant II.

Task№1. (преподаватель диктует ЛЕ по теме «My Home is my castle», студенты записывают перевод слов, нумеруя их.)

Список слов:

furniture, a microwave oven, a cooker, a spoon, a shelf, a carpet, a chair, a blanket, a pillow, a wall unit, window, a door, bathroom, a sink, a bath, a flat, floor, on the second floor, a desk, curtains, a pot with flowers.

Task№2. Use the verb to be in the appropriate form: are / is.

1. ___ there any students in the classroom? 2. There ___ no flowers in the vase. 3. There ___ a book on the table. 4. There ___ some chairs and a sofa in the living room. 5. There ___ a computer, a book and a mobile phone on the window sill.

Task№3. Translate the sentences into English. Mind the usage of the construction *there is/ there are*.

1. Под стулом лежит мячик. 2. На стене висит полка. 3. Журнальный столик стоит напротив дивана. 4. На кухне стоит холодильник и плита. 5. В морозилке лежит замороженное мясо и рыба. 6. На столе стоит ваза с фруктами. 7. На полке лежит книга. 8. В кружке молоко. 9. Рядом с миксером стоит тостер.

Task№4. Open the brackets and translate the words given there. Translate the sentences.

1. My (спальня) is light, (теплая), (уютная) and spacious.
2. There are nice curtains (на окне) in the (зале).
3. I keep ice-cream and frozen pizza in the (морозильной камере).
4. Our (холодильник) is new and white. I love it because I can always find something delicious there.
5. The (кухня) is well equipped. The electric (плита) and the fridge are smart appliances. So, they have an installed computer inside. It's so easy to operate them.
6. As for me, (телевизор) is the human's best friend. I can spend hours watching it.
7. The sofa is my favourite piece of (мебель) in the flat as I spend so much time on it reading a book, watching my favourite TV shows, having a nap or just chatting with my friends over the (телефон).
8. The (ванная комната) is a place that contains a bath or a shower, a washbasin, and sometimes a toilet.

Variant I.

Task№2.

1. There is a book on the table. 2. There is a computer, a book and a mobile phone on the windowsill. 3. Are there any students in the classroom? 4. There are some chairs and a sofa in the living room. 5. There are no flowers in the vase.

Task№3.

1. There is a fridge and a cooker in the kitchen. 2. There is a book on the shelf. 3. There is a coffee table in front of the sofa. 4. There is a ball under the chair. 5. There is a toaster next to the mixer. 6. There is a vase with fruits on the table. 7. There is a shelf on the wall. 8. There is some milk in the mug. 9. There is some frozen meat and fish in the freezer.

Task№4.

1. My **bedroom** is light, **warm, cozy** and spacious.
2. There are nice curtains **on the window** in the **living room**.
3. I keep ice-cream and frozen pizza in the **freezer**.
4. Our **fridge** is new and white. I love it because I can always find something delicious there.
5. The **kitchen** is well equipped. The electric **cooker** and the fridge are smart appliances. So, they have an installed computer inside. It's so easy to operate them.
6. As for me, **television** is the human's best friend. I can spend hours watching it.
7. The sofa is my favourite piece of **furniture** in the flat as I spend so much time on it reading a book, watching my favourite TV shows, having a nap or just chatting with my friends over the **phone**.
8. The **bathroom** is a place that contains a bath or a shower, a washbasin, and sometimes a toilet.

1.Моя спальня светлая, теплая, уютная и просторная.
2. В зале на окнах красивые шторы.
3. Мороженое и замороженную пиццу я храню в морозильной камере.
4. Наш холодильник новый и белый. Он мне очень нравится, потому что я всегда нахожу там что-нибудь вкусное.
5. Кухня хорошо оборудована. Электро - плита и холодильник являются умной бытовой техникой. Так как внутри у них вмонтирован компьютер. Поэтому так легко ими управлять.
6. С моей точки зрения, телевизор самый лучший друг человека. Я могу часами смотреть его.
7. диван- мой любимый предмет мебели в квартире, так как я провожу много времени на нем, читая книги, просматривая телевизионные шоу, дремлю или просто болтаю с друзьями по телефону.

8. Ванная комната - это место, где есть ванна или душ, раковина и иногда туалет.

Variant II.

Task№2.

1. Are there any students in the classroom? 2. There are no flowers in the vase. 3. There is a book on the table. 4. There are some chairs and a sofa in the living room. 5. There is a computer, a book and a mobile phone on the windowsill.

Task№3.

1. There is a ball under the chair. 2. There is a shelf on the wall. 3. There is a coffee table in front of the sofa. 4. There is a fridge and a cooker in the kitchen. 5. There is some frozen meat and fish in the freezer. 6. There is a vase with fruits on the table. 7. There is a book on the shelf. 8. There is some milk in the mug. 9. There is a toaster next to the mixer.

Task№4.

1. My **bedroom** is light, **warm, cozy** and spacious.
2. There are nice curtains **on the window** in the **living room**.
3. I keep ice-cream and frozen pizza in the **freezer**.
4. Our **fridge** is new and white. I love it because I can always find something delicious there.
5. The **kitchen** is well equipped. The electric **cooker** and the fridge are smart appliances. So, they have an installed computer inside. It's so easy to operate them.
6. As for me, **television** is the human's best friend. I can spend hours watching it.
7. The sofa is my favourite piece of **furniture** in the flat as I spend so much time on it reading a book, watching my favourite TV shows, having a nap or just chatting with my friends over the **phone**.
8. The **bathroom** is a place that contains a bath or a shower, a washbasin, and sometimes a toilet.

1.Моя спальня светлая, теплая, уютная и просторная.
2. В зале на окнах красивые шторы.
3. Мороженое и замороженную пиццу я храню в морозильной камере.
4. Нащ холодильник новый и белый. Он мне очень нравится, потому что я всегда нахожу там что-нибудь вкусное.
5. Кухня хорошо оборудована. Электро-плита и холодильник являются умной бытовой техникой. Так как внутри у них вмонтирован компьютер. Поэтому так легко ими управлять.
6. С моей точки зрения, телевизор самый лучший друг человека. Я могу часами смотреть его.

7. диван- мой любимый предмет мебели в квартире, так как я провожу много времени на нем, читая книги, просматривая телевизионные шоу, дремлю или просто болтаю с друзьями по телефону.
















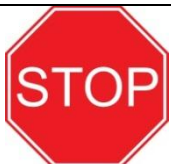
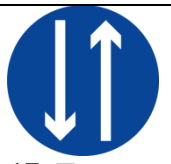



8. Ванная комната - это место, где есть ванна или душ, раковина и иногда туалет.

Контрольная работа по теме “In the city” (Traffic signs)

Variant1.

Task №1. «Some traffic signs and their definitions» Match the traffic signs with their definition and Russian equivalents. (нужно найти английскую и русскую расшифровку дорожных знаков и записать по образцу)

Model: 1. No entry for vehicular traffic - Въезд запрещен

| | | | | |
|--|--|--|--|--|
|  1. No entry for vehicular traffic |  2. No entry for pedestrians |  3. Ahead only |  4. No left turn |  5. Speed limit |
|  6. No overtaking |  7. No entry for motor-cycles |  8. Go straight or turn left |  9. Roundabout |  10. No entry for cycles |
|  11. Turn left or right |  12. No entry for goods vehicles |  13. Road repairs |  14. No U-turn |  15. No parking |
|  16. Stop sign |  17. Two way traffic |  18. No right turn |  19. Turn left |  20. Turn right |

(Движение без остановки запрещено, Двустороннее движение, Поворот направо запрещен, Поворот направо, Поворот налево, Поворот налево запрещен, Разворот запрещен, Парковка запрещена, Пересечение с круговым движением, Ограничение максимальной скорости, Поворот направо / налево,

Обгон запрещен, Движение велосипедов запрещено, Въезд запрещен, Движение на мотоциклах запрещено, Дорожные работы, Движение грузовых автомобилей запрещено, Движение прямо или налево, Движение пешеходов запрещено, Движение прямо)

Task№2. Match the words to their definitions on topic «Road safety».

Complete the chart given below.

| | |
|----------------------|-------------------------|
| 1. pedestrian subway | 6. pedestrian island |
| 2. kerb | 7. pedestrian crossing |
| 3. traffic lights | 8. pedestrian |
| 4. vehicle | 9. pavement |
| 5. bus lane | 10. reflective material |

- A. A place at the side of the road where people walk
- B. The edge of the pavement
- C. Part of the road marked for buses
- D. A person who walks
- E. A pathway under the road
- F. Part of the road which is marked, where pedestrians can wait in the middle of the road
- G. A special place where people can walk across the road safely
- H. Red, amber, and green lights which tell the traffic when to stop and when to go
- I. Special material which shows up brightly when a light shines upon it, especially at night
- J. Anything which travels along the road on wheels

| | | | | | | | | | |
|----|----|----|----|----|----|----|----|----|-----|
| 1. | 2. | 3. | 4. | 5. | 6. | 7. | 8. | 9. | 10. |
| | | | | | | | | | |

Task№3. Read the short text about traffic problems and translate it.

One of the things that really upsets me is traffic. It happens very often that when I have to be at the lessons, for example, I fight terrible traffic and spend my class time stuck there in my father's car. That makes me angry because some drivers don't respect each other and can cause an accident. It makes me feel upset even though these situations are usual.

A few days ago, when I was on the way home in my father's car, another car was approaching our car without making any signal. I was annoyed and really cared. Thanks to my father and his professional driving skills we managed to avoid an accident. I think drivers should be very careful so that everyone can be safe in the street.

Task№4. Match the English words with their Russian equivalents.

| | | |
|---|----------|--------------------------|
| 1 | to upset | а. - движение транспорта |
|---|----------|--------------------------|

| | | |
|----|---------------------------|---------------------------------------|
| 2 | a few days ago | b. - это возмущает меня |
| 3 | to be on the way home | c. - пробиваться через ужасные пробки |
| 4 | to approach another car | d. - избежать аварии |
| 5 | traffic | e. - расстраивать кого-либо |
| 6 | driving skills | f. .- несколько дней назад |
| 7 | to cause an accident | g. - приближаться к другой машине |
| 8 | it makes me angry | h. - навыки вождения |
| 9 | to avoid an accident | i. - быть (стать) причиной аварии |
| 10 | to fight terrible traffic | j. - по дороге домой |

Variant2.

Task№1. «Some traffic signs and their definitions» Match the traffic signs with their definition and Russian equivalents. (нужно найти английскую и русскую расшифровку дорожных знаков и записать по образцу)

Model: 1. No entry for vehicular traffic - Въезд запрещен

| | | | | |
|---|--|--|---|--|
|  1. No entry for vehicular traffic |  2. No entry for pedestrians |  3. Ahead only |  4. No left turn |  5. Speed limit |
|  6. No overtaking |  7. No entry for motor-cycles |  8. Go straight or turn left |  9. Roundabout |  10. No entry for cycles |
|  11. Turn left or right |  12. No entry for goods vehicles |  13. Road repairs |  14. No U-turn |  15. No parking |
|  16. Stop sign |  1. Two way traffic |  2. No right turn |  3. Turn left |  4. Turn right |

(Движение без остановки запрещено, Двустороннее движение, Поворот направо запрещен, Поворот направо, Поворот налево, Поворот налево)

запрещен, Разворот запрещен, Парковка запрещена, Пересечение с круговым движением, Ограничение максимальной скорости, Поворот направо / налево, Обгон запрещен, Движение велосипедов запрещено, Въезд запрещен, Движение на мотоциклах запрещено, Дорожные работы, Движение грузовых автомобилей запрещено, Движение прямо или налево, Движение пешеходов запрещено, Движение прямо)

Task№2. Match the words to their definitions

| | |
|-----------------------|----------------------|
| 1. ... pavement | 6. ...bus lane |
| 2. ... level crossing | 7. ... a driver |
| 3. ... tunnel | 8. ... traffic light |
| 4. ...bridge | 9. ...a pedestrian |
| 5. ... zebra crossing | 10. ... road sign |

- A. Pedestrians should use it when they cross the road.
- B. Place where pedestrians walk next to the road.
- C. It stops and starts traffic.
- D. A place where a train crosses a road.
- E. Only public transport vehicles can travel along it.
- F. An underground passage for cars.
- G. It gives information to drivers.
- H. It allows people or vehicles to cross over a river or a road.
- I. A person who walks
- J. Someone who drives a vehicle, especially as their job

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|----|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| | | | | | | | | | |

Task№3. Read the short text about traffic problems and choose the right option.

Drivers who are impolite or impatient really annoy me. And I hate it when drivers don't follow the traffic rules. Some drivers are impatient when the light turns green and the car in front of them does not go immediately. They start to honk their horns.

Some drivers do not make a signal when they want to make a turn or change lanes. There are many people who show bad behavior when driving a car. For instance, when a pedestrian is waiting to cross the street, not many drivers are willing to stop and give him the right of way. According to the law, the drivers must stop before a crosswalk when a pedestrian has already started to walk along the zebra crossing. But many don't do that.

Task№4. Match the English words with their Russian equivalents.

| | | |
|---|----------------|--------------------------------|
| 1 | zebra crossing | а.- раздражать / злить (к.-л.) |
|---|----------------|--------------------------------|

| | | |
|----|-----------------------------|---|
| 2 | According to the law | b.- грубый / невежливый |
| 3 | to give the right of way | c. - соблюдать правила дорожного движения |
| 4 | to change lanes | d.- повернуть (на автомобиле) |
| 5 | to make a turn | e.- пешеходный переход |
| 6 | impatient | f. по закону (в соответствии с законом) |
| 7 | to honk one's horns | g.- перестроиться в другой ряд |
| 8 | impolite | h.- уступить дорогу (пропускать) |
| 9 | to annoy smb. | i.- сигналить |
| 10 | to follow the traffic rules | j. - нетерпимый (нетерпеливый) |

Эталоны ответов к контрольной работе по теме “In the city”
(Traffic signs)
Variant1.

Task№1.

1. No entry for vehicular traffic - Въезд запрещен.
2. No entry for pedestrians - Движение пешеходов запрещено
3. Ahead only - Движение прямо
4. No left turn - Поворот налево запрещен
5. Speed limit - Ограничение максимальной скорости
6. No overtaking - Обгон запрещен
7. No entry for motor-cycles - Движение на мотоциклах запрещено
8. Go straight or turn left - Движение прямо или налево
9. Roundabout - Пересечение с круговым движением
10. No entry for cycles - Движение велосипедов запрещено
11. Turn left or right - Поворот направо / налево
12. No entry for goods vehicles - Движение грузовых автомобилей запрещено
13. Road repairs - Дорожные работы
14. No U-turn - Разворот запрещен
15. No parking - Парковка запрещена
16. Stop sign- Движение без остановки запрещено
17. Two way traffic - Двустороннее движение
18. No right turn - Поворот направо запрещен
19. Turn left - Поворот налево
20. Turn right - Поворот направо

Task№2.

| | | | | | | | | | |
|----|----|----|----|----|----|----|----|----|-----|
| 1. | 2. | 3. | 4. | 5. | 6. | 7. | 8. | 9. | 10. |
| E | B | H | J | C | F | G | D | A | I |

Task№3. (перевод текста)

Среди прочего, движение транспорта огорчает меня по-настоящему. Очень часто, когда мне нужно, например, быть на занятиях, я пробиваюсь через пробки и провожу время, отведенное на занятия, стоя в пробках в

папиной машине. Меня возмущает то, что некоторые водители не уважают друг друга и могут быть причиной аварии. Я расстраиваюсь по этому поводу, хотя данная ситуация обычна.

Несколько дней назад, когда я был по дороге домой в папиной машине, другая машина приблизилась к нашей, не издав не единого сигнала. Я разозлился и действительно напугался. Благодаря моему папе и его навыкам профессионального вождения нам удалось избежать аварии. Я считаю, водители должны быть очень осторожными для того, чтобы каждый был в безопасности на дороге.

Task№4.

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|----|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| e | f | j | g | a | h | i | b | d | c |

Variant2.

Task№1.

1. No entry for vehicular traffic - Въезд запрещен.
2. No entry for pedestrians - Движение пешеходов запрещено
3. Ahead only - Движение прямо
4. No left turn - Поворот налево запрещен
5. Speed limit - Ограничение максимальной скорости
6. No overtaking - Обгон запрещен
7. No entry for motor-cycles - Движение на мотоциклах запрещено
8. Go straight or turn left - Движение прямо или налево
9. Roundabout - Пересечение с круговым движением
10. No entry for cycles - Движение велосипедов запрещено
11. Turn left or right - Поворот направо / налево
12. No entry for goods vehicles - Движение грузовых автомобилей запрещено
13. Road repairs - Дорожные работы
14. No U-turn - Разворот запрещен
15. No parking - Парковка запрещена
16. Stop sign- Движение без остановки запрещено
17. Two way traffic - Двустороннее движение
18. No right turn - Поворот направо запрещен
19. Turn left - Поворот налево
20. Turn right - Поворот направо

Task№2.

| | | | | | | | | | |
|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| B | D | F | H | A | E | J | C | I | G |

Task№3. (перевод текста)

Меня раздражают водители, которые невежливы или нетерпеливы. Я не выношу, когда водители не соблюдают правила дорожного движения. Некоторые водители раздражаются в ожидании, когда загорится зеленый свет и если машина впереди них не сразу трогается с места. Они начинают сигналить.

Некоторые водители не сигналият, когда хотят повернуть или перестроится. Есть много людей, которые некорректно ведут себя, когда управляют автомобилем. Например, когда пешеход ждет, чтобы перейти улицу, не многие водители готовы остановиться и пропустить его. По закону, водители обязаны остановиться перед пешеходным переходом, в случае если пешеход уже начал передвигаться по «зебре». Многие этого не делают.

Task№4.

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|----|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| e | f | h | g | d | j | i | b | a | c |

Проверочная работа по теме «Таумыр 365 days round the year»

Task№1. Match the English words with their Russian equivalents. Complete the table

| | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|----|----|----|----|----|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 |
| | | | | | | | | | | | | | |

| | | |
|----|------------------------------------|--------------------------------------|
| 1 | unbelievably clear | a.- в середине месяца |
| 2 | one of the miracles | b.- озеро покрыто толстым слоем льда |
| 3 | salty water | c.- нельма |
| 4 | a scientist | d.- крупное пресноводное озеро |
| 5 | Siberian white salmon | e. температура поднимается до... |
| 6 | the lake is covered with thick ice | f.- средняя температура воздуха |
| 7 | in the middle of the month | g.- соленая вода |
| 8 | a large freshwater lake | h.- в списке |
| 9 | the temperature rises to | i.- ученый |
| 10 | despite the fact that | j.- одно из чудес |
| 11 | a vast taiga plain | k.- в разных направлениях |
| 12 | in different directions | l.- не смотря на факт, что... |
| 13 | in the list | m.-огромная таежная равнина |
| 14 | the average air temperature | n.- невероятно прозрачная |

Task№2. Look through the words and put them into two columns

| № | Countable | Uncountable |
|---|-----------|-------------|
| 1 | | |
| 2 | | |

Time, water, machine, music, snow, word, coffee, money, idea, family, darkness, knowledge, sea, hour, tree, silver, meat, happiness, information, speed, book, news, house, friend, milk, student, pen, paper, cloth, picture, air, goods.

Task№3. Make the words in the Plural form where it is possible.

Box, sheep, place, library, photo, mouse, lady, glass, bush, dress, country, bus, party, wife, day, knife, knowledge, month, pen, hero, goose, company, life, deer, tomato, city, man, play, news, child, fruit, shelf, leaf, foot, fish, woman, money, information.

ЭТАЛОНЫ ОТВЕТОВ

Task№1.

| | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|----|----|----|----|----|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 |
| n | j | g | i | c | b | a | d | e | l | m | k | h | f |

Task№2.

Countable: machine, word, idea, family, sea, hour, tree, book, house, friend, student, pen, paper, cloth, picture,

Uncountable: time, water, music, snow, coffee, money, darkness, knowledge, silver, meat, happiness, information, speed, news, milk, air, goods.

Task№3.

Boxes, sheep, places, libraries, photos, mice, ladies, glasses, bushes, dresses, countries, buses, parties, wives, days, knives, knowledge, months, pens, heroes, geese, companies, lives, deer, tomatoes, cities, men, plays, news, children, fruits, shelves, leaves, feet, fish, women, money, information.

**Контрольная работа по теме:
«The nature of the native region»**

Task№1. Choose the right translation of the words. And complete the table.

| | | | | | | | | |
|----|------------------------------------|---|---|---------------------------------|-----------------------------|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 1. | <i>short growing season</i> | | | | | | | |
| | a. краткий растущий сезон | | | b. короткий растительный период | | | | |
| | c. непродолжительный вегетационный | | | | d. краткий период вегетации | | | |

| | |
|----|---|
| | период |
| 2. | organic material a. орган материал b. органический материал c. органическое вещество |
| 3. | nutrient pool a. нутриентный бассейн b. запас элементов питания c. котел с питательными веществами |
| 4. | a Finnish word a. финикийское слово b. финиийское слово c. слово из финского языка |
| 5. | extremely cold a. чрезвычайно холодно b. экстремально холодно c. экстремальный холод |
| 6. | specific features a. специальные черты b. характерные «фичи» c. характерные особенности |
| 7. | biotic diversity a. биотическая диверсификация b. антибиотик диверсный c. биологическое различие d. биологическое разнообразие |
| 8. | vegetation structure a. состав растительности b. вегетативная структура c. вегетативная конструкция d. вегетативная постройка |
| 9. | a season of growth a. сезон урожая b. период роста c. черенок побега |

Task №2. Read the first part of the text and translate it. Mind the Active Vocabulary

Active Vocabulary

biome ['blaɪəʊm] - биом (природная зона)

treeless plain - безлесная равнина

frost-molded - сформированный в суровых (холодных) условиях

landscape - ландшафт

low temperatures- низкие температур

precipitation - выпадение осадков

nitrogen ['naɪtrədʒən] – азот

phosphorus ['fɒsf(ə)rəs] – фосфор

growth [grəʊθ] - развитие, рост

be noted for = be known for

I. Tundra is the coldest of all the biomes. The word tundra comes from the Finnish word *tunturia*, meaning treeless plain. It is noted for its frost-molded landscapes, extremely low temperatures, little precipitation, and short growing seasons. Dead organic materials function as a nutrient pool. The two major nutrients are nitrogen and phosphorus. Tundra is separated into two types: arctic tundra and alpine tundra.

Tundra has some specific features. They are:

1. extremely cold climate;
2. low biotic diversity;
3. simple vegetation structure;
4. short season of growth and reproduction;
5. energy and nutrients in the form of

dead organic material;

Task №3. Read the words given in the transcription and put them down in letters. Translate them into Russian.

[pɪ, sɪpɪ'teɪʃ(ə)n], [bɑɪ'ɒtɪk], ['bʌɪəʊm], [dɑɪ'væ:səti], ['naɪtrədʒən], ['tʌndrə], [ɪk'stri:mli], [ˌvedʒɪ'teɪʃn], [grəʊθ]

Task №4. Read the second part of the text and fill in the gaps with the missing words given in the box below.

| | | | | |
|-------|---------|---------------|------------|------------|
| known | average | variety | permafrost | hemisphere |
| | kinds | precipitation | tundra | |

II. Arctic _____ is located in the northern _____, encircling the North Pole and extending South to the coniferous forests of the taiga. The arctic is _____ for its cold, desert-like conditions. The growing season ranges from 50 to 60 days. The _____ winter temperature is -34° C, but the average summer temperature is $3-12^{\circ}$ C which enables this biome to sustain life.

Rainfall may vary in different regions of the arctic. Yearly _____, including melting snow, is 15 to 25 cm. Soil is formed slowly. A layer of permanently frozen subsoil called _____ exists, consisting mostly of gravel and finer material. When water saturates the upper surface, bogs and ponds may form, providing moisture for plants. There are no deep root systems in the vegetation of the arctic tundra, however, there are still a wide _____ of plants that are able to resist the cold climate. There are about 1,700 _____ of plants in the arctic and subarctic, and these include:

Task №5. Read the third part of the text. Translate it. Do it in written form.

III. There are about 1,700 kinds of plants in the arctic and subarctic zones.

All of the plants are adapted to sweeping winds and disturbances of the soil. Plants are short and group together to resist the cold temperatures and are protected by the snow during the winter. They can carry out photosynthesis at low temperatures and low light intensities. The growing seasons are short and most plants reproduce by budding and division rather than sexually by flowering. The fauna in the arctic is also diverse:

- Herbivorous mammals: lemmings, arctic hares and squirrels;
- Carnivorous mammals: arctic foxes, wolves, and polar bears;
- Migratory birds: ravens, falcons, loons, sandpipers, snow birds, and various species of gulls;
- Insects: mosquitoes, flies, moths, grasshoppers, blackflies and arctic bumble bees;
- Fish: cod, flatfish, salmon, and trout.

Animals are adapted to handle long, cold winters and to breed and raise young quickly in the summer. Animals such as mammals and birds also have additional

insulation from fat. Many animals hibernate during the winter because food is not abundant. Another alternative is to migrate south in the winter, like birds do. Reptiles and amphibians are few or absent because of the extremely cold temperatures. Because of constant immigration and emigration, the population continually oscillates.

***Task№6. «Weather» (*challenging material)**

| | | |
|----------|---|-----------------|
| A | Russia has a varied climate. Many parts of Russia in the North Temperature Zone. | SITUATE |
| B | The climate is continental; however, the fluctuations in temperature are than in other European countries. | GREAT |
| C | The extreme north is a cold bare region - the tundra. For more than six months it in snow. | BURY |
| D | This region can be called the land of rivers. | FREEZE |
| E | In May the temperature begins to rise. The gloomy night is succeeded by continuous daylight, when the sun below the horizon for several months. | NOT SINK |
| F | The better part of Russia is not influenced by the warm winds of the Atlantic and Pacific Oceans. There are no mountains in the north to form a barrier against the cold winds from the Arctic Ocean. | BLOW |
| G | The extreme west of Russia has a temperate climate. Thus, the summers in the Baltic are cool and the winters mild. If we go east, the climate will become more continental. | FAR |

Эталоны ответов к контрольной работе по теме
«The nature of the native region»

Task№1.

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| c | c | b | c | a | c | d | a | b |

Task№2. (перевод текста)

Тундра является самой холодной из всех природных зон. Слово «тундра» происходит от финского «*tunturia*», что означает «безлесная равнина». Она известна своими ландшафтами, сформированными в суровых условиях, очень низкими температурами, небольшим количеством выпадения осадков, и непродолжительным вегетативным периодом. Омертвевшие органические вещества являются запасом элементов питания. Азот и фосфор -два главных органических вещества. Тундра делится на два

вида: арктическая и альпийская. У тундры есть несколько характерных особенностей:

1. очень холодный (суровый) климат; 2. небольшое биологическое разнообразие; 3. простой состав растительности; 4. короткий репродуктивный период и период роста; 5. питательные вещества представлены в форме омертвевшего органического материала.

Task№3.

precipitation, biotic, biome, diversity, nitrogen, tundra, extremely, vegetation, growth

Task№4.

Arctic tundra is located in the northern hemisphere, encircling the North Pole and extending South to the coniferous forests of the taiga. The arctic is known for its cold, desert-like conditions. The growing season ranges from 50 to 60 days. The average winter temperature is -34° C, but the average summer temperature is 3-12° C which enables this biome to sustain life.

Rainfall may vary in different regions of the arctic. Yearly precipitation, including melting snow, is 15 to 25 cm. Soil is formed slowly. A layer of permanently frozen subsoil called permafrost exists, consisting mostly of gravel and finer material. When water saturates the upper surface, bogs and ponds may form, providing moisture for plants. There are no deep root systems in the vegetation of the arctic tundra, however, there are still a wide variety of plants that are able to resist the cold climate. There are about 1,700 kinds of plants in the arctic and subarctic.

*Task№6.

| A | B | C | D | E | F | G |
|--------------|---------|------------|--------|----------------|---------|---------|
| are situated | greater | is berried | frozen | is not sinking | blowing | further |

Контрольная работа по теме «My Daily routine»

Task1. Match the pairs, put down the phrases and translate them.

| | | | |
|---|-------|------------------------------|--|
| 1 | have | - the washing up | |
| 2 | leave | - with friends | |
| 3 | make | - lunch in a college canteen | |
| 4 | do | - my teeth | |
| 5 | do | - dressed | |
| 6 | surf | - my house for college | |
| 7 | have | - breakfast | |

- 8 chat - to college
- 9 have - a bus
- 10 clean /brush - my bed
- 11 get - sports
- 12 go - book
- 13 catch - my homework
- 14 walk - exercises
- 15 watch - 4 double lessons
- 16 read a - to bed late
- 17 do - listen to music
- 18 do - TV
- 19 hang out - the Net
- 20 relax and - with my friends

| |
|--|
| |
| |
| |
| |
| |
| |
| |
| |
| |
| |
| |
| |
| |
| |

Task2. Listen to the speaker. Put the actions in the right order. Write the number.

| | |
|----|------------------|
| | have a shower |
| | I go to work |
| 1. | I get up at 8.00 |
| | I have lunch |
| | I brush my teeth |
| | finish work |
| | I go to bed |
| | I start work |
| | eat breakfast |

Task3. Listen to the text «My Daily Routine» and complete it by circling the correct words.

Some of my friends think I have a boring daily routine, (1)_____ I like it. I usually get up at about 6:00 or 6:30 (2)_____ the morning, after my alarm clock (3)_____ me up. First, I brush my teeth, and shave, and wash my face. Then, I get dressed and go downstairs to have breakfast with my family. I always have coffee, cereal, and (4)_____ of fruit. That's me in the picture with (5)_____ wife. I take a bus to work because I (6)_____ like to drive, and I always arrive at my office before 8:00. I'm never late for work. Five o'clock (7)_____ my favorite time of the day because I finish work and go back home and see my wife and children again. I have two boys, Thomas, who is six years old and Patrick, who is eight. We (8)_____ dinner together in our dining room at around 6:00, and after that I hang

out with my wife and kids (9)_____ home. We really enjoy watching our favorite TV programs together. We like to watch shows about travel. However, two (10)_____ three times a week I do exercise in the evening, so I can stay strong and healthy. I think that this is very important! (11)_____, at about 9:30, I go to bed, read for a while, and then fall asleep. Sure, some people think my daily routine is a little boring – but on weekends and holidays I (12)_____ to fly airplanes ... for fun! It's my favorite hobby.

| | | |
|--|--|---|
| 1. (A) so (B) but (C) and (D) because | 5. (A) my (B) mine (C) me (D) I | 9. (A) at (B) in (C) by (D) on |
| 2. (A) in (B) at (C) to (D) on | 6. (A) not (B) doesn't (C) don't (D) isn't | 10. (A) and (B) or (C) so (D) but |
| 3. (A) is waking (B) waking (C) wake (D) wakes | 7. (A) does (B) have (C) are (D) is | 11. (A) However (B) Finally (C) Because (D) First |
| 4. (A) lots off (B) lot (C) lots of (D) lots | 8. (A) ate (B) eating (C) eats (D) eat | 12. (A) love to (B) loves to (C) loving (D) love |

Task №4. Put the words in the right order and make up sentences. Translate them.

1. for breakfast / a cup of tea / and / has / he / usually / a toast.
2. gets up / always / he / at 7 a.m.
3. college / by bus / she / goes/ to / often.
4. often / we / free time / computer games / play / in / our.
5. make / I /my / always / bed.
6. I/ the Net / in the evening / to surf / like.
7. goes / he / to bed / usually / at 11 p.m.
8. her/ she / meets / after college /friends.
9. like / we / in a shopping mall / to hang out.
10. work / I / at my college / hard / usually.

ЭТАЛОНЫ ОТВЕТОВ

Task№1.

| | | | | |
|-------------------------------|--------------------------|------------------------------------|---------------------|-------------------------------|
| 1. have breakfast | 5. do the washing up | 9. have lunch in a college canteen | 13. catch a bus | 17. do exercises |
| 2. leave my house for college | 6. surf the Net | 10. clean / brush my teeth | 14. walk to college | 18. do sports |
| 3. make my bed | 7. have 4 double lessons | 11. get dressed | 15. watch TV | 19. hang out with friends |
| 4. do my homework | 8. chat with my friends | 12. go to bed late | 16. read a book | 20. relax and listen to music |

Task№2.

Hi, let me tell you about my daily routine. First, I get up at 8.00, then I brush my teeth, have a shower, and eat breakfast. I go to work at 8.50, and I start work at 9.30. Then I have lunch at 1.00, and finish work at 5.30. I go to bed at 11.00. That's my day!

Task№3.

| | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|----|----|----|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| B | A | D | C | A | C | D | D | A | B | B | A |

Task№4.

1. For breakfast he has a cup of tea and a toast. (He has a cup of tea and a toast for breakfast)
2. He always gets up at 7 a.m.
3. She often goes to college by bus.
4. We often play computer games in our free time.
5. I always make my bed.
6. I like to surf the Net in the evening.
7. He usually goes to bed at 11 p.m.
8. She meets her friends after college.
9. We like to hang out in a shopping mall.
10. I usually work hard at my college.

Проверочная работа по теме «My last weekend»

Variant I

Task№1. Open the brackets and put the verbs in the Past Simple Tense.

1. Alice (to have) a sister.
2. Her sister's name (to be) Ann.
3. Ann (to be) a student.
4. She (to get) up at seven o'clock.
5. She (to go) to the institute in the morning.
6. Jane (to be) fond of sports.
7. She (to do) her morning exercises every day.
8. For breakfast she (to have) two eggs, a sandwich and a cup of tea.
9. After breakfast she (to go) to the institute.
10. Sometimes she (to take) a bus.
11. It (to take) her an hour and a half to do her homework.
12. She (to speak) English well.

Task№2. Translate the sentences.

1. Она была занята. (to be busy)
2. Я не был занят.
3. Вы были заняты?
4. Они были дома? (to be at home)
5. Его не было дома.
6. Я не знал.
7. Они знали?

Task№3. Read the letter, translate it. Write your own letter according to the Model.

England
London
12/02/2018

Dear Jacob,

Thank you for your letter. It was nice to hear from you.
I would like to tell you about my weekend. My last weekend was not monotonous. On Friday, I was staying at home and watching TV. My friend arrived and we were watching a film on the computer in the evening. This movie was called "Fast Five 3" and it was very interesting. On Sunday, I was relaxing all day at home. In the morning, I remembered that I had homework; so I did it. In the evening, I was watching TV and afterwards I went to bed.
I think my rest depends on the season, because in winter I walk less than in

summer. In summer there are a lot of entertainments!

I prefer to spend my weekends with my parents and friends because I have a lot of fun with them. I love my weekends and my family!

What did you do last Saturday? Where did you go? What was the weather like?

Please, write about your weekend.

Best wishes,

Dylan

Variant II

Task№1. Open the brackets and put the verbs in the Past Simple Tense.

1. Her friends usually (to call) her at about 8 o'clock.
2. Ann (to take) a shower before going to bed.
3. She (to go) to bed at 11 p. m.
4. My working day (to begin) at six o'clock.
5. I (to get) up, (to switch) on the TV and (to brush) my teeth.
6. It (to take) me about twenty minutes.
7. I (to have) breakfast at seven o'clock.
8. I (to leave) home at half past seven.
9. I (to take) a bus to the institute.
10. It usually (to take) me about fifteen minutes to get there.
11. Classes (to begin) at eight.
12. We usually (to have) four classes a day.

Task№2. Translate the sentences.

1. Она не знала.
2. Кто знал?
3. Никто не знал.
4. Он читал английские книги? (to read English books)
5. Они никогда не читали. (never / to read)
6. У неё была квартира? (to have a flat)
7. У него ничего не было.

Task№3. Read the letter, translate it. Write your own letter according to the Model.

Dear

Thank you for your letter. It was nice to hear from you.

England
London
12/02/2018
Jacob,

I would like to tell you about my weekend. My last weekend was not monotonous. On Friday, I was staying at home and watching TV. My friend arrived and we were watching a film on the computer in the evening. This movie was called "Fast Five 3" and it was very interesting. On Sunday, I was relaxing all day at home. In the morning, I remembered that I had homework; so I did it. In the evening, I was watching TV and afterwards I went to bed.

I think my rest depends on the season, because in winter I walk less than in summer. In summer there are a lot of entertainments!

I prefer to spend my weekends with my parents and friends because I have a lot of fun with them. I love my weekends and my family!

What did you do last Saturday? Where did you go? What was the weather like?

Please, write about your weekend.

Best wishes,

Dylan

Эталоны ответов к проверочной работе «My last weekend»

Variant 1.

Task №1.

| | |
|---|--|
| 1. Alice had a sister. 2. Her sister's name was Ann. 3. Ann was a student. 4. She got up at seven o'clock. 5. She went to the institute in the morning. 6. Jane was fond of sports. 7. She did her morning exercises every day. | 8. For breakfast she had two eggs, a sandwich and a cup of tea. 9. After breakfast she went to the institute. 10. Sometimes she took a bus. 11. It took her an hour and a half to do her homework. 12. She spoke English well. |
|---|--|

Task №2.

1. She was busy. 2. I wasn't busy. 3. Were you busy? 4. Were they at home? 5. He wasn't at home. 6. I didn't know. 7. Did they know?

Task №3. Задание открытого типа.

Variant 2.

Task №1.

| | |
|---|---|
| 1. Her friends usually called her at about 8 o'clock. | 6. It took me about twenty minutes. 7. I had breakfast at seven o'clock. |
|---|---|

| | |
|---|--|
| 2. Ann took a shower before going to bed. 3. She went to bed at 11 p. m. 4. My working day began at six o'clock. 5. I got up, switched on the TV and brushed my teeth. | 8. I left home at half past seven. 9. I took a bus to the institute. 10. It usually took me about fifteen minutes to get there. 11. Classes began at eight. 12. We usually had four classes a day. |
|---|--|



















Task№2.

1. She didn't know. 2. Who knew it? 3. Nobody knew it. 4. Did they read English books? 5. They never read anything. 6. Did she have a flat? 7. She had nothing.

Task№3. Задание открытого типа.

**Контрольная работа по теме «Food. Healthy eating habits»
Variant1.**

Task№1. Read the descriptions. Write the name of the foods and match them with the pictures.

| | | | | | |
|---|---|---|--|---|---|
|  A. |  B. |  C. |  D. |  E. |  F. |
|  G. |  H. |  I. |  J. |  K. |  L. |
|  M. |  N. |  O. |  P. |  Q. |  R. |

1. You need me to make a sandwich or toast.
2. I'm yellow and people like me on their pizzas.
3. We are a small round red fruit. We grow on trees.
4. We are made from potatoes and taste great with ketchup.
5. Eat us fried, boiled or scrambled.
6. We are a very small round green vegetables. We grow in a long narrow pod.
7. I'm white and make your coffee sweet. I can be of a white and brown color.
8. Children like me with their cereals. I come from cows, goats, and sheep. People use me in cooking. Tasty cheese is made from me. Cats just love me.

9. I'm a popular fast food with a sausage in the middle.
10. I'm a black hot drink. But I can be green, herbal and with bergamot and even berries as well.
11. I'm a delicious fried, grilled or roasted meat.
12. Rabbits just love this vegetable.
13. We are a small fruit and can be used to make wine and juice.
14. I'm a long yellow fruit. Monkeys just love me.
15. I'm yellow and sweet but not jam. People sometimes put me in their tea.
16. I'm cold and sweet. I'm especially eaten in summer.
17. I'm a round fruit. I'm usually green, yellow or red. I can be sweet or sour.
18. I'm a juicy tropical fruit. I have sweet yellow flesh.





| | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|----|----|----|----|----|----|----|----|----|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 |
| | | | | | | | | | | | | | | | | | |









Task №2. Find the words on the topic «Food» in the grid.

A. Circle the words, put them down and translate them.

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| k | s | o | u | p | e | s | s | n | c |
| p | a | b | e | e | f | a | u | o | u |
| j | l | u | b | p | u | l | o | l | c |
| f | m | i | f | p | o | t | p | e | u |
| d | o | e | d | e | p | b | k | m | m |
| a | n | w | s | r | i | c | e | r | b |
| l | a | q | a | h | l | k | u | e | e |
| a | k | e | t | c | h | u | p | t | r |
| s | a | u | s | a | g | e | g | a | f |
| y | t | l | b | n | c | m | x | w | z |

B. Fill in the gaps.

| | | | |
|---|---|--|---|
|  |  |  |  |
| 1. s _ _ p | 2. r _ _ e | 3. s _ _ _ _ | 4. s _ _ _ _ g _ |







| | | | |
|---|---|---|--|
|  <p>5. s _ _ _ w _ ch</p> |  <p>6. s _ _ t</p> |  <p>7. b _ _ f</p> |  <p>8. s _ _ m _ n</p> |
|  <p>9. w - - - r m - - - n</p> |  <p>10. k - - ch - - _ _</p> |  <p>11. c - - - b - r</p> |  <p>12. p _ p _ _ _</p> |

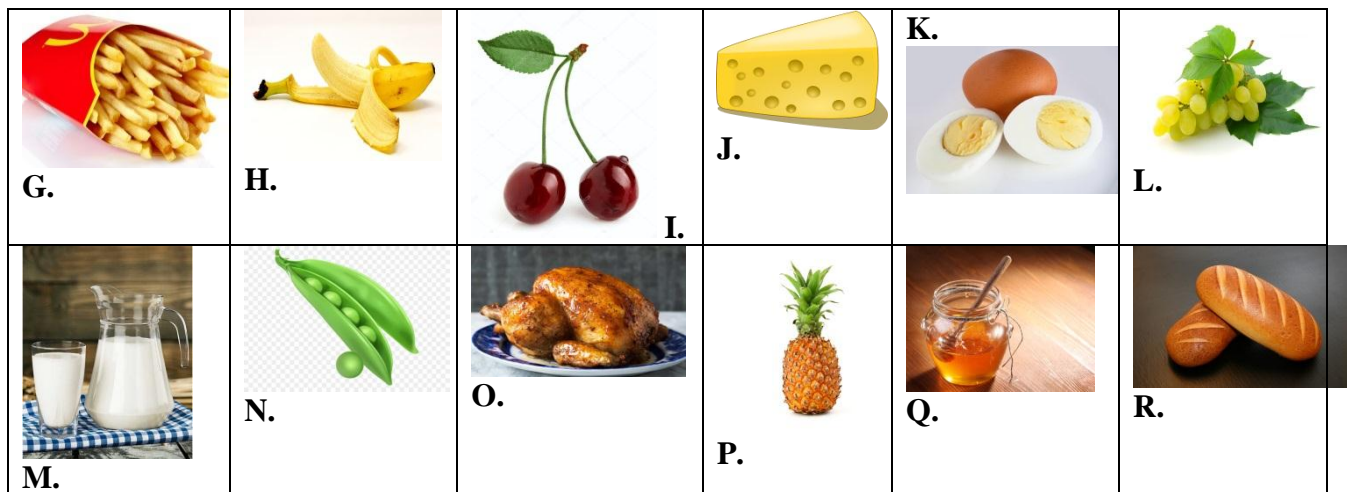
Task№3. Open the brackets and use the appropriate pronoun. Translate the sentences.

1. Would you like ... (some/any/no) milk?
2. You can leave at ... (some/any/no) time.
3. Could you give me ... (some/any/no) help, please?
4. We must buy ... (some/any/no) vegetables for dinner.
5. I haven't got ... (some/any/no) eggs for pancakes.
6. I think ... (something/anything) is burning.
7. ... (Somebody/Anybody) told me about his job.
8. I couldn't find my umbrella ... (somewhere/anywhere/nowhere).
9. Sorry, I can do ... (someone/anyone/nothing) for you.
10. There was ... (something/anything/nobody) to answer the phone in the office.

Variant2.

Task№1. Read the descriptions. Write the name of the foods and match them with the pictures.

| | | | | | |
|---|---|---|--|---|---|
| <p>A.</p>  | <p>B.</p>  | <p>C.</p>  | <p>D.</p>  | <p>E.</p>  | <p>F.</p>  |
|---|---|---|--|---|---|



1. You need me to make a sandwich or toast.
2. I'm yellow and people like me on their pizzas.
3. We are a small round red fruit. We grow on trees.
4. We are made from potatoes and taste great with ketchup.
5. Eat us fried, boiled or scrambled.
6. We are a very small round green vegetables. We grow in a long narrow pod.
7. I'm white and make your coffee sweet. I can be of a white and brown color.
8. Children like me with their cereals. I come from cows, goats, and sheep. People use me in cooking. Tasty cheese is made from me. Cats just love me.
9. I'm a popular fast food with a sausage in the middle.
10. I'm a black hot drink. But I can be green, herbal and with bergamot and even berries as well.
11. I'm a delicious fried, grilled or roasted meat.
12. Rabbits just love this vegetable.
13. We are a small fruit and can be used to make wine and juice.
14. I'm a long yellow fruit. Monkeys just love me.
15. I'm yellow and sweet but not jam. People sometimes put me in their tea.
16. I'm cold and sweet. I'm especially eaten in summer.
17. I'm a round fruit. I'm usually green, yellow or red. I can be sweet or sour.
18. I'm a juicy tropical fruit. I have sweet yellow flesh.

| | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|----|----|----|----|----|----|----|----|----|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 |
| | | | | | | | | | | | | | | | | | |













Task №2. Find the words on the topic «Food» in the grid.

A. Circle the words, put them down and translate them.

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| m | u | s | t | a | r | d | m | m | b |
| a | p | r | i | c | o | t | s | s | e |
| y | y | e | b | m | y | i | h | a | r |

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| o | n | x | a | o | t | u | r | c | r |
| n | i | k | a | c | r | x | i | i | i |
| e | k | a | s | q | h | c | m | l | e |
| s | p | o | r | k | e | e | p | r | s |
| e | m | n | b | v | x | z | s | a | p |
| l | u | o | n | i | o | n | s | g | l |
| k | p | o | r | r | i | d | g | e | k |
| u | p | o | t | a | t | o | e | s | j |

B. Fill in the gaps.

| | | | |
|--|--|--|---|
|  A. p_t_t_s |  B. m- -on-se |  C. _ _ _ k |  D. p-m- _k- - _ _ |
|  E. _pr_c_ _ s |  F. b_r_ _ _ s |  G. p_r_i_ _ e |  H. s-ri- - s |
|  I. _ni_ _ s |  J. _a_l_c |  K. m_ _ _ a_d |  L. p_ _ _ _ es |

Task№3. Open the brackets and use the appropriate pronoun. Translate the sentences.

1. Sorry, I can do ... (someone /anyone /nothing) for you.
2. Would you like ... (some /any /no) milk?
3. I haven't got ... (some /any /no) eggs for pancakes.
4. You can leave at ... (some/any/no) time.
5. Could you give me ... (some/any/no) help, please?
6. I couldn't find my umbrella ... (somewhere /anywhere / nowhere).

7. We must buy ... (some /any /no) vegetables for dinner.
8. I think ... (something /anything) is burning.
9. ... (Somebody /Anybody) told me about his job.
10. There was ... (something /anything /nobody) to answer the phone in the office.

Эталоны ответов к контрольной работе «Food. Healthy eating habits»

Variant 1.

Task№1.

| | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|----|----|----|----|----|----|----|----|----|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 |
| R | J | I | G | K | N | E | M | A | C | O | B | L | H | Q | F | D | P |

Task№2.

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | s | o | u | p | | s | | n | c |
| | a | b | e | e | f | a | | o | u |
| | l | | | p | | l | | l | c |
| | m | | | p | | t | | e | u |
| d | o | | | e | | | | m | m |
| a | n | | | r | i | c | e | r | b |
| l | | | | | | | | e | e |
| a | k | e | t | c | h | u | p | t | r |
| s | a | u | s | a | g | e | | a | |
| | | | | | | | | w | |

Variant 2.

Task №1.

| | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|----|----|----|----|----|----|----|----|----|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 |
| R | J | I | G | K | N | E | M | A | C | O | B | L | H | Q | F | D | P |

Task№2.

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| m | u | s | t | a | r | d | | | b |
| a | p | r | i | c | o | t | s | | e |
| y | | e | | | | | h | | r |
| o | n | | a | | | | r | c | r |
| n | i | | | c | | | i | i | i |
| e | k | | | | h | | m | l | e |
| s | p | o | r | k | | e | p | r | s |
| e | m | | | | | | s | a | |
| | u | o | n | i | o | n | s | g | |

| | | | | | | | | | |
|--|----------|----------|----------|----------|----------|----------|----------|----------|--|
| | p | o | r | r | i | d | g | e | |
| | p | o | t | a | t | o | e | s | |

Проверочная работа по теме «In a café»

Variant1.

Task№1. Match the English phrases with their Russian equivalents. Put the right answers in the chart given below.

| | | |
|----|--|--|
| 1 | Sounds good. | A. - А я буду фруктовый сок. |
| 2 | Do you like spicy food? | B. - Где официант? |
| 3 | Would you like some dessert? | C. Ну, кусочек морковного пирога с шоколадным соусом будет отлично. |
| 4 | What would you like? | D. - И я полагаю, что нужно что-нибудь попить. |
| 5 | I think tomato soup to start, followed by fish and chips. | E. - Я думаю, что я буду немного чесночного хлеба и затем Тайский куриный карри. |
| 6 | And I'll have some fruit juice. | F. - Я думаю, что я возьму то же самое. |
| 7 | I'll need something to drink... | G. - Что бы вы хотели? |
| 8 | You know I have a sweet tooth, don't you? | H. - Вы любите острую пищу? |
| 9 | I think I'll have some garlic bread and then Thai chicken curry. | I. - Я буду немного холодной минеральной. Без газа, пожалуйста. |
| 10 | I think I'll have the same. | J. Хотели бы Вы десерт? |
| 11 | Well, I guess we are ready to make an order. | K. - Я думаю, томатный суп для начала, а затем рыба и картофель фри. |
| 12 | Where's the waiter? | L. - Звучит хорошо. |
| 13 | I'll have some cold mineral water. Still, please. | M. Ну, я полагаю, что мы готовы сделать заказ. |
| 14 | Well, a slice of carrot cake with chocolate sauce will be fine. | N. - Вы знаете, я сладкоежка, не так ли? |

| | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|----|----|----|----|----|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 |
| | | | | | | | | | | | | | |

Task№2. Match the English words with their Russian equivalents

- | | |
|----------------------|--------------------|
| 1 drink | A. яблоко |
| 2 enjoy | B. суп |
| 3 potato | C. капуста |
| 4 carrot | D. хлеб |
| 5 pear | E. пицца |
| 6 cabbage | F. чеснок |
| 7 garlic | G. груша |
| 8 plum | H. морковь |
| 9 Would you like...? | I. картофель |
| 10 apple | J. слива |
| 11 bread | K. пить |
| 12 pizza | L. наслаждаться |
| 13 soup | M. Не хотите ли..? |

| | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|----|----|----|----|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| | | | | | | | | | | | | |

Task№3. Put the words in the right order. Mind the Imperative Mood.

- of/ cup/ coffee/ a/ have
- a photo / take / of me /please
- talking/ stop
- station/ to/ hurry/ the
- us/and/call/try
- letter/ the/ me/ help/ with
- walk/ not/ do/ grass/ the/ on
- out!/look/coming/is/bus/a
- the/ next/ turning/ left/ take
- sandwich/ another/ have
- the washing up / later/ do

Variant2.

Task№1. Match the English phrases with their Russian equivalents. Put the right answers in the chart given below.

| | | |
|---|---|---|
| 1 | I think tomato soup to start, followed by fish and chips. | A. - А я буду фруктовый сок. |
| 2 | Do you like spicy food? | B. - Где официант? |
| 3 | What would you like? | C. Ну, кусочек морковного пирога с шоколадным соусом будет отлично. |
| 4 | Would you like some dessert? | D. - И я полагаю, что нужно что-нибудь попить. |

| | | |
|----|--|--|
| 5 | Sounds good. | Е. - Я думаю, что я буду немного чесночного хлеба и затем Тайский куриный карри. |
| 6 | And I'll have some fruit juice. | Ф. - Я думаю, что я возьму то же самое. |
| 7 | You know I have a sweet tooth, don't you? | Г. - Что бы вы хотели? |
| 8 | I'll need something to drink... | Н. - Вы любите острую пищу? |
| 9 | I think I'll have some garlic bread and then Thai chicken curry. | И. - Я буду немного холодной минеральной. Без газа, пожалуйста. |
| 10 | Well, a slice of carrot cake with chocolate sauce will be fine. | Ж. Хотели бы Вы десерт? |
| 11 | Well, I guess we are ready to make an order. | К. - Я думаю, томатный суп для начала, а затем рыба и картофель фри. |
| 12 | Where's the waiter? | Л. - Звучит хорошо. |
| 13 | I'll have some cold mineral water. Still, please. | М. Ну, я полагаю, что мы готовы сделать заказ. |
| 14 | I think I'll have the same. | О. - Вы знаете, я сладкоежка, не так ли? |

| | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|----|----|----|----|----|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 |
| | | | | | | | | | | | | | |

Task №2. Match the English words with their Russian equivalents

- | | |
|------------------|---------------------|
| 1 eat | А. минеральная вода |
| 2 I like... | В. йогурт |
| 3 cucumber | С. овощ |
| 4 vegetable | Д. редис |
| 5 porridge | Е. сахар |
| 6 butter | Ф. чизбургер |
| 7 ham | Г. масло |
| 8 cheeseburger | Н. огурец |
| 9 sugar | И. ветчина |
| 10 yog(h)urt | Ж. каша |
| 11 mineral water | К. курица |
| 12 radish | Л. кушать, есть |
| 13 chicken | М. Я люблю... |

| | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|----|----|----|----|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| | | | | | | | | | | | | |

Task№3. Put the words in the right order. Mind the Imperative Mood.

1. sandwich/ another/ have
2. of/ cup/ coffee/ a/ have
3. a photo / take / of me /please
4. the/ next/ turning/ left/ take
5. talking/ stop
6. station/ to/ hurry/ the
7. walk/ not/ do/ grass/ the/ on
8. us/and/call/try
9. later/ the washing up / do
10. letter/ the/ me/ help/ with
11. out!/look/coming/is/bus/a

ЭТАЛОНЫ ОТВЕТОВ ПО ТЕМЕ «In a cafe»

Variant1.

Task№1.

| | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|----|----|----|----|----|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 |
| L | H | J | G | K | A | D | N | E | F | M | B | I | C |

Task№2.

| | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|----|----|----|----|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| K | L | I | H | G | C | F | J | M | A | D | E | B |

Task№3.

- | | |
|---|--|
| <ol style="list-style-type: none"> 1. Have a cup of coffee. 2. Take a photo of me 3. Stop talking 4. Hurry to the station 5. Try and call us. 6. Help me with the letter. | <ol style="list-style-type: none"> 7. Don't walk on the grass. 8. Look out! A bus is coming. 9. Take the next turning left. 10. Have another sandwich. 11. Do the washing up later. |
|---|--|

Variant2.

Task№1.

| | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|----|----|----|----|----|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 |
| K | H | G | J | L | A | N | D | E | C | M | B | I | F |

Task№2.

| | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|----|----|----|----|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| L | M | H | C | J | G | I | F | E | B | A | D | K |

Task№3.

1. Have another sandwich.
2. Have a cup of coffee.
3. Take a photo of me,
4. Take the next turning left.
5. Stop talking
6. Hurry to the station
7. Don't walk on the grass.
8. Try and call us.
9. Do the washing up later.
10. Help me with the letter.
11. Look out! A bus is coming.

Контрольная работа по теме «The world of Hobbies»

Variant 1.

Task№1. Guess the answer.

Winner / stadium / spectator / gold medal / athlete / ticket / flag / medal

1. This can be gold, silver or bronze. You wear it around your neck.
2. A big, open place for sporting events. It has seats for the spectators.
3. You need this piece of paper to enter the stadium.
4. Every country has one. It is made of fabric. It has colours and sometimes a picture.
5. A person who is very good at sports.
6. A person who is watching the sporting event.
7. The person who finishes first or does the best.
8. The winner receives one of these.

Task№2. Read the text “Out of the ordinary” and find the English equivalents to the Russian ones given below.

Brian Potter has been sandboarding for the past seven years. He loves it because he can do it pretty much anywhere there is sand! He says, "I'm a real speed freak and I find nothing more exciting than to take out my board and whizz down the sand dunes." The general idea of sand-boarding is the same as snowboarding. People simply strap a board to their feet and slide down a hill. Brian says, "Last year, I entered the International Sandboarding Championships in Germany There were around 50,000 entrants and I came 100th, so I was pretty proud."

Carla Murphy is known in certain circles as a 'zorbanaut'. This is because she spends some of her free time inside a large inflatable' plastic ball called a zorb. "Zorbing is so much fun, I just can't get enough," she says. Zorbing involves rolling down a steep hill strapped inside a ball, which can reach speeds of up to 50 to 60 km p/h if the hill is steep enough. Up to three people can be inside at the same time. "It's fantastic. You're totally protected from bumps and knocks by the

zorb, but you bounce around as if you are weightless. Anyone from 6 to 60 can do it," Carla explains. This bizarre activity originated in New Zealand and now there are centres all around the world. Carla thinks it's great. "When we start rolling, we just start laughing and we can't stop" I can be filled with air.

Paul Lynch has been practising ice climbing for several years now and has climbed many frozen waterfalls. "My parents took me skiing to the Alps when I was a child and ever since, I've been addicted to the mountains. I moved to Canada a few years ago and I fell in love with ice climbing. I spend most of my free time climbing ice in the Rockies. Basically, ice climbing involves swinging an axe into the ice above your head and pulling yourself up on it. You need a lot of equipment such as a helmet, rope and boots for ice climbing. And of course, it's very physical, so you really have to be in good shape," says Paul.

Harry Bolton didn't really like sport at all until he discovered something both new and unusual "I was listening to the radio one day when I heard something that I thought must have been a joke. The DJ was talking about underwater hockey! When I realized it actually was a real sport, I decided to find out more about it. To my surprise, I found a local team and before I knew it, I was part of it! Unlike water polo, where the action takes place above the water, underwater hockey is played at the bottom of the pool. Players wear masks, flippers and snorkels during the game. "The rules are really simple, you just have to slide the puck into the opposing team's goal," says Harry Underwater hockey was invented by a British diving club in 1954 and was originally called Octopush. Harry told us, "Unfortunately it's not much of a spectator sport, as all people watching from outside the pool can see are lots of splashing and flippers!"

| | |
|--------------------------------------|---|
| 1. за последние семь лет | 9. подниматься вверх по ледяной поверхности |
| 2. та же самая, что и сноубординг | 10. переехал в ... |
| 3. закрепляют доску к... | 11. ты должен быть в хорошей форме |
| 4. завишу от скорости (как наркоман) | 12. открыл что-то и новое и необычное в одно и тоже время |
| 5. огромного надувного шара | 13. решил выяснить о нём больше |
| 6. зорбинг включает в себя... | 14. маска, ласты и трубка для дыхания |
| 7. в одно и тоже время | 15. зрелищный спорт |
| 8. центры по всему миру | |

Task3. Complete the table.

| Present Simple- <i>form 1</i> | Past Simple- <i>form 2</i> | Participle II- <i>form 3</i> |
|-------------------------------|----------------------------|------------------------------|
| | found | |
| | was | |

| | | |
|-----------|------------|-----|
| have/ has | had | had |
| | realized | |
| | thought | |
| | discovered | |
| | climbed | |

Variant 2.

Task№1. Guess the answer.

Winner / stadium / spectator / gold medal / athlete / ticket / flag / medal

1. This can be gold, silver or bronze. You wear it around your neck.
2. A big, open place for sporting events. It has seats for the spectators.
3. You need this piece of paper to enter the stadium.
4. Every country has one. It is made of fabric. It has colours and sometimes a picture.
5. A person who is very good at sports.
6. A person who is watching the sporting event.
7. The person who finishes first or does the best.
8. The winner receives one of these.

Task№2. Read the text “Out of the ordinary” and find the English equivalents to the Russian ones given below.

Brian Potter has been sandboarding for the past seven years. He loves it because he can do it pretty much anywhere there is sand! He says, "I'm a real speed freak and I find nothing more exciting than to take out my board and whizz down the sand dunes." The general idea of sand-boarding is the same as snowboarding. People simply strap a board to their feet and slide down a hill. Brian says, "Last year, I entered the International Sandboarding Championships in Germany There were around 50,000 entrants and I came 100th, so I was pretty proud."

Carla Murphy is known in certain circles as a 'zorbanaut'. This is because she spends some of her free time inside a large inflatable' plastic ball called a zorb. "Zorbing is so much fun, I just can't get enough," she says. Zorbing involves rolling down a steep hill strapped inside a ball, which can reach speeds of up to 50 to 60 km p/h if the hill is steep enough. Up to three people can be inside at the same time. "It's fantastic. You're totally protected from bumps and knocks by the zorb, but you bounce around as if you are weightless. Anyone from 6 to 60 can do it," Carla explains. This bizarre activity originated in New Zealand and now there are centres all around the world. Carla thinks it's great. "When we start rolling, we just start laughing and we can't stop" I can be filled with air.

Paul Lynch has been practising ice climbing for several years now and has

climbed many frozen waterfalls. "My parents took me skiing to the Alps when I was a child and ever since, I've been addicted to the mountains. I moved to Canada a few years ago and I fell in love with ice climbing. I spend most of my free time climbing ice in the Rockies. Basically, ice climbing involves swinging an axe into the ice above your head and pulling yourself up on it. You need a lot of equipment such as a helmet, rope and boots for ice climbing. And of course, it's very physical, so you really have to be in good shape," says Paul.

Harry Bolton didn't really like sport at all until he discovered something both new and unusual "I was listening to the radio one day when I heard something that I thought must have been a joke. The DJ was talking about underwater hockey! When I realized it actually was a real sport, I decided to find out more about it. To my surprise, I found a local team and before I knew it, I was part of it! Unlike water polo, where the action takes place above the water, underwater hockey is played at the bottom of the pool. Players wear masks, flippers and snorkels during the game. "The rules are really simple, you just have to slide the puck into the opposing team's goal," says Harry Underwater hockey was invented by a British diving club in 1954 and was originally called Octopush. Harry told us, "Unfortunately it's not much of a spectator sport, as all people watching from outside the pool can see are lots of splashing and flippers!"

| | |
|--|---|
| 1. ничего более захватывающего | 8. достаточно крутой (о склоне) |
| 2. везде, где есть песок | 9. замерзшие водопады |
| 3. чемпионат | 10. я влюбился в... |
| 4. главная идея | 11. нужно много экипировки |
| 5. известна в определенных кругах | 12. подводный хоккей |
| 6. скатывание вниз по крутому склону | 13. когда я осознал, что... |
| 7. но ты подпрыгиваешь (как мяч), как будто ты невесомый | 14. на дне водоёма (бассейна) |
| | 15. должен переместить шайбу в ворота противоположной команды |

Task3. Draw the chart. Complete it.

| Present Simple- form 1 | Past Simple- form 2 | Participle II- form 3 |
|-------------------------------|----------------------------|------------------------------|
| have/ has | had | had |
| know | | |
| | said | |
| | | called |
| explain | | |
| | decided | |
| be | | |

ЭТАЛОНЫ ОТВЕТОВ К КОНТРОЛЬНОЙ РАБОТЕ «The world of Hobbies»

Variant 1.

Task№1.

| | | | | | | | |
|-------|---------|--------|------|---------|-----------|--------|------------|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| medal | stadium | ticket | flag | athlete | spectator | winner | gold medal |

Task№2.

1. for the past seven years; 2. the same as snowboarding; 3. strap a board to; 4. I'm a real speed freak; 5. a large inflatable' plastic ball; 6. Zorbing involves; 7. at the same time; 8. centres all around the world; 9. ice climbing; 10. moved to; 11. have to be in good shape; 12. discovered something both new and unusual; 13. decided to find out more about it; 14. masks, flippers and snorkels; 15. a spectator sport

Task№3.

find-found-found; be-was / were- been; have/has- had - had; realize- realized - realized; think - thought- thought; discover- discovered- discovered; climb- climbed- climbed

Variant 2.

Task№1.

| | | | | | | | |
|-------|---------|--------|------|---------|-----------|--------|------------|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| medal | stadium | ticket | flag | athlete | spectator | winner | gold medal |

Task№2.

1. nothing more exciting; 2. anywhere there is sand; 3. championship; 4. The main idea; 5. is known in certain circles; 6. slide down a hill; 7. but you bounce around as if you are weightless; 8. steep enough; 9. frozen waterfalls; 10. fell in love with; 11. need a lot of equipment; 12. underwater hockey; 13. when I realized; 14. at the bottom of the pool; 15. have to slide the puck into the opposing team's goal

Task№3.

Have/has-had-had; know-knew-known; say-said-said; call-called- called; explain-explained- explained; decide-decided- decided; be-was/were- been.

Контрольная работа№1.

(1 семестр)

I Variant

Task№1. Fill in the gaps. Use `this` / `these` / `that` or `those`. Translate the sentences

1. Is _____ my drink?
2. _____ aren't my trainers.
3. Is _____ an interesting museum.
4. _____ are new bikes.
5. _____ is my house.
6. _____ is a hill.
7. _____ are donkeys.
8. What is _____?
9. _____ is my coat.
10. Hi, Jane! _____ is Michael.
11. _____ is James' bike.
12. _____ are his children.
13. _____ are his sister's children.
14. _____ is Pete.
15. _____ is my restaurant.
16. _____ are my jewels.
17. _____ is the church of my town.
18. _____ are my father's books.
19. _____ is Ajax's stadium.
20. _____ is my bag.
21. Is _____ my TV?
22. Are _____ your watches.
23. I like _____ clown.
24. _____ boys are American.
25. _____ is my money.

Task№2. Look through the words and make up new phrases with them. Make up your own sentences with the phrases. Translate them into Russian.

- | | |
|---------------|-----------------------------------|
| 1. earn | a. one's advice |
| 2. make | b. to the Internet |
| 3. follow | c. money |
| 4. get access | d. books in the original language |
| 5. read | f. the news |
| 6. broadcast | g. a presentation |

Task№3. Translate the sentences. Mind the Active Vocabulary.

1. My father **disapproved of** my going to the concert.
2. Mary's parents **disapproved of** her decision to get tattooed.
3. Do you approve or **disapprove of** my project?
4. Why do so many people suffer from low **self-esteem**?
5. People with low **self-esteem** tend to interpret everything in a negative way.
6. Children often refuse to **obey** their parents and grandparents.
7. Students must **obey** rules at school and college.
8. I'm **aware of** the problem.
9. I'm **aware of** what is at stake.
10. Eventually we could reach **mutual understanding**, and this contributed to changes in atmosphere between me and my parents.
11. **Mutual understanding** is essential to friendship.

Variant 2.
(1 семестр)

Task№1. Fill in the gaps. Use 'this' / 'these' / 'that' or 'those'. Translate the sentences.

1. _____ is a big supermarket over there.
2. _____ are her CD's.
3. Are _____ your books.
4. _____ is a big shop.
5. _____ is John's house.
6. _____ is a mountain.
7. _____ are horses.
8. What are _____?
9. We can do better than _____.
10. No, _____ is not mine.
11. Did you win? _____ is amazing.
12. Hello, who is _____ speaking, please.
13. Hello, is _____ you John?
14. Is _____ a Dutch ship?
15. _____ is a Spanish woman.
16. _____ is my friend's house.
17. _____ is my mother's car.
18. Who is _____ knocking at the door?
19. _____ are turtles.
20. _____ are their lunches.
21. _____ is my cat.
22. _____ blouse is beautiful.
23. Look at _____!
24. Can you see _____ horses?
25. These are bigger than _____.

Task№2. Look through the words and make up new phrases with them. Make up your own sentences with the phrases. Translate them into Russian.

- | | |
|-----------|---|
| 1. get | a. good marks in college |
| 2. read | b. to favourite songs and understand what they are about. |
| 3. get | c. one's advice |
| 4. follow | d. well at college |
| 5. listen | e. manuals |
| 6. do | f. a better job and work abroad |

Task№3. Translate the sentences. Mind the Active Vocabulary.

1. Mary's parents **disapproved of** her decision to get tattooed.
2. Do you approve or **disapprove of** my project?
3. Teachers often **disapprove of** their students' outfit since they wear too tight clothes and too much make-up at school.
4. Tom has low **self-esteem**.
5. Many people suffer from low **self-esteem**.
6. Students must **obey** rules at school and college.
7. I'm **aware of** it.
8. I'm **aware of** the risks.
9. Tom is **aware of** the danger.
10. **Mutual understanding** is important in all relationships.
11. I'm sure that **mutual understanding** contributes a lot to building a friendly relationship.

ЭТАЛОНЫ ОТВЕТОВ

Вариант1.

Task1.

1. this; 2.those; 3.that; 4. those; 5. that; 6.that; 7.those; 8. this; 9. this; 10.this; 11.this; 12.these; 13.those; 14. that; 15.this; 16. these; 17.that; 18.these; 19.that; 20.this; 21. that; 22. those; 23.that; 24.those; 25. this.

Task2.

earn money, make a presentation, follow one's advice, get access to the Internet, read books in the original language, broadcast the news

Task3.

1.Мой папа не одобрил мой поход на концерт. 2. Родители Мэри не одобрили ее решения сделать тату. 3. Ты одобряешь или нет мой проект. 4. Почему так много людей страдают от низкой самооценки? 5. Люди с низкой самооценкой склонны видеть все в негативном свете. 6. Дети часто отказываются подчиняться своим родителям и бабушке с дедушкой. 7. Студенты обязаны подчиняться правилам школы и колледжа. 8. Я осознаю проблему. 9. Я осознаю, что поставлено на карту. 10. В конце концов мы смогли достичь взаимопонимания, и это наладило отношения между мной и родителями. 11. Взаимопонимание важно для дружбы.

Вариант2.

Task№1.

1. that; 2.these; 3. these; this; 4. that; 5.this; 6. those; 7. those; 8. This; 9. This' 10. this; 11. this; 12. this; 13.this; 14. That; 15. this; 16. That; 17.this; 18. That; 19. those; 20. those; 21. this; 22. this; 23. that; 24. those; 25. those.

Task2.

get a better job and work abroad, read manuals, get good marks in college, follow one's advice, listen to favourite songs and understand what they are about, do well at college.

Task№3.

1.Родители Мэри не одобрили ее решение сделать тату. 2. Ты одобряешь или нет мой проект. 3.Учителя часто не одобряют внешний вид студентов, так как они носят слишком облегающую одежду и слишком много косметики в школе. 4. У Тома низкая самооценка. 5. Многие люди страдают от низкой самооценки. 6. Студенты обязаны подчиняться правилам школы и колледжа. 7. Я это понимаю (осознаю) 8. Я осознаю данный риск. 9. Том осознает

опасность 10. Взаимопонимание важно во всех отношениях. 11.
Взаимопонимание вносит большой вклад в создание дружеских отношений.

Контрольная работа №2.

(2 семестр)

Variant I.

Task1. Complete the sentences. Open the brackets and use the verbs in the Present Simple Tense.

1. He often (take) selfies.
2. She (dance) on a stage.
3. They (do) sports regularly.
4. She (save) money.
5. David and Sarah (play) basketball well.
6. He (have) a younger brother.
7. Ben Smith (live) in London.
8. The guys (dig) in the garden.

Task2. Fill in the gaps. Use the verb *can / can't*. Translate them.

The boy ____ run because his leg is broken.

2. She ____ go to the store after lunch. Let's eat.
3. ____ you get the door for me please? My hands are full.
4. They ____ be happily married because they are always fighting.
5. That boy ____ write this essay. He doesn't have the skills.
6. We ____ go to the movies tomorrow night. Let's stay in tonight.
7. Mom, ____ I watch the football match on TV?
8. Can I go to Steve's tonight after dinner? No, you ____

Task3. Complete the sentences. Use the words given in the box.

| | | | |
|----------------|----------------|-------|---------------|
| snowy and cold | dry and cloudy | windy | sunny and hot |
|----------------|----------------|-------|---------------|

1. The weather in the North is mostly _____.
2. The weather in the East is mostly _____.
3. The weather in the West is mostly _____.
4. The weather in the South is mostly _____.

Variant 2.

Task1. Complete the sentences. Open the brackets and use the verbs in the Present Simple Tense.

1. He always (take) part in sports competitions.

2. He (work) as a waiter.
3. They (work) for Norilsk Nickel.
4. She (read) English books.
5. David and Sarah (live) together.
6. He (have) a small flat.
7. The Smiths (live) in London.
8. Steven (dive) in his free time.

Task2. Fill in the gaps. Use the verb *can / can't*. Translate them.

1. He's a smart boy. He ____ do multiplication tables and he's only 5.
2. You ____ be serious. There's no way we will finish by then!
3. Everything is fine. Cyclists ____ enter.
4. You ____ park here.
5. You ____ drive fast. There are no speed limits here.
6. You are fourteen years old. You ____ enter the club at this age. You are too young.
7. Ann is very good at languages. She ____ understand five languages and speak three languages.
8. Jack ____ play tennis now. He has got some problems with his knee.

Task3. Complete the sentences. Use the words given in the box.

| | | | |
|-------|----------------|-------|------------------|
| rainy | dry and cloudy | windy | cloudy and sunny |
|-------|----------------|-------|------------------|

1. The weather in the North is mostly _____.
2. The weather in the East is mostly _____.
3. The weather in the West is mostly _____.
4. The weather in the South is mostly _____.

Эталоны ответов к контрольной работе за 2 семестр

Variant1.

Task1.

1. He often takes selfies.
2. She dances on a stage.
3. They do sports regularly.
4. She saves money.
5. David and Sarah play basketball well.
6. He has a younger brother.
7. Ben Smith lives in London.
8. The guys dig in the garden.

Task2.

1. The boy can't run because his leg is broken. - Мальчик не может бегать, потому что его нога сломана.

2. You can go to the store after lunch. Let's eat. - Ты можешь пойти в магазин после обеда. Давай поедим.
3. Can you get the door for me, please? My hands are full. - Ты сможешь открыть мне дверь, пожалуйста? У меня руки заняты.
4. They can't be happily married because they are always fighting. - Они не смогут счастливо пожениться, так как всегда дерутся.
5. That boy can't write this essay. He doesn't have the skills. - Мальчик не сможет написать эссе. У него нет навыков.
6. We can go to the movies tomorrow evening. Let's stay in tonight. - Мы можем сходить в кино завтра вечером. Давай сегодня вечером останемся дома.
7. Mom, can I watch the football match on TV? - Мама, можно я посмотрю футбольный матч по телевизору?
8. ___ I go to Steve's tonight after dinner? No, you _____. - Можно мне пойти к Стиву сегодня вечером после ужина? - Нет.

Task3.

1. The weather in the North is mostly snowy and cold.
2. The weather in the East is mostly dry and cloudy.
3. The weather in the West is mostly windy.
4. The weather in the South is mostly sunny and hot.

Variant 2.

Task1.

1. He always takes part in sports competitions. 2. He works as a waiter. 3. They work for Norilsk Nickel. 4. She reads English books. 5. David and Sarah live together. 6. He have a small flat. 7. The Smiths live in London. 8. Steven dives in his free time.

Task2.

1. He's a smart boy. He can do multiplication tables and he's only 5. - Он умный мальчик. Он знает таблицу умножения, а ему только 5.
2. You can't be serious. There's no way we will finish by 5 p.m.! - Ты шутишь? Мы в любом случае не закончим это к 5.
3. Everything is fine. The students can enter. - Все в порядке. Студенты могут войти.
4. You can park here. - Вы можете здесь припарковаться.
5. You can drive fast. There are no speed limits here. - Вы можете ехать быстро. Здесь нет ограничения скорости.
6. You are fourteen years old. You can't enter the club at this age. You are too young. - Вам 14 лет. Вы не можете вступить в клуб в таком возрасте. Вы слишком юны.

7. Ann is very good at languages. She can understand five languages and speak three languages. - Аня талантлива в языках. Она понимает 5 языков и может говорить на 3 языках.

8. Jack can't play tennis now. He has got some problems with his knee. - Джек не может сейчас играть в теннис. У него есть некоторые проблемы с коленом.

Task3.

1. The weather in the North is mostly snowy and cold.

2. The weather in the East is mostly dry and cloudy.

3. The weather in the West is mostly windy.

4. The weather in the South is mostly sunny and hot.

ВОПРОСЫ И ЗАДАНИЯ К ЗАЧЁТУ

Билет №1.

Task 1. Tell about your family. (their appearance, some features of character, their hobbies)

Task 2. Read the transcription of the following words given below.

[dɪ'lɑɪt], [brɑɪt], [ʃɑ:ns], ['rɪəlaɪz], [ˌʌndə'stænd], [ʌn'nəʊn], [spi:tʃ], [ju:'naɪt], ['mænjʊəl], [kə'mju:nɪkeɪt], [ə'brɔ:d], ɪk'skæ:ʃn], [ɪks'tʃeɪndʒ], ['nɒlɪdʒ], [sɜ:f], [ˌpɒlɪ'tɪʃ(ə)n], ['saɪəntɪst], ['læŋgwɪdʒ], [lɜ:n], [wɜ:ld], [ə'fɪʃl], ['hʌndrəd], ['sekənd], [ɪm'pɔ:tns], [ˌneɪtɪv'spi:kə], ['nauədeɪz], ['æbsəlu:tli], ['nesəsəri], ['kɒləni], [ˌɪntə'næʃənl], ['tuəri(ə)m], ['ɔ:gənaɪzeɪʃn], ['pɜ:pəs], [kə'mju:nɪ'keɪʃ(ə)n], [ɪk'sepʃn], [kə'mju:nəti], ['saɪəns]

Task 3. Open the brackets and use the verb to be in the Present Simple Tense.

1. What ... your name? - My name ... Sam. 2. What ... your address? - My address ... 175 Grand Central Parkway. 3. What ... your phone number? - My phone number ... 718-1930. 4. Where ... you from? - I ... from New York. 5. I ... a pupil. 6. My father ... not a teacher, he ... a driver. 7. ... your mother a doctor? - Yes, she 8. ... they at home? - No, they ... not at home, they ... at work. 9. My brother ... a worker. He ... at work. 10. ... you an engineer? - Yes, I 11. ... your sister a teacher? - No, she ... not a teacher, she ... a student. 12. ... your brother at school? - Yes, he 13. ... your sister at school? - No, she ... not at school. 14. My sister ... at home. 15. ... this your book? - Yes, it 16. She ... an actress. 17. This ... my bag. 18. My uncle ... an office worker. 19. He ... at work. 20. Ann ... a painter. She has some fine pictures. They ... on the walls. She has much paper. It ... on the shelf. The shelf ... brown. It ... on the wall. Ann has a brother. He ... a student. He has a family. His family ... not in St. Petersburg, it ... in Moscow.

Task 4. **Fill in the gaps. Use *his, her, my, their, our***

1. I ... got two brothers. They are ... brothers.
2. He ... got a truck. This is ... truck.
3. She ... got a husband. He is ... husband.
4. I ... got a motorcycle. It's ... motorcycle.
5. We ... got a lot of bags. They are ... bags.
6. I ... got a cool cap. This is ... cap.
7. He ... got blue jeans. These are ... jeans.
8. They ... got a lot of friends. They are ... friends.
9. She ... got a kite. It's ... kite.

10. We ... got three dogs. They are ... dogs.

Билет №2.

Task1. Tell about your flat you live in. What is your room like? Describe the furniture and the home appliances you have at home. Do you have any favourite gadgets you use every day?

Task2. Read the transcription of the following words given below.

['læŋgwɪdʒ], [lɜ:n], [wɜ:ld], [ə'fɪl], ['hʌndrəd], ['sekənd], [ɪm'pɔ:tns], [ˌneɪtv'spi:kə], ['nauədeɪz], ['æbsəlu:tli], ['nesəsəri], ['kɒləni], [ˌɪntə'næʃənl], ['tuəri(z)əm], ['ɔ:gənaɪzeɪʃn], ['pɜ:pəs], [kə'mju:nɪ'keɪʃ(ə)n], [ɪk'sepʃn], [kə'mju:nəti], ['saɪəns], [dɪ'laɪt], [braɪt], [fʌ:ns], ['rɪəlaɪz], [ˌʌndə'stænd], [ʌn'nəʊn], [spi:tʃ], [ju:'naɪt], ['mænjuəl] [kə'mju:nɪkeɪt], [ə'brɔ:d], ɪk'skæ:ʃn, [ɪks'tʃeɪndʒ], ['nɒlɪdʒ], [sɜ:f], [ˌpɒlɪ'tɪʃ(ə)n], ['saɪəntɪst], ['læŋgwɪdʒ],

Task3. Put the words in the right order and translate them into Russian.

1. measures /she /three times /the temperature /a day.
2. my/ starts /9 o'clock /working day /at.
3. shopping /they /go /at the weekend.
4. you/ do/ every /fly /to Italy /summer?
5. sweets /Alice /likes.
6. they/ not /to /every morning/ do /work /drive.
7. in Greece /he /a president /of a big company /is.
8. to/ movies /doesn't /she / watch /alone/ like.
9. musician /a talented/ is / Bob.
10. scooter /they /a nice /have /got?
11. surfs / every / the Net /evening /Ann.
12. a / picnic / have / my / always / neighbours /Sundays /on.
13. his car / John /himself /repairs.
14. play /every week /football /they.
15. English/ texts /Alice /translate /very often /doesn't.
16. do /wake up /morning exercises /at 7 a.m./ and / my / I.
17. a shower /and /dressed /he /every morning/ gets /has.
18. go /and /Mr. Sanders/ they / for a walk/ meet /often.
19. tea / the evenings / Pam /seldom / in /drinks.
20. to / when / TV / the street /prefer / walking / rains / it / I / along /watching.

Task4. Fill in the gaps. Use *his, her, my, their, our*

1. I ... got a book. This is ... book.
2. He ... got a calculator. This is ... calculator.
3. She ... got two children. They are ... children.

4. They ... got a motorcycle. It's ... motorcycle.
5. We ... got a lot of nuts. They are ... nuts.
6. She ... got a torch. This is ... torch.
7. They ... got a motorcycle. It's ... motorcycle.
8. I... got a tape measure. It's ... tape measure.
9. He ...got a hammer. This is ... hammer.
10. We ... got many bolts. They are ... bolts.

Билет №3.

Task1. Talk about healthy way of living. (healthy food, good and bad habits, ways of keeping fit)

Task2. Read the transcription of the following words given below.

[ˈlæŋgwɪdʒ], [lɜ:n], [wɜ:ld], [əˈfɪʃl], [ˈhʌndrəd], [ˈsekənd], [ɪmˈpɔ:tns], [ˌneɪtvˈspi:kə], [ˈnaʊədeɪz], [ˈæbsəlu:tli], [ˈnesəsəri], [ˈkɒləni], [ˌɪntəˈnæʃənl], [ˈtuəri(z)əm], [ˈɔ:gənaɪzeɪʃn], [ˈpɜ:pəs], [kəˈmju:nɪˈkeɪʃ(ə)n], [ɪkˈsepʃn], [kəˈmju:nəti], [ˈsaɪəns], [dɪˈlaɪt], [braɪt], [ʃɑ:ns], [ˈrɪəlaɪz], [ˌʌndəˈstænd], [ˌʌnˈnəʊn], [spi:tʃ], [juːˈnaɪt], [ˈmænjuəl] [kəˈmju:nɪkeɪt], [əˈbrɔ:d], ɪkˈskæ:ʃn, [ɪksˈtʃeɪndʒ], [ˈnɒlɪdʒ], [sɜ:f], [ˌpɒlɪˈtɪʃ(ə)n], [ˈsaɪəntɪst], [ˈlæŋgwɪdʒ],

Task3. Open the brackets and put the verbs in the Past Simple Tense.

1. What your neighbours (to do) yesterday?
2. Mr. Smith (to fix) his car yesterday morning.
3. His wife (to water) plants in the garden.
4. Their children (to clean) the yard and then they (to play) basketball.
5. In the evening their boys (to listen) to loud music and (to watch) TV.
6. Their little girl (to cry) a little and then (to smile).
7. Her brothers (to shout) at her.
8. Mrs. Smith (to work) in the kitchen.
9. She (to bake) a delicious apple pie.
10. She (to cook) a good dinner.
11. She (to wash) the dishes and (to look) very tired.
12. The children (to brush) their teeth, (to yawn) a little and (to go) to bed.
13. Their mother (to change) her clothes and (to brush) her hair. Then she (to talk) on the phone.
14. Her husband (to smoke) a cigarette and (to talk) to his wife.
15. They (to wait) for the bus. The bus (to arrive) at 9 o'clock.
16. They (to visit) their friends.
17. They (to dance) a lot there.

18. Mr. and Mrs. Smith (to rest) very well last night. They really (to have) a wonderful time at their friends.

Task 4. **Fill in the gaps. Use *his, her, my, their, our***

I ... got a hammer. This is ... hammer.

We ... got a motorcycle. It's ... motorcycle.

They... got a tape measure. It's ... tape measure.

He ...got a saw. This is ... saw.

Jenny ... got many bolts. They are ... bolts.

I ... got a motorcycle. It's ... motorcycle.

We ... got a lot of bags. They are ... bags.

I ... got a cool cap. This is ... cap.

He ... got blue jeans. These are ... jeans.

They ... got a lot of friends. They are ... friends.

She ... got a kite. It's ... kite.