

Министерство образования Республики Беларусь

Учреждение образования
«Полоцкий государственный университет»

АНГЛИЙСКИЙ ЯЗЫК

УЧЕБНО-МЕТОДИЧЕСКИЙ КОМПЛЕКС
для студентов специальности 1-24 01 02
«Правоведение»

В двух частях

Часть 1

Составление и общая редакция
Т.М. Котенковой

Новополоцк 2004

УДК 811.111 (075.8)
ББК 81.2 Англ (4Бей) я73
А 64

РЕЦЕНЗЕНТЫ:

Г.В. Карницкая, магистр пед. наук, учитель высшей категории гимназии г. Новополоцка,
Т.М. Королева, магистр пед. наук, ст. преподаватель кафедры иностранных языков
УО «ПГУ»,
И.Г. Радишевская, магистр пед. наук, ст. преподаватель кафедры иностранных языков
УО «ПГУ»

Рекомендован к изданию методической комиссией историко-филологического факультета

А 64 **Английский язык:** Учеб.-метод. комплекс для студ. спец. 1-24 01 02 в 2-х ч. / Сост. и общ. ред.: Т.М. Котенкова. – Ч. 1. – Новополоцк: ПГУ, 2004. – 224 с.
ISBN 985-418-276-2
ISBN 985-418-275-4

В предлагаемом учебно-методическом комплексе приведено предметно-тематическое содержание изучаемого курса на I-ом этапе обучения (1 – 2 семестры), определены цели и задачи обучения английскому языку на юридическом факультете, представлен их объем в часах практических занятий за 1 – 2 семестр.

Разработана модульная версия изучаемого курса, в учебное содержание которой включен минимум грамматического материала согласно учебной программе дисциплины “Иностранный язык” для неязыковых специальностей.

Предлагаются тесты для входного и итогового контроля уровня знаний языка.

Предназначен для I-ого этапа обучения студентов не только юридических, но и других неязыковых специальностей при условии исключения из содержания обучения текстов юридического характера. Также может быть использован для лиц, изучающих английский язык самостоятельно. Имеет практическую направленность и ставит своей целью активизировать на практике усвоение основных грамматических явлений английского языка. Все задания снабжены ключами.

УДК 811.111 (075.8)
ББК 81.2 Англ (4Бей) я73

ISBN 985-418-276-2
ISBN 985-418-275-4

© УО «ПГУ», 2004
© Т.М. Котенкова, сост., 2004

СОДЕРЖАНИЕ

Введение	4
Содержание курса «Процессы и аппараты химической технологии».	
Часть 2. «Массообменные процессы и аппараты»	6
Методические рекомендации к изучению курса	8
Конспект лекций.....	9
Структурно-логические схемы процессов	101
Атлас конструкций массообменных аппаратов.....	110
Методические указания и задания к контрольным работам.....	145
Методические указания к выполнению лабораторных работ	171
Примерные вопросы к зачету	217
Примерные вопросы к экзамену.....	230
Литература	233

ВВЕДЕНИЕ

Данное пособие является первым опытом работы кафедры иностранных языков Полоцкого государственного университета по разработке учебно-методических комплексов (УМК) к рабочей программе дисциплины «Английский язык» для студентов специальности 1-24 01 02 «Правоведение».

Авторы стремились создать дидактические материалы, помогающие реализовать цели и задачи I-го этапа обучения иностранному языку на неязыковом факультете [10]. Исходя из комплексной цели обучения иностранному языку, а именно: сформировать практическое владение иностранным языком как вторичным средством письменного и устного общения в сфере профессиональной деятельности, выделяются цели и задачи I-го этапа обучения (I, II семестры).

Цель: сформировать у студента готовность рационально использовать учебные действия и приёмы для точного и полного понимания содержания текста при чтении, а также при выполнении роли слушающего и говорящего.

Задачи:

1. обобщить полученные в школе умения и навыки чтения на расширенном языковом материале;

2. совершенствовать их с целью подготовки к различным видам чтения;

3. сформировать готовность принять участие в ситуативно-обусловленной беседе по изученной тематике, что предполагает закрепление следующих умений:

- понимать в ситуациях общения речь собеседника, примерный объем высказывания – 200 – 240 слов;

- участвовать в различных видах диалога, объем – не менее 4 – 5 реплик;

- подготовить монологическое высказывание в рамках тематики, предусмотренной программным материалом, объем – 8 – 10 фраз;

4. совершенствовать умения в понимании на слух основного содержания текстов, содержащих программный языковой материал. Время звучания 1 – 3 мин. Характер предъявления – живая речь и аудитивный материал;

5. совершенствовать умения в использовании письма в качестве вспомогательного средства для выполнения учебных заданий:

- правильно графически и орфографически писать в пределах активного лексико-грамматического минимума при выполнении соответствующих учебных заданий.

Содержание обучения для достижения вышеизложенных целей наполняется, согласно рабочей программе данной дисциплины [10], следующим предметно-тематическим содержанием:

- моя визитная карточка («About myself»);
- национальность, страны, языки («My family», «Belarus»);
- жилье («My working day», «My day off», «Accommodation»);
- учеба в университете («My Studies»).

Очевидно, что успешное формирование у студентов вышеупомянутых умений может быть достигнуто лишь в том случае, если студенты «помимо определённой суммы образов данного языка усвоят и основы его теории: грамматику, фонетику, лексикологию, словообразование, а затем с помощью достаточно длительных упражнений овладеют языком как средством общения» [13].

В соответствии с рабочей программой по дисциплине «Иностранный язык» для высших учебных заведений неязыковых специальностей (2001) в содержание обучения включается минимум грамматического материала, согласно которому мы разработали учебные модули.

Что касается грамматики, то только «она дает возможность облечь человеческие мысли в материальную языковую оболочку. Граматику невозможно отрывать от речи, без грамматики не мыслится овладение какой-либо формой речи, так как грамматика наряду со словарным и звуковым составом представляет собой материальную основу речи» [13].

Практика преподавания английского языка на I-м этапе обучения студентов неязыковых специальностей показывает, что именно отсутствие системных знаний, умений в области грамматики является одним из главных «барьеров», мешающих достижению конечной цели обучения. Поэтому авторы разработали 6 учебных модулей, объединив грамматический материал в укрупненные блоки (модули).

Т. к. авторы придерживаются мнения, что образование средствами иностранного языка предполагает осознание учащимися сущности языковых явлений, иной системы понятий посредством сопоставления изучаемого языка с родным [17], то объединение в один блок грамматических категорий: Nouns, Ar-

ticles, Quantity целесообразно и оправдано. Студенты хорошо понимают в родном языке грамматическую категорию «Существительное», а артикли и слова, обозначающие количество, являются характеристиками английского существительного. Далее, исходя из этого же положения, в модуле «English Tenses» времена сгруппированы по способам выражения настоящего, прошедшего и будущего действия, что, на наш взгляд, упрощает понимание студентами системы видо-временных форм английского языка, способствует снятию «психологического барьера», т. к. в грамматике родного языка существует только три упомянутых выше времени. Мы предлагаем следующие учебные модули к рабочей программе дисциплины «Английский язык» для студентов специальности 1-24 01 02 «Правоведение»:

1. Nouns and Articles. Quantity;
2. Personal pronouns;
3. English Tenses;
4. Modal verbs;
5. Questions;
6. Adjectives and adverbs.

Поскольку предлагаемый учебно-методический комплекс разработан конкретно для студентов юридического факультета, то для совершенствования умений чтения мы привлекаем учебное пособие А.Я. Зеликмана «Английский для юристов» («Феникс», Ростов-на-Дону, 1995).

На I-м этапе обучения мы включили в учебный модуль №3 «English Tenses» из вышеупомянутого учебного пособия тексты с целью формирования навыков изучающего чтения I – III уроков, которые отражают такую тематику как: “About myself”, “My family”, “My studies”, “Accommodation”. Для формирования навыков изучающего и ознакомительного чтения текстов юридического характера включены тексты IV – VIII уроков, тематически связанные со специальными предметами, изучаемыми на юридическом факультете.

Учитывая факт наличия в большом количестве хороших учебников по теоретической грамматике английского языка, мы сочли нецелесообразным включение в содержание модулей теоретических положений. Для изучения таковых мы рекомендуем студентам учебное пособие Н.М. Карпышевой, В.Н. Янушкова «Практическая грамматика английского языка» (САДИ, Минск, 1996).

Определенная часть практических заданий каждого модуля предусматривает выход в устную коммуникацию в соответствии с предметно-тематическим содержанием согласно рабочей программе данной дисциплины.

Для адаптации к технике оценки уровня владения иностранным языком выпускниками ВУЗа в соответствии с разрабатываемым стандартом в данном учебно-методическом комплексе предлагается контрольный лист для самооценки студентом уровня владения языком, разработанные Е.А. Маслыко и др. [17]. За основы были взяты описательная самооценка и оценка, характерные для международной практики.

Использование листа для самооценки студентом уровня владения языком поможет, по мнению составителей, осознать студенту I курса свой реальный уровень владения языком на начальном этапе обучения, а в дальнейшем будет способствовать осознанию студентом своих меняющихся возможностей во владении и использовании английского языка в течение всего курса обучения и далее.

Тесты, предлагаемые для входного тестирования уровня владения языком, отражают нарастание языковых трудностей от уровня к уровню и позволяют проследить динамику развития умений и навыков обучающихся. Каждый тест проверяет знание грамматики и словаря, а также содержит задания, направленные на проверку смыслового восприятия письменного текста.

Обучение на I-ом этапе заканчивается итоговым тестированием сформированности знаний, умений и навыков владения языком в соответствии с целями и задачами, определенными в рабочей программе для студентов специальности 1-24 01 02 «Правоведение».

Учитывая практическую направленность данного пособия, оно может быть использовано на I-ом этапе обучения студентов не только юридических, но и других неязыковых специальностей при условии исключения из содержания обучения текстов юридического характера.

КОНТРОЛЬНЫЙ ЛИСТ ДЛЯ САМООЦЕНКИ УРОВНЯ ВЛАДЕНИЯ ЯЗЫКОМ

Заполните первую графу контрольного листа самооценки для определения своего уровня владения языком. Заполняйте его по мере продвижения вперед в изучении иностранного языка. Обратите внимание на расшифровку цифр: 1 – самооценка, 2 – оценка преподавателя, 3 – «мои цели определяются тогда, когда преподаватель или я сам отмечаю свои недостатки».

Уровень 2 – «Допороговый»	Язык		
	1	2	3
АУДИРОВАНИЕ			
Я понимаю несложные, произнесенные достаточно быстро высказывания на общебытовые темы (о человеке, семье, покупках, работе, ближайшем окружении)			
Я понимаю основную информацию простых и небольших по объему объявлений и сообщений в типичных ситуациях			
Я могу догадываться о значении незнакомых мне слов в небольших по объему высказываниях по контексту, по сходству с родным языком			
ДИАЛОГ			
Я могу в простейших диалогах решать необходимые мне задачи в типичных ситуациях, например, на почте, в магазине, в банке			
Я могу спросить о том, как пройти (проехать) куда-либо и объяснить дорогу (с опорой на карту или план города)			
Я могу приветствовать кого-либо, узнать о самочувствии и ответить на приветствие.			
Я могу сказать о том, что мне нравится. а что – нет			
Я могу обсудить с собеседником, чем мы будем заниматься, куда пойдем, а также согласовать с ним место и время встречи			
МОНОЛОГ			
Я могу рассказать о себе и членах моей семьи, о других людях			
Я могу описать место, где живу (город, село, улица, дом)			
Я могу рассказать о своей учебе, настоящей и предыдущей работе			

КАЧЕСТВО ЯЗЫКА			
Я могу высказываться, употребляя выученные наизусть выражения и предложения			
Я умею правильно употреблять простые грамматические конструкции			
Моего словарного запаса хватает для общения в повседневных ситуациях			
ЧТЕНИЕ			
Я могу извлекать необходимую (значимую) информацию из сообщений, газетных статей, содержащих цифровые данные, много иллюстраций и заголовков			
Я могу выделить в описании товаров в рекламных проспектах наиболее существенную информацию, позволяющую определить, соответствует ли данный товар моим личным запросам			
Я понимаю простые записи (письменные сообщения) моих знакомых или близких, касающиеся конкретных вещей или ожидаемой информации			
Я понимаю основное содержание небольших простых текстов повествовательного характера, если они имеют ясную логическую структуру и написаны простым языком на повседневные (бытовые) или интересующие меня темы			
Я могу понять простое личное письмо, в котором речь идет о некоторых сторонах повседневной жизни			
Я понимаю предписания, инструкции, если они состоят из отдельных предложений или иллюстрированы (например, меры предосторожности в поезде (самолете), правила поведения в отеле и т. п.)			
Я понимаю анкету или формуляр, связанный с моими личными данными (например, выездные документы), и могу их правильно заполнить			
ПИСЬМО			
Я могу с помощью простых предложений описать какое-либо событие и сообщать, что, где и когда состоялось			
Я могу написать вымышленные биографии, составлять короткие простые рифмовки			
Я могу написать очень короткое личное письмо для того, чтобы пригласить кого-либо или выразить благодарность			
Я могу объяснить в письменной форме, где я живу и как меня найти			
Я могу в личном письме дать описание повседневной жизни в простой форме (описание людей, места действия, моей школы, семьи, хобби)			

Я могу заполнить в анкете графы об образовании, моих интересах, специальных знаниях с помощью базовой лексики по данной тематике			
КАЧЕСТВО ПИСЬМЕННОЙ РЕЧИ			
Я могу написать определенное количество выражений и простых предложений, употребляя простые связующие слова			
Я умею правильно употреблять некоторые модели предложений			
Я владею активным словарем, чтобы рассказать о себе и своей повседневной жизни в письменной форме			
Уровень 3 – «Пороговый»			
АУДИРОВАНИЕ			
Я могу следить за основным содержанием продолжительных диалогов, которые ведутся в моем присутствии, и участники которых говорят в нормальном темпе на литературном языке, имеют четкое произношение			
Я понимаю основное содержание сообщений по известной мне проблематике (например, работа, школа, свободное время)			
Я понимаю основное содержание радио- и телепередач о текущих событиях, а также передач, представляющих для меня интерес			
ДИАЛОГ			
Я могу участвовать в разговоре или дискуссии на знакомые темы, но при этом иногда мне необходимы дополнительные пояснения			
Я могу общаться в ситуациях, которые возникают в общественном транспорте (например, если мне необходимо спросить пассажира о том, когда мне следует выходить, узнать дорогу, понять детальное объяснение)			
Я могу выражать свои чувства и эмоции, а именно – радость, заинтересованность, равнодушные, печаль, и реагировать на выражение данных чувств и эмоций другими людьми			
Я могу без подготовки участвовать в диалогах на знакомые мне темы, объяснить, в чем состоит проблема			
Я могу выражать свое мнение по поводу практического решения проблем (например, решить, что делать вечером)			

Я могу вести простую дискуссию по поводу, например, того, как можно было бы организовать поездку, а также на более абстрактные темы, касающиеся культуры, музыки, книг и фильмов			
Я могу задать уточняющий вопрос в беседе по известной мне тематике			
МОНОЛОГ			
Я могу рассказывать небольшие истории, связанные с личным опытом			
Я могу сделать детальное сообщение о важном событии			
Я могу рассказать о своих планах, целях и надеждах			
Я могу в краткой форме обосновать и объяснить свои намерения, планы и поступки			
Я могу довольно бегло, логично и последовательно передать содержание несложной истории или ее описание			
Я могу передать в простой форме содержание небольших отрывков из прочитанного текста, используя при этом в качестве опоры слова из текста и его структуру			
КАЧЕСТВО ЯЗЫКА			
Я могу понятно и без особых затруднений излагать свои мысли, при этом для того, чтобы продумать то, что я хочу сказать и подобрать необходимые слова, я использую паузы, особенно перед длительными высказываниями			
Моего словарного запаса хватает для общения по большинству тем повседневного характера (например, рассказать о семье, хобби, интересах, работе, путешествиях, событиях дня); однако при этом я могу заменить неизвестные мне на изучаемом языке слова, выражения, понятия их описанием			
Я могу с достаточной степенью корректности выражать свои мысли в наиболее типичных и привычных ситуациях повседневного общения			
Уровень 4 – «Пороговый продвинутый»			
АУДИРОВАНИЕ			
Я понимаю в деталях, даже в шумной обстановке, что мне говорят на литературном языке			
Я понимаю доклады, лекции или сообщения, касающиеся моей учебной деятельности или связанные с моими личными интересами, если тема мне знакома, а сама лекция или сообщение построены ясно и логично			

Я понимаю телевизионные документальные фильмы, интервью, тематические программы, спектакли и многие фильмы, персонажи которых говорят на литературном языке			
Я могу пользоваться различными приемами для достижения полного понимания содержания, такими как прослушивание основных моментов, обращение за помощью к контексту			
Я могу выделять из сообщения необходимые мне конкретные сведения, связанные с моими учебными или личными потребностями			
ДИАЛОГ			
Я могу свободно начать разговор, поддержать и завершить его, успешно выступить в роли слушающего и говорящего			
Я могу выражать различные эмоции и подчеркивать важность событий и впечатлений			
Я могу принимать активное участие в неофициальных беседах на знакомую тематику, выражать свое мнение, четко высказывать свою точку зрения			
Я могу во время дискуссии объяснить и доказать свою точку зрения, приводя необходимые пояснения, аргументы и комментарии			
Я могу в знакомой для меня ситуации поддерживать обсуждение различных проблем, подтверждая, что понял, и приглашая других принять участие в разговоре			
Я могу вести интервью, уточнять и подтверждать информацию, выделяя наиболее интересную			
МОНОЛОГ			
Я могу дать точное и подробное описание по широкому кругу интересующих меня вопросов			
Я могу кратко пересказать новости, интервью, содержание документальных фильмов, в которых выражаются различные мнения, аргументы и комментарии			
Я могу объяснить точку зрения по важному вопросу, поясняя достоинства и недостатки различных вариантов его решения			
Я могу высказать предположение относительно решения данного вопроса и возможного развития событий.			
КАЧЕСТВО ЯЗЫКА			
Я могу бегло и без особой подготовки и напряжения разговаривать с носителями языка			
Я могу в целом правильно передать подробную информацию			

Я могу длительно говорить в достаточно ровном темпе; при поиске нужных оборотов или выражений делать заметные паузы			
Я могу говорить без особых ошибок, исправлять ошибки в случае недопонимания			
ЧТЕНИЕ			
Я могу быстро просмотреть короткие тексты на интересующую меня тему, найти важную (необходимую) информацию с тем, чтобы в дальнейшем прочесть ее с помощью словаря			
Я могу просматривать относительно длинные предметные тексты, связанные с моей учебой или личными интересами, находить в них важные места с тем, чтобы в дальнейшем прочесть их с помощью словаря			
Я понимаю существенные моменты в простых газетных статьях об актуальных событиях, общественной повседневной жизни или на интересующую меня тематику			
Я понимаю несложные тексты предметного содержания, в которых речь идет о темах, связанных с моей учебой или личными интересами			
Я понимаю, как развиваются события в более длинных рассказах, если они имеют четкую структуру и содержат указания на то, какие события (эпизоды) являются наиболее важными и что в них особенного			
Я могу в более длительном повествовании определить смысловые блоки и смену темы, времени или места повествования			
Я могу с использованием словаря читать очень простые современные короткие рассказы или романы, построенные на простом конкретном действии			
Я могу анализировать в рассказе, повести, отрывке из романа характеры, отношения героев и соотносить результаты анализа со своим опытом			
ПИСЬМО			
Я могу передать в личном письме содержание фильма или книги, описать концерт, высказать свое мнение об определенных предметах			
Я могу, пользуясь образцами, написать короткие письмо-заказ товара, письмо-запрос информации, письмо-заявку на запись на какой-либо курс обучения			
Я могу написать письмо в связи с прочитанной рекламой или объявлением с целью запроса более конкретной информации, например, о предлагаемых товарах			

Я могу написать объявление для доски объявлений			
Я могу составить простую краткую запись телефонного или другого устного сообщения для передачи кому-либо			
Я могу написать несложные тексты по различным темам, относящимся к кругу моих интересов, сообщить в них о своих взглядах и мнении			
Я могу написать короткое сообщение о результатах выполнения какого-либо задания, о досуге, если есть возможность использовать стандартные образцы			
Я могу описать свои чувства, мечты, надежды, цели (например, в дневнике), кратко сформулировать свое мнение по различным темам повседневной жизни			
Я могу кратко изложить актуальные интересующие меня темы и прокомментировать их			
Я могу письменно подготовить интервью			
КАЧЕСТВО ПИСЬМЕННОЙ РЕЧИ			
Я могу излагать ход мысли таким образом, чтобы ясно выразить основную идею			
Я относительно уверенно владею простыми моделями предложений			
Я могу передать информацию и основные идеи в краткой простой форме, располагая высказывания таким образом, чтобы ясно выразить временную и логическую последовательность			
У меня достаточно большой словарный запас для того, чтобы без особого напряжения связно и понятно писать о своей повседневной жизни (о семье, хобби)			

ТЕСТЫ ДЛЯ ВХОДНОГО КОНТРОЛЯ УРОВНЯ ВЛАДЕНИЯ ЯЗЫКОМ

Определив свой уровень владения языком, выберите тест, соответствующий вашему уровню, и выполните его. Проверьте правильность выполнения по листку контроля и оцените работу по схеме уровня знаний. Выполнение теста менее чем на 60% является показателем завышенной самооценки. Вернитесь к тесту предыдущего уровня.

TEST 1 (Lower Intermediate)

Final total: 50 marks

Time: 45 min

1. Read the text about Paul's holiday and make the statements below as 'True' or 'False'.

Adventure Holidays

Last summer Paul went on an adventure holiday. It was an International Camp on Lake Windermere. Lake Windermere is a big lake in the north-west of England. There were forty young people there. They went hiking, climbing and riding as well as sailing and canoeing on the lake. Sometimes they swam and bathed too, but the water was very cold! Paul stayed there from 9th July to 23rd July. On the last evening they arranged a big party round the camp fire with songs and games. The weather kept fine and the children had a fantastic holiday.

2. Mark these statements like 'True' or 'False'.

1. There were forty young people from the north-west of England in the camp.
2. They had a very good programme of sports and activities.
3. Paul stayed for three weeks in the camp.
4. The children had an outdoor farewell party before leaving.

4 marks

3. Open the brackets using the appropriate tense-forms.

1. Brian and Christina usually (1.do) their homework in the evening, but today they haven't got any homework, so they (2.play) tennis.
2. John can't come to the phone right now. He (3.have) a bath.

3. In our school we (4.use) our teachers' first names.
4. My friend's father (5 work) in Africa three years ago.
5. – What language she (6.speak) ?
–It (7. sound)like Russian.
6. Granny says I (8.be) a beautiful baby.
7. Look! Katya (9, wear) the same shoes as me.
8. When (10. be) your birthday?
9. – How your father (11.get)to work?
– He usually (12. drive) but sometimes he (13. go) by bus.
10. Samuel Morse (14. invent) the Morse Code in 1837 and by 1860 telegraph (15 connect) the East and West Coasts of the USA.

15 marks

4. Choose the right variant.

A. At the Coffee Bar

John: (1) are the peaches? (1) a) How many

- b) How
c) How much

Pete: They are 23 p (2) (2) a) each

- b) pence
c) altogether

John: Oh, no. I'd like a packet of biscuits.

Excuse me, have you got (3) (3) a) some

biscuits? b) a
c) any

Woman: Yes, (4) (4) a) I've

- b) I have
c) I've got

John: (5)I have a packet, (5) a) Can

please? b) Do
c) Am

Woman: Yes, here you are. That's 40 p.

John: Thank you.

B.

1. Mark's room is tidierSteve's.

- a) than b) then c) as

2. Jack's birthday is5th July.
a) on b) in c) at
3. What'sweather like in London in May?
a) a b) the c) –
4. It's raining hard. You must putyour raincoat.
a) up b) on c) in
5. David hasn't gotCDs yet.
a) much b) a lot c) many
6. We are going to travelItaly in the summer.
a) in b) for c) to
7. Thereany milk in the bottle.
a) isn't b) aren't c) hasn't
8.which day of the week have you got Science?
a) in b) on c) at

13 marks

5. Put the words in the right order to make complete sentences.

1. Paul/mother/rarely/his/helps/shopping/the/with
2. dad/What/work/time/does/your/finish/his?
3. Walkman/is/His/very/expensive

3 marks

6. There is one spelling mistake in each sentence. Correct them.

1. An elephant is bigger than a cow.
2. I want one pound of tomatos please.
3. I'd like to go swimming.
4. They are ninty pence each.
5. Your shoes are dirtyer than mine.

5 marks

7. Write these sentences correctly by separating the words and adding the punctuation and the capital letters.

1. mozartwasafamousgermancomposerwholivedintheeighteenthcentury.
2. whenstevetookedatthephotographhewasterrified.

3. lastsundaytheweatherwasawfulitrainedthewholedayandwestayedathomeandwatchedtvandplayedgames.

3 marks

8. A new boy, David, arrived at school. Mike spoke to him. These are David's answers. What questions did Mike ask?

Mike: When did you arrive in Bristol?

David: Two weeks ago.

Mike: (1).....?

David: In Greenham Avenue.

Mike: (2)?

David: No, I've got a sister.

Mike: (3)

David: She is ten.

Mike: (4) badminton?

David: No, but I can play tennis.

Mike: (5) ?

David: Maths, but I'm not very good at it.

Mike: (6)TV?

David: Yes, I love it.

Mike: (7) tonight?

David: I think there is a comedy on BBC 1.

Mike (8) Arewatch it?

David: Sure.

8 marks

TEST 2 (Intermediate)

Final total: 50 marks

Time: 45 min

1. Read the text and do the tasks that follow.

The Rosetta Stone

The ancient Egyptians have always fascinated historians and archaeologists. But until the nineteenth century they had a major problem. They could not read Egyptian writing! The Egyptians covered the walls of their public buildings and pyramids with writing, using a system of picture writing (or hieroglyphics as the symbols

are called). But it was such a complex system that nobody could understand it.

In July 1799 some French soldiers were knocking down a wall near the town of Rashid (called Rosetta by the Europeans) in Egypt. One of them, an engineer called Bouchard, noticed a large piece of stone which was covered in different kinds of writing. Some of it looked like Greek, some of it was a different language and some of it was hieroglyphics. Bouchard had found the Rosetta Stone.

News of the discovery soon reached Napoleon, who realised at once that the Rosetta Stone was very important. Indeed he thought it was so important that he had copies of the stone sent all over Europe. But nobody could say what the Egyptian pictures meant.

The Rosetta Stone had reached England, where it was exhibited to the general public.

In 1814 a British scientist called Thomas Young obtained a copy of the Rosetta Stone. He was so excited that he set to work at once and soon realised that the hieroglyphics inside the oval shapes were names, by comparing the ovals with the Greek writing on the stone. Young was able to say what the names were and what some of the individual hieroglyphics meant. By the year 1822 the Frenchman Champollion was able to use Young's discoveries to write a hieroglyphic 'alphabet'.

A. Mark the following statements as 'True' or 'False'.

1. Ancient Egyptians couldn't read the writing on the walls of their buildings.
2. The writing on the Rosetta Stone was all hieroglyphic.
3. The Rosetta Stone became known in England three years after it was found.

B. Find the names of the man or men ...

1. who found the Rosetta Stone
2. who realised it was important
3. who realised what the words meant
4. who wrote the hieroglyphic 'alphabet'

C. Find words or phrases in the text that mean:

1. someone who studies the events of the past
2. destroy
3. receive
4. show

9 marks

2. Fill in the gaps with the suitable verbs in the appropriate tense-forms to complete the sentences.

1. – How long (1)that jacket?
– Since Christmas. My sister gave it to me.
2. When you (2)at the airport, you (3)
.....have to go through the customs.
3. I saw a little girl who (4)on the floor
playing with some wooden bricks. She (5)a song
to herself.
4. I'm sure people (6)in space in the Future.
There (7)be enough room on the Earth!
5. Two months ago the Horns (8)their car and
(9).....two bicycles instead.
6. Before I called the plumber Paul (10)the tap in the
kitchen himself.
7. My brother (11)an expensive car if he won
some money.
8. I see you (12)the keys. Where were they?

12 marks

3. Write in another way.

1. Is it necessary for you to water the plants every day?
Do you?
2. How scary the movie was!
What!
3. My mum doesn't let me stay up late.
I am
4. There were only a few sandwiches in the box.
There weren't

5. I've never eaten a tastier cake!
It's
6. «I'm not going to chew gum in class».
Philip said
7. Thomas Edison invented the electric light bulb in 1879.
The electric light bulb
8. Let's sign up for a youth club.
What

8 marks

4. Choose the right variant.

1.take a training course if you want to get a driving license.
a) You had to b) You'll have c) You'll have to
2.I put a sticker on your helmet, Dave?
a) Will b) Shall c) Would
3. Your son is so handy, Mrs Pike. Youvery proud of him.
a) will b) must be c) shall be
4. Hi, guys! Did you enjoyat the party?
a) yourself b) you c) yourselves
5. I'd like to buy himhe'll be able to use it every day.
a) something b) anything c) everything
6. There is onlyyoghurt left in the fridge, Steve.
a) a few b) a little c) a lot
7. A postman is someonedelivers letters.
a) that b) which c) who
8. Mrs. Royme they'd bought some beautiful antique furniture.
a) told b) said c) told to

8 marks

5. Complete the sentences with the prepositions from the box.

with; at; since; in; for; to; from

1. Mr Cape is still (1)hospital recovering from an operation.
2. There's something wrong (2)my motorbike again, Mike.

3. I've been waiting (3)nearly an hour. That's nothing. I've been here (4)9 o'clock this morning.
4. Have you ever been (5)Germany, Mark?
5. Your mother is very good (6)cooking isn't she?
6. The British Isles are separated (7)the continent by the English Channel.

7 marks

6. Match the problems with the solutions.

1. My moped is broken.	a. I can give you a lift.
2. I'm afraid I'm going to be late.	b. You should be more careful.
3. It's really cold outdoors.	c. Let's go to the chemist's for some nasal spray.
4. My car is gone.	d. Why don't you take mine?
5. I've got a blocked nose.	e. What about putting on a jacket?
6. I've burnt my hand.	f. You must phone the police immediately.

6 marks

TEST 3 (Upper Intermediate)

Final total: 80 marks

Time: 90 min

1. Read the newspaper article and do the tasks below.

129 Survive As Jet Crash-lands

All 129 passengers and crew survived yesterday when a McDonnell Douglas DS-9 crash-landed in a field after both the engines failed two minutes into a flight from Stockholm. Nearly all those aboard the SAS airliner, which was bound for Warsaw via Copenhagen, walked from the wreckage. Seven were seriously injured, including one who had to be cut free, and nine slightly hurt.

The aircraft hit trees before crashing and breaking into three pieces without catching fire. The wings were torn off. Airline officials said the pilot, Captain Stefan Rasmussen, had only one minute to find a place to land.

Mr Graham Swardstrom, one of the 123 passengers; said: 'I could see the tree tops coming as we came gliding in, and I said to my wife, 'This will never end well'. Then suddenly we were down, quite softly'.

His wife, Kirsten, said the crash had been surprisingly un-dramatic.

She added: 'It wasn't very difficult to get out of the plane because there were big holes all over the place and because the bottom of the aircraft was all scraped away'.

Airline officials said the first sign of trouble had come at 8.42 a.m., two minutes after take-off, when Captain Rasmussen had reported that he had de-icing problems and that he would attempt to restart his engines. Then he reported: 'I am going to crash-land'. The aircraft came down from 600 m in a snow-covered field about 12 miles from the airport.

De-icing is a problem well known to Nordic travellers, since aircrafts are often delayed while their wings are sprayed with de-icing chemicals. Swedish television said the engine failure might have been caused by ice breaking off the wing and entering the engine, making them stall.

A. Complete the passage with the correct information.

The flight was from _____ to _____ via _____.

The engines failed _____ minutes into the flight. The plane broke into _____ pieces. There were _____ passengers plus _____ crew. The first sign of trouble had been at _____ a.m. The aircraft came down from _____ m, about _____ miles from the airport.

B. The events in a newspaper report often appear in order of importance, not chronologically. Put the following events in the order in which they actually happened. Write the number in the space provided (as in the example).

- a) The plane crash-landed in a field. _____ X6 _____
- b) Both engines of the plane failed. _____
- c) Most of the passengers walked away from the plane. _____
- d) One of the passengers was cut free from the wreckage. _____
- e) The aircraft broke into three pieces. _____
- f) The captain looked for a place to land. _____
- g) Mr Swardstrom told his wife: «This will never end well». _____

- h) The captain reported that he had de-icing problems. _____
- i) Ice probably broke off the wings and got into the engines. _____

9 marks

2. Use the verbs in brackets in the correct form. Write them in the spaces provided below.

A. Will Kellogg, famous for Kellogg's cornflakes, (1. take) _____ out of school at thirteen because he (2. be) _____ a slow learner. Since he (3. fail) _____ as a salesman, his brother, a doctor, (4. give) _____ him a job in his hospital. He (5. shine) _____ shoes for ten years when a fortunate baking accident in the hospital kitchen (6. give) _____ him an idea for Kellogg's cornflakes. This breakfast cereal (7. become) _____ one of the most successful ideas of this century.

B. Mrs Winifred Weave (8. be involved) _____ in politics ever since she (9. be) _____ a student. She (10. go) _____ to Hull University, where she (11. study) _____ agriculture. She (12. have) _____ a distinguished career in politics and (13. represent) _____ her constituency for 30 years. For the past few months she (14. write) _____ her memoirs, although she insists her political career (15. not/finished) _____ yet.

15 marks

3. Finish the second sentence in each case so that it means the same as the sentence before it.

1. Let's stay here for another week.
I suggest _____
2. You should consult the doctor.
It's about time _____
3. I'm not very keen on going to Blackpool this year.
I'd rather _____
4. I would like you to help me put the chairs out.
Do you mind _____
5. You needn't come if you don't want to.

- You _____
6. You must see the manager tomorrow morning.
You've _____
 7. He would sit in the university library for hours when he was a student.
He _____
 8. I saw a man. He was locking the door.
I saw _____

8 marks

4. Insert the correct article.

_____ soil is _____ invaluable natural resource. It provides _____ raw materials for the plants on which we depend for _____ food. _____ soil and _____ living organisms of a region are interdependent. On _____ one hand, _____ soil is affected by _____ flora and fauna of the region. On _____ other hand, _____ type of soil determines _____ flora and fauna of the region.

12 marks

5. Form the missing word from the word in brackets.

1. Black-and-white films are _____ nowadays. (fashion)
2. We walked about the city for a long time. _____ we felt tired. (after)
3. At the beginning of the book he is _____ married. (happy)
4. Tennis players require mental _____ to win matches. (strong)
5. He is a very _____ carpenter. (skill)
6. I am interested in the job and would be grateful if you would send me an _____ form. (apply)
7. We cannot wash the car because of the water _____. (shot)
8. Basically, the car is _____ because there is almost nothing which can go wrong. (rely)

8x0,5=4 marks

6. Choose the word or phrase which best completes the sentence. Only one answer is correct.

1. We'll get lost _____ we ask the way.
A. provided B. in case C. unless D. as long as

2. Placido Domingo gave a wonderful performance, _____ a slight cold.
 A. although B. despite C. in case of D. except
3. If you don't know what the word means, look it _____ in the dictionary.
 A. out B. over C. up D. through
4. I phoned _____ I got the telegram.
 A. soon as B. so soon C. no sooner D. as soon as
5. _____ we use most of the world's fresh water for agriculture only 20 per cent of it reach the crops.
 A. despite B. even though C. in spite of D. however
6. The police have promised to look _____ the problem.
 A. at B. up C. into D. after
7. Sorry but I haven't got _____ to fixing the tap yet.
 A. up B. over C. in D. round
8. I liked the film _____ but then I got bored.
 A. first B. firstly C. at first D. first of all
9. We argued for a while. _____ we decided to go by plane.
 A. On end B. In the end C. At the end D. In end
10. I'll take you to the taxi-rank _____ you prefer to catch a bus into town.
 A. in case B. if C. until D. unless

10 marks

7. Write the following dialogue in indirect speech using the reporting verbs from the box below.

**explain (1), agree (2), complain (1), offer (2),
 promise (1), tell (1), say (1), advise (1)**

Mr Allen: Waiter, this wine tastes sour. Try it. (2)

Waiter: Hm. Yes, it is a bit strange. We changed our suppliers last month and we have had a few complaints since then. Shall I bring you another bottle? (3)

Mr Allen: I'd rather have beer.(1)

Waiter: Would you like to try a different label, sir? We won't charge you if you don't like it. (2)

Mr Allen: All right. But you had better change your suppliers, or you'll have a lot of dissatisfied customers.(2)

20 marks

ЛИСТОК КОНТРОЛЯ
(KEYS)

Test I

2. 1. False; 2. True; 3. False; 4. True
4 marks

3. 1. do; 2. are playing; 3. is having; 4. use; 5. worked; 6. is she speaking? 7. sounds; 8. was; 9. is wearing; 10. is; 11. does your father get; 12. drives; 13. goes; 14. invented; 15. connected
15 marks

4. A. 1c; 2a; 3c; 4b; 5a
B. 1a; 2a; 3b; 4b; 5c; 6c; 7a; 8b
13 marks

5. 1. Paul rarely helps his mother with the shopping.
2. What time does your dad finish his work?
3. His Walkman is very expensive.
3 marks

6. 1. bigger; 2. tomatoes; 3. swimming; 4. ninety; 5. dirtier
5 marks

7. 1. Mozart was a famous German composer who lived in the eighteenth century.
2. When Steve looked at the photograph, he was terrified.
3. Last Sunday the weather was awful, it rained the whole day and we stayed at home and watched TV and played games.
3 marks

8. 1. Where do you live?
2. Have you got a brother?
3. How old is she?
4. Can you play badminton?
5. What is your favourite subject?
6. Do you like watching TV?
7. What's on tonight?
8. Are you going to watch it?
8 marks

Test II

1. A. 1. True; 2. False; 3. False;

B. 1. Bouchard; 2. Napoleon; 3. Thomas Young; 4. Champollion;

C. 1. historian 0,5; 2. knock down 0,5; 3. obtain 0,5; 4. exhibit 0,5.

9 marks

2. 1. have you been wearing

2. arrive

3. you'll

4. was sitting

5. was singing

6. will live

7. won't

8. sold

9. bought

10. had repaired

11. would buy

12. have found

12 marks

3. 1. Do you have to water ...

2. What a scary movie it was!

3. I'm not allowed to stay ...

4. There weren't many ...

5. It's the tastiest cake I've ever eaten.

6. Philip said he was not going to ...

7. The electric light bulb was invented ...

8. What about signing ...?

8 marks

4. 1. c; 2. b; 3. b; 4. c; 5. a; 6. b; 7. c; 8. a

8 marks

5. 1. in; 2. with; 3. for; 4. since; 5. to; 6. at; 7. from

7 marks

6. 1. d; 2. a; 3. e; 4. f; 5. c; 6. b

6 marks

Test III

1. A. Stockholm; Warsaw; Copenhagen; two; three; 123; 6; 8.42 a.m.; 600 m; 12

B. b) 2; c) 8; d) 9; e) 7; f) 4; g) 5; h) 3; i) 1

18x0,5=9 marks

2. A. 1. was taken 2. was 3. had failed 4. gave 5. had been shining (had shined) 6. gave 7. has become

B. 8. has been involved 9. was 10. went 11. studied 12. has had/had 13. has represented/represented 14. has been writing 15. hasn't finished

15 marks

3. 1. I suggest staying here for another week.

2. It's about time you consulted the doctor.

3. I'd rather not go to Blackpool this year.

4. Do you mind helping (me) put the chairs out?

5. You don't have to come if you don't want to.

6. You've got to see the manager tomorrow morning.

7. He used to sit in the university library for hours when he was a student.

8. I saw a man locking the door.

8 marks

4. -; an; -; -; the; the; the; -; the; the; the; the

12 marks

5. 1. fashionable 2. afterwards 3. happily 4. strength 5. skilful
6. application 7. shortage 8. reliable

8x0,5=4 marks

6. 1. C; 2. B; 3. C; 4. D; 5. B; 6. C; 7. D; 8. C; 9. B; 10. D

10 marks

7. Mr Allen complained that the wine tasted sour. He told the waiter to try the wine. The waiter agreed with Mr. Allen and explained that they had changed the suppliers the previous month and they had had a few complaints since then. He offered Mr. Allen another bottle of wine. But Mr. Allen said he would rather have beer. The waiter offered Mr Allen a different label and promised that they wouldn't charge him if he didn't like it. Mr. Allen agreed and advised to change the suppliers or they would have a lot of dissatisfied customers.

Final total: 80 marks

СХЕМА УРОВНЯ ЗНАНИЙ

Уровень обученности	Задания	Критерии оценок	
		% правильных ответов	оценка
II (понимание)	1. Entry Test (входной контроль) 2. Exercises (упражнения)	100 – 96	10 – 9
		95 – 91	8
		90 – 86	7
		85 – 81	6
		80 – 76	5
		75 – 71	4
		70 – 66	3
		65 – 61	1 – 2
	60 и менее	0	
III (применение)	1. Exercises (Review) 2. Progress test I (итоговый контроль)	100 – 96	10 – 9
		95 – 91	8
		90 – 86	7
		85 – 81	6
		80 – 76	5
		75 – 71	4
		70 – 66	3
		65 – 61	1 – 2
	60 и менее	0	
IV (обобщение, систематизация)	1. Progress Test II	100 – 96	10 – 9
		95 – 91	8
		90 – 86	7
		85 – 81	6
		80 – 76	5
		75 – 71	4
		70 – 66	3
		65 – 61	1 – 2
	60 и менее	0	

**УЧЕБНЫЕ МОДУЛИ К РАБОЧЕЙ ПРОГРАММЕ
ДИСЦИПЛИНЫ «АНГЛИЙСКИЙ ЯЗЫК»
ДЛЯ СТУДЕНТОВ СПЕЦИАЛЬНОСТИ 1-24 01 02
«ПРАВОВЕДЕНИЕ»**

Дорогие друзья!

Прежде, чем приступить к изучению учебного материала, внимательно прочитайте информацию о порядке представления учебного содержания в модулях и инструкции по его изучению.

Во-первых, следует уяснить, что по своему содержанию *модуль* – это полный, логически завершённый блок. Каждый из них имеет следующую структуру и содержание:

1. тема;

2. таблица, состоящая из трёх колонок:

- в левой колонке указан номер учебного элемента (*УЭ*), на которые разбивается каждый модуль;

- в средней колонке «*Учебный материал с указанием заданий*» содержатся вопросы к теоретическому содержанию каждого учебного элемента и номера упражнений данного модуля, которые следует выполнить. Упражнения к учебным элементам модуля предлагаются после таблицы. В этой же колонке определяются цели, которые вам следует достичь по окончании изучения теоретических положений и выполнения практических заданий (упражнений), учебных элементов и модуля в целом;

- в правой колонке «*Управление обучением*» указаны дополнительные учебные пособия, в которых вы имеете возможность изучить теоретические положения и найти рекомендуемые тексты для чтения (указываются названия соответствующих разделов и номера страниц);

3. раздел «*Упражнения к элементам модуля*» начинаются с УЭ-1, в котором дан словарь основных грамматических понятий модуля и входной тест (Entry Test). Входной тест соответствует 2-му уровню владения языком в рамках темы модуля, упражнения представлены в порядке нарастания трудностей. Их цель – поднять Ваши знания до 3-го уровня. Изучение учебного

содержания каждого модуля заканчивается итоговыми тестами 3-го и 4-го уровней (Progress Tests I, II);

4. «Листок контроля» содержит ключи ко всем заданиям модуля и схему уровня знаний, в которой предлагаются критерии оценки всех заданий модуля, соответствующие общепринятым международным стандартам.

Памятка студенту:

1. Внимательно прочитайте тему модуля.

2. Изучите «интегрирующую цель» модуля, которая представлена в УЭ-0 в средней колонке таблицы «*Учебный материал с указанием заданий*». Это то, чему Вы должны научиться по окончании изучения учебного содержания модуля.

3. Прежде, чем приступить к выполнению упражнений учебного элемента (УЭ), ответьте на вопросы, данные перед ними в таблице.

4. Если затрудняетесь ответить на вопросы, изучите рекомендованные в правой колонке теоретические положения.

5. Повторяйте рекомендованные разделы грамматики по мере необходимости, выполняя упражнения к учебным элементам модуля.

6. Проверяйте правильность выполнения заданий по листку контроля.

7. Оценивайте работу по схеме уровня знаний.

Желаем успеха!!!

Good luck!!!

Прежде, чем приступить к изучению модулей, ознакомьтесь с планом изучения материала в течение первого года обучения (I – II семестры).

ПЛАН

№ п/п	Тема (модуль)	Интегрирующая дидактическая цель	Вид занятия	Кол-во часов
1	Nouns and articles (Существительные и артикли) Quantity (Слова, обозначающие количество)	Сформировать грамматические навыки: • образования множественного числа и притяжательного падежа имён существительных. Сформировать умения: • правильного употребления определённого и неопределённого артиклей; • употребления слов, обозначающих количество, с исчисляемыми и неисчисляемыми существительными	практ. занятие	16
2	Personal pronouns (Личные местоимения)	Сформировать грамматические навыки: • образования и употребления притяжательных местоимений 1-й и 2-й форм, возвратных местоимений. Сформировать умения: • правильного употребления местоимений, выступающих в роли подлежащего и дополнения	практ. занятие	3 3
3	English Tenses (Времена английского глагола) Talking about the present	Сформировать умения: употребления формы настоящего времени глагола – <i>be</i> , структур <i>there is, there are, have got</i> , времен <i>Present Continuous</i> в письменной и устной речи в рамках тематики: « <i>About myself</i> », « <i>My family</i> », « <i>My working day and day off</i> », « <i>My studies</i> », « <i>Accommodation</i> »	практ. занятие	22

	<p>Talking about the past</p> <p>Talking about the future</p>	<ul style="list-style-type: none"> • употребления прошедшей формы глагола <i>-be</i>, времен <i>Past Simple, Past Continuous</i> и <i>Present Perfect</i> в вопросно-ответной форме в рамках тематики: “<i>My working day and day off</i>” в письменной и устной речи • употребления <i>Present Continuous</i> для выражения запланированного действия; • употребления структур – <i>going to</i> и <i>will</i> для обозначения действия в будущем. <p>Сформировать навыки изучающего и поискового чтения текстов юридического характера</p>		<p>16</p> <p>8</p> <p>6</p>
4	<p>Modal verbs (Модальные глаголы)</p>	<p>Сформировать умения:</p> <ul style="list-style-type: none"> • употребления глагола <i>can</i> для выражения возможности и физической способности выполнения действия в настоящем и прошедшем времени (<i>could</i>); • употребления глаголов <i>must</i> и <i>have to</i> для обозначения необходимости выполнения действия в настоящем и прошедшем времени (<i>had to</i>); • употребления глаголов <i>may, might</i> для обозначения возможного, предполагаемого действия; • употребления глагола <i>should</i> для того, чтобы дать совет. <p>Совершенствовать навыки изучающего чтения юридического текста</p>	<p>практ. занятие</p>	4

5	Questions (Вопросы)	Сформировать умения: • употребления вопросительных слов. Совершенствовать грамматические навыки образования разделительных вопросов, вопросов к подлежащему и дополнению	практ. занятие	4
6	Adjectives and adverbs (Прилагательные и наречия)	Сформировать умения: • употребления сравнительной и превосходной степени имён прилагательных и наречий; • соблюдении порядка слов английского предложения с наречиями и прилагательными	практ. занятие	4

Общее количество: 86 ч практических занятий

УЧЕБНЫЙ МОДУЛЬ №1

NOUNS AND ARTICLES

(Существительные и артикли)

QUANTITY

(Слова, обозначающие количество)

Номер УЭ	Учебный материал с указанием заданий (упражнения к учебным элементам модуля)	Управлении обучением (дополнительная литература)
УЭ-0	<p>Интегрирующая цель:</p> <ol style="list-style-type: none">1. совершенствовать грамматические навыки образования множественного числа притяжательного падежа имен существительных;2. совершенствовать умения правильного употребления определенного и неопределенного артиклей;3. совершенствовать умения правильного употребления слов, обозначающих количество, с исчисляемыми и неисчисляемыми существительными;4. проверить уровень усвоения темы самостоятельно, в парах, в группах, по листкам контроля	
УЭ-1	<p>Цель:</p> <p>проверить сформированность умений употребления определённого и неопределённого артиклей, исчисляемых и неисчисляемых существительных, образования множественного числа имён существительных.</p> <ol style="list-style-type: none">1. Ознакомьтесь с объяснениями основных грамматических понятий данного модуля.2. Выполните входной тест (Entry Test).3. Проверьте правильность выполнения теста по листку контроля. Проанализируйте ошибки.4. Оцените свою работу по схеме уровня знаний	<p>Изучите теоретические положения в учебном пособии: Карпышева М.Н., Янушков В.Н. Практическая грамматика английского языка. См. стр. 5 – 18, 37 – 41</p>

УЭ-2	<p>Цель: совершенствовать грамматические навыки образования множественного числа имён существительных, употребления неопределённого артикля.</p> <ol style="list-style-type: none"> 1. Выполните упражнения 1, 2, 3, 4, 5, 6, 7. 2. Проверьте правильность выполнения упражнения по листку контроля. 3. Повторите правила употребления неопределённого артикля. <ol style="list-style-type: none"> 4. Выполните упражнения 8, 9, 10, 11. 5. Проверьте правильность выполнения упражнения по листку контроля. 6. 6. Оцените свою работу по схеме уровня знаний 	<p>Изучите теоретические положения в учебном пособии: Карпышева М.Н., Янушков В.Н. Практическая грамматика английского языка. См. стр. 15 Работайте в парах устно</p> <p>Работайте самостоятельно письменно</p>
УЭ-3	<p>Цель:</p> <ul style="list-style-type: none"> • совершенствовать грамматические навыки образования притяжательного падежа имён существительных и правильного употребления исчисляемых и неисчисляемых имен существительных; • совершенствовать произносительные навыки окончания <i>-(e)s</i>. <ol style="list-style-type: none"> 1. Вспомните способ образования притяжательного падежа имени существительного. 2. Выполните упражнения 1, 2, 3, 4. 3. Проверьте правильность выполнения по листку контроля. 4. Вспомните, чем отличаются неисчисляемые существительные от исчисляемых. 5. Выполните упражнения 5, 6, 7, 8, 9, 10, 11. 6. Проверьте правильность выполнения по листку контроля. 7. Оцените свою работу по схеме уровня знаний 	<p>Изучите теоретические положения в учебном пособии: Карпышева М.Н., Янушков В.Н. Практическая грамматика английского языка. См. стр. 11 – 13</p> <p>См. стр. 10</p> <p>Работайте самостоятельно письменно</p>

УЭ-4	<p>Цель: сформировать умения в правильном употреблении неопределённого артикля, определённого артикля с именами собственными, выражений с определённым артиклем и без.</p> <ol style="list-style-type: none"> 1. Вспомните разницу между определённым и неопределённым артиклями. 2. Выполните упражнение 1. 3. Вспомните, когда существительные употребляются без определенного артикля. 4. Выполните упражнение 2, 3, 4. 5. Повторите правила употребления определенного артикля с именами собственными. 6. Выполните упражнения 5, 6, 7, 8. 7. Повторите выражения с определённым артиклем и без. 8. Выполните упражнения 9, 10. 9. Проверьте правильность выполнения по листку контроля. 10. Поставьте оценку за работу по схеме уровня знаний 	<p>Изучите теоретические положения в учебном пособии: Карпышева М.Н., Янушков В.Н. Практическая грамматика английского языка. См. стр. 17 – 21</p> <p>См. стр. 19 Работайте устно в группах Работайте письменно самостоятельно</p>
УЭ-5	<p>Цель: проверить сформированность грамматических навыков образования множественного числа имен существительных, употребления артиклей, исчисляемых и неисчисляемых существительных.</p> <ol style="list-style-type: none"> 1. Выполните упражнения 1, 2, 3, 4, 5, 6. 2. Проверьте правильность выполнения по листку контроля. 3. Оцените уровень усвоения материала по схеме уровня знаний 	<p>Работайте письменно самостоятельно</p>

УЭ-6	<p>Цель: сформировать умения в употреблении слов, обозначающих количество, с исчисляемыми и неисчисляемыми существительными.</p> <ol style="list-style-type: none"> 1. Вспомните, какие слова используются в английском языке для обозначения неопределенного количества чего-либо или кого-либо, как их употребить в вопросительном и отрицательном предложении. 2. Выполните упражнения 1, 2, 3, 4, 5, 6, 7,8 ,9, 10, 11. 3. Проверьте правильность выполнения упражнений по листку контроля. 4. Оцените уровень знаний по схеме 	<p>Изучите теоретические положения в учебном пособии: Карпышева М.Н., Янушков В.Н. Практическая грамматика английского языка. См. стр. 37 – 41 Работайте устно в группах Работайте письменно самостоятельно</p>
УЭ-7	<p>Цель: осуществить контроль сформированности умения употребления слов, обозначающих количество, с исчисляемыми и неисчисляемыми существительными.</p> <ol style="list-style-type: none"> 1. Вспомните различие между исчисляемыми и неисчисляемыми существительными. 2. Выполните упражнения 1, 2, 3, 4, 5, 6. 3. Проверьте правильность выполнения упражнений по листку контроля. 4. Оцените уровень знаний по схеме 	<p>Изучите теоретические положения в учебном пособии: Карпышева М.Н., Янушков В.Н. Практическая грамматика английского языка. См. стр. 8 – 10 Работайте устно в парах Работайте письменно самостоятельно</p>
УЭ-8	<p>Цель: осуществить итоговый контроль сформированности умений употребления артиклей, слов, обозначающих количество, с исчисляемыми и неисчисляемыми существительными, грамматических навыков, образования множественного числа имен существительных.</p> <ol style="list-style-type: none"> 1. Выполните итоговый тест I. 2. Проверьте правильность выполнения по листку контроля. 3. Оцените уровень знаний по схеме. 4. Выполните итоговый тест II. 5. Проверьте правильность выполнения по листку контроля и оцените уровень знаний по схеме 	<p>Работайте письменно самостоятельно</p>

УЭ-1

УПРАЖНЕНИЯ К УЧЕБНЫМ ЭЛЕМЕНТАМ МОДУЛЯ №1

Основные грамматические понятия данного модуля

article	артикли: <i>a, an</i> и <i>the</i>
countable noun	<i>house, girl</i> Эти существительные имеют форму множественного числа (<i>houses</i>). Эти существительные можно использовать с неопределённым артиклем <i>a/an</i> и числительными (<i>a house, one house</i>)
irregular	см. <i>regular</i>
noun	название вещи, имя человека и т.д. (<i>Jim, car</i>)
plural	более, чем один <i>Book</i> и <i>he</i> – единственное число; (<i>singular</i>); <i>books</i> и <i>they</i> – множественное число (<i>plural</i>)
possessive's	Притяжательный падеж имени существительного, отвечает на вопрос чей? (<i>whose?</i>) <i>Jim's car, my friend's mother</i>
regular	Обычная (правильная) форма, <i>girls</i> – форма множественного числа имени существительного, образованная по правилам (окончание <i>-s</i>), но <i>women</i> – множественное число от слова <i>woman</i> , образующееся не по правилам (<i>irregular</i>)
singular	см. <i>plural</i>
uncountable noun	<i>rice, petrol</i> . Эти существительные не имеют формы множественного числа, мы не можем сказать <i>rices</i> . Эти существительные нельзя использовать с неопределённым артиклем или числительными, мы не можем сказать <i>a rice</i> или <i>one petrol</i>

ENTRY TEST
(Входной тест)

I. Choose the correct variant.

1. I love ... bananas.
a) a b) the c) – d) an
2. I must go to ... bank to get some money.
a) a b) the c) – d) an
3. Would you like ... apple?
a) a b) the c) – d) an
4. We had ... lunch in a very good restaurant.
a) a b) the c) – d) an
5. That's ... nice pair of jeans.
a) a b) the c) – d) an
6. I don't drink ... tea very often.
a) a b) the c) – d) an
7. Tom sat down on ... chair nearest the door.
a) a b) the c) – d) an
8. I often listen to ... radio.
a) a b) the c) – d) an
9. Would you like to go to ... country?
a) a b) the c) – d) an
10. It's time to go to ... bed now.
a) a b) the c) – d) an
11. Many people are afraid of ... dogs.
a) a b) the c) – d) an
12. Sweden is in ... northern Europe.
a) a b) the c) – d) an

II. Define countable and uncountable nouns.

1. I eat a *banana* every day.
2. I eat *rice* every day.
3. Ann was singing a *song*.
4. Pete was listening to *music*.
5. Have you got any *money*?
6. There are no batteries in the *radio*.
7. There is no *electricity* in this *house*.
8. We haven't got enough *cups*.
9. We haven't got enough *water*.
10. I don't like *milk*.

11. How many *photos* did he take?
12. How much *flour* did you buy?
13. Add a little more *oil*.
14. Where are my two new *shirts*?

III. Write the plural form of the following:

- | | |
|----------|-----------|
| 1. man | 8. leaf |
| 2. child | 9. wolf |
| 3. mouse | 10. shelf |
| 4. foot | 11. scarf |
| 5. woman | 12. knife |
| 6. goose | 13. loaf |
| 7. tooth | 14. thief |

IV. Complete the sentences. Sometimes you need –'s, sometimes of...

1. When is? (the birthday / your sister)
2. Do you like? ((the colour / this coat)
3. Write your name at (the top / the page)
4. What is ? (the address / Jill)
5. What was? (the cause / the accident)

Y3-2

Singular and plural nouns

1. Write the plurals of these words.

- | | |
|------------------------------------|------------------|
| 1. chair <u> <i>chairs</i> </u> | 9. dog _____ |
| 2. cup <u> <i>cups</i> </u> | 10. room _____ |
| 3. glass <u> <i>glasses</i> </u> | 11. knife _____ |
| 4. book _____ | 12. dish _____ |
| 5. watch _____ | 13. city _____ |
| 6. flat _____ | 14. office _____ |
| 7. pen _____ | 15. desk _____ |
| 8. bed _____ | 16. box _____ |

2. How do we say the -s/-es endings? Practise saying these words?

/iz/	/z/	/s/
churches	cars	shops
brushes	phones	banks
kisses	bags	cats
foxes	arms	
	friends	
	parties	
	wives	

3. Now put the plurals from (1) into three groups.

/iz/	/z/	/s/
<u>glasses</u>	<u>chairs</u>	<u>cups</u>
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

4. Write the plurals of the words.

A

One balloon

Two balloons

One tree

Five

One cat

Three

One frog

Six

One bird

Two

One star

Four

One pig

Two

One cow

Four

One rabbit

Three

One doll

Two

One ball

Seven

B

<i>One tooth</i>	<i>Two teeth</i>
One man	Three
One policeman	Four
One mouse	Five
One foot	Two
One woman	Three
One child	Six
One goose	Seven
One ox	Nine
One sheep	Ten
One fish	Two
One deer	Four

C

<i>One hat</i>	<i>Three hats</i>
<i>One deer</i>	<i>Two deer</i>
One glass	Four
One bus	Six
One boy	Seven
One sheep	Eight
One hand	Six
One dress	Four
One mouse	Two
One watch	Three
One house	Two

5. Write the plurals. Use the rule for the words ending (x, ch, ss и т.д.), y, f(fe).

A

One watch	Two watches
One fox	Two
One bench	Two
One dress	Two
One witch	Two

B

One toy	Three
One lady	Two
One baby	Four
One family	Two
One diary	Five
One fly	Four

C

One leaf	Two
One loaf	Two
One wolf	Two
One thief	Two
One knife	Two

6. Form the plurals and write them down in an appropriate column.

Party, banana, tomato, room, day, lady, roof, leaf, sandwich, story, bus, class, fly, knife, boy, dish, bench, photo, box, parrot, camera, city, brush

-s	-es	-ies	-ves
----	-----	------	------

7. Form the plurals.

- Pedro goes to different (*country*).
- John will tell you a lot of funny (*story*) and (*joke*).
- All the (*boy*) are good (*sportsman*).
- There are two (*box*) of (*chocolate*) on the table.
- You should hide (*knife*) and (*match*) from your (*child*).
- (*Wolf*) and (*fox*) live in the (*forest*).
- They put their (*brush*) on the (*shelf*).

a, an

8. Make two lists of these jobs:

teacher	architect	mechanic	nurse	housewife
singer	doctor	artist	fireman	engineer

a	an
a teacher _____	an architect _____

9. Complete the sentences. Use *a, an* or *one*, and these words:

ticket	architect	car	pen	sister
key	bedroom			

- I can drive, but I haven't got a car .
- I've got three brothers, but I've only got _____.
- My father is _____.
- I can't write down your address. I haven't got _____.
- There is only _____ in my flat.

6. I can't open this door. I haven't got _____.
7. I've only got _____ for the concert, not two.

10. Fill in the blanks with the appropriate form the article. Take care of the 1st letter of the word.

a)

- | | | |
|--------------|-------------|------------|
| ... book | ... apple | ... pen |
| ... lamp | ... apricot | ... carrot |
| ... exercise | ... year | ... rabbit |
| ... flag | ... organ | ... piano |
| ... umbrella | ... guitar | ... onion |
| | | |
| ... train | ... orange | |
| ... bus | ... car | |
| ... family | ... uncle | |
| ... drum | ... artist | |
| ... uniform | ... scarf | |

b)

- | | | |
|----------------|-------------------|------------------|
| ... big house | ... red apple | ... English book |
| ... nice girl | ... yellow dress | ... small tree |
| ... oval face | ... American flag | ... new flat |
| ... tasty cake | ... ugly monster | ... round ball |

11. Use *a* or *an*.

- | | | | |
|-------|-----------|----------|-----------|
| cat | pen | year | hour |
| ear | telephone | European | aeroplane |
| horse | ice-cream | honour | yard |
| road | answer | yacht | |

УЉ-3

Possessive's

1. How do we normally say these things in English?

1. the car of my sister – my sister's car
2. the mother of Nick – Nick's mother
3. the family of Liz – _____
4. the school of Mike – _____
5. the office of Kurt – _____

6. the TV of Doris – _____
7. the book of Bruce – _____
8. the wife of Tom – _____
9. the beds of the children – _____
10. the house of my parents – _____

2. How do we say the 's/s' endings? Put the examples from (1) into three groups.

/iz/ Liz's

/z/ my sister's

/s/ Nick's

3. Ask the questions. Use the possessive's or of

1. What is (the name / your teacher)?
 2. What is (the name / your school)?
 3. When is (the birthday / your teacher)?
 4. Who is (favourite actor / your teacher)?
 5. When is (the start / the next school holiday)?
 6. What is (the name / your home town)?
 7. What is (the number / your house)?
1. What is your teacher's name?
 2. What is the name of your school?
 3. _____
 4. _____
 5. _____
 6. _____
 7. _____

4. Make up sentences. Use the possessive's.

Образец: Peter / cat. – This is Peter's cat. It is his cat. This cat is his.

1. The girls / ribbons. –
2. Ben / bicycle. –
3. The Snowdon / TV. –
4. Mr Snowdon / TV. –
5. Ann / hamster. –
6. The dog / tail. –
7. The cow / food. –
8. The pupils / books. –
9. Father / hat. –

Countable and uncountable nouns

5. Complete the sentences. Use *is* or *are*. Add *a* or *an* where necessary.

1. There is a pen on my desk.
2. There is milk in the fridge.
3. There _____ eggs in the fridge.
4. There _____ old man outside.
5. Those women _____ teachers.
6. That woman _____ doctor.
7. There _____ sugar in this coffee.
8. That _____ expensive radio.

6. There are mistakes in some of these sentences. Find the mistakes and correct them.

1. There's some oil in the bottle.
2. I've got some informations.
3. We've got a bread.
4. The money is in my room.
5. Furnitures are expensive.
6. Your hairs are lovely today.
7. There's some good news.
8. Are the spaghettis cooked?

7. Put the nouns into three groups.

Bread, paper (разера), box, cheese, orange, apricot, jam, milk, folk, dish, кафй, lemonade, egg, bottle, tea, wine, Coca-Cola, butter, coffee, meat, carton, cup, sugar, money, water, wood, paper (бумара)

<i>a</i>	<i>an</i>	<i>some</i>
_____	_____	_____

8. Match the words.

- | | |
|----------|-----------|
| a bottle | of meat |
| a glass | of chips |
| a cup | of bread |
| a loaf | of milk |
| a slice | of Coke |
| a packet | of jam |
| a jar | of cheese |
| a can | of sugar |
| a bowl | of coffee |
| a carton | of water |
| a kilo | of tea |

9. Are these nouns countable or uncountable?

Bread, lemon, water, woman, cheese, sugar, meat, beer, wine, room, bottle, boy, money, glass (стекло), table, dog, glass (стакан), girl, tea, car, milk

countable	uncountable
-----------	-------------

10. Put the nouns into three groups. Are these nouns singular, plural or uncountable.

Matches, peach, grapes, lemonade, milk, sugar, orange, melon, T-shirt, oranges, flowers, eggs, water, loaf, money, bread, morning, carrot, hair, honey, goose, cheese, camera, ring, chocolate, coffee, чай, soap, dress, rice, sugar, glass, meat

countable		uncountable, plurals
a	an	some
		matches

11. Match the words.

- | | |
|-------------|---------------|
| a bottle of | cabbage |
| a glass of | milk |
| a jug of | grapes |
| a cup of | matches |
| a packet of | water |
| a jar of | toothpaste |
| a loaf of | tea |
| a slice of | crisps |
| a carton of | honey |
| a bowl of | bread |
| a kilo of | cheese |
| a piece of | chocolate |
| a bar of | meat |
| a bunch of | onion soup |
| a can of | juice |
| a tin of | potatoes |
| a tube of | gloves |
| a pair of | apples |
| a dozen of | mineral water |
| a box of | Coke |
| a basket of | eggs |
| a head of | tissues |

УЭ-4

a, an, the

1. Choose the correct answer.

1. (a shower or the shower?)
 - a) The shower is broken at the moment.
 - b) There isn't a shower in this bathroom.
2. (a garden or the garden?)
 - a) Our house hasn't got _____.
 - b) Maria is outside in _____.
3. (a poster or the poster?)
 - a) Look at _____ on this wall.
 - b) I've got _____ of Madonna on my wall.
4. (a woman or the woman?)
 - a) I can see two men and _____ in that car.
 - b) Who is _____ in the corner?

Talking in general

(общее понятие)

2. Ask someone if he or she likes these things.

classical music	basketball	computer games
discos	housework	heavy metal music

1. *Do you like computer games?* _____
2. *Do you like discos?* _____
3. _____
4. _____
5. _____
6. _____

3. Are these ideas general (G) or particular (P)?

1. Fish is good for you. **G** _____
2. The fish is in the fridge. **P** _____
3. Children need love. _____
4. I know the children in that car. _____
5. Young children enjoy playing. _____
6. I like food. _____
7. I like good food. _____
8. I like Chinese food. _____

4. Choose the correct answer.

1. (The sugar or Sugar?)
 - a) Sugar is bad for you.
 - b) The sugar is in the kitchen.
2. (the elephants or elephants?)
 - a) Look at _____ in this photograph.
 - b) _____ live in Africa and India.
3. (the bread or bread?)
 - a) I eat a lot of _____.
 - b) I like _____ in that shop.
4. (the English people or English people?)
 - a) Who are _____ with Maria?
 - b) _____ drink a lot of tea.

Proper nouns

(ИМЕНА СОБСТВЕННЫЕ)

5. Add *the* where necessary.

1. the Plaza Hotel
2. _____ London University
3. _____ University of London
4. _____ February
5. _____ 61st Street
6. _____ Princess Diana
7. _____ President of France
8. _____ Brighton Station
9. _____ United States
10. _____ Atlantic Ocean
11. _____ Australia
12. _____ Hudson River
13. _____ Dallas
14. _____ Odeon Cinema
15. _____ Sunday
16. _____ Bank of Scotland
17. _____ Switzerland
18. _____ Shakespeare Theatre
19. _____ Madison Avenue
20. _____ Museum of Modern Art

6. Find the names of three each of these.

1. Countries
2. Continents
3. Capital cities
4. Oceans
5. Seas
6. Rivers
7. Museums
8. Famous hotels

Give the names. Use *the* where necessary.

Example:

<i>1. Countries</i>		<i>Mediterranean</i>
<i>Spain</i>		<i>Africa</i>
<i>Japan</i>		<i>Waldorf Astoria</i>
<i>The United States</i>		<i>Pacific</i>
<i>Rhine</i>	<i>Berne</i>	<i>Caribbean</i>
<i>Ritz</i>	<i>Athens</i>	<i>Tokyo</i>
<i>Louvre</i>	<i>Spain</i>	<i>Atlantic</i>
<i>Danube</i>	<i>Asia</i>	<i>Europe</i>
<i>Prado</i>	<i>Aegean</i>	
<i>Japan</i>	<i>Hilton</i>	
<i>United States</i>	<i>Nile</i>	
<i>Uffizi</i>	<i>Indian</i>	

7. Complete the sentences. Add the articles where necessary.

1. Is ... Lisbon ... capital of ... Portugal?
2. Is ... Malta in ...Mediterranean?
3. Is ... Paris in ... United Kingdom or in ... France?
4. Where is ... Sahara Desert?
5. What is ... biggest island in ... Greece?
6. What is... capital of ... Italy?
7. Is... Indian Ocean bigger than ... Atlantic Ocean?
8. Is ... Everest ... highest mountain in ... world?
9. Where are ... Malta and ... Corsica?
10. Where are ... Mississippi River and ... Thames?

8. Add the articles where necessary.

Atlantic Ocean	Africa	North America
Phillippines	Japan	Stockholm
Norway	Sweden	United Arab
China	Venezuela	Emirates
United Kingdom	Indian Ocean	Andes
Baikal	English Channel	Volga
Budapest	Mediterranean	French Sea
Suez Canal	South of Spain	Danube
Rhine	Lake Superior	Lake Constance
New York	Netherlands	Sicily
British Isles	Red Sea	Canary Islands

Expressions with and without *the*

(Выражения с *the* и без *the*)

9. Complete the sentences. Use the words in the box. Add *the* where necessary.

violin	university	breakfast	bed	sea	sun
hospital	church	foot	TV	radio	cinema

1. I usually watch *TV* _____ in the evenings.
2. I never go swimming in _____.
3. I don't usually eat _____ in the morning.
4. I'm not tired. I don't want to go to _____.
5. There are some good films on at _____ at the moment.
6. I'm always happy when _____ is shining.
7. Are you going into _____ for an operation?
8. I enjoy listening to _____ in my car.
9. Those people are going to _____ to get married.
10. My sister is a student at _____.
11. I can't play _____.
12. I'm lazy. I never go anywhere on _____.

10. Ask the questions. Add *the* where necessary.

1. Do you usually listen to *the* radio when you're having a shower?
2. Do you like talking when you're having _____ breakfast?
3. Do you sometimes go to _____ school/work on _____ foot?
4. Do you usually eat much for _____ lunch?

5. Do you often watch _____ TV in the evenings?
6. Do you prefer going to _____ cinema or _____ theatre?
7. Do you sometimes go swimming in _____ sea?
8. Do you like walking in _____ rain?
9. Do you prefer traveling by _____ car or by _____ train?
10. Do you play _____ piano?
11. Do you prefer _____ town or _____ country?
12. What time do you usually go to _____ bed?

УЭ-5

Review of nouns and articles

(Повторение существительных и артиклей)

1. Are these nouns singular, plural or uncountable?

tomatoes	car	bread	umbrella	music	book
houses	men	money			

Make three lists.

SINGULAR

Car _____

PLURAL

tomatoes _____

UNCOUNTABLE

bread _____

2. Choose the correct answer. (Sometimes two answers are correct.)

1. Have you got *ear* / *a car* / ~~*an ear*~~ / ~~*some ear*~~?
2. I need *umbrella* / *a umbrella* / *an umbrella* / *some umbrella*.
3. We've got *tomatoes* / *a tomatoes* / *an tomatoes* / *some tomatoes*.
4. We need *bread* / *a bread* / *an bread* / *some bread*.
5. There *is* / *are* a book on my desk.
6. There *is* / *are* some men outside.
7. There *is* / *are* some money on the table.

3. Complete the sentences. Use the correct form of the word in brackets. Add *a* or *the* where necessary.

1. (house)

a) Ken lives in a house in Brighton.

b) The house next door is for sale.

c) Houses are expensive.

Which of these nouns do we often use:

- in expressions without *the*?

- in expressions with *the*?

Make two lists of the expressions.

without the

(go) to school / college / university

(be) at school / college / university

with the

(go) to the cinema

(be) at the cinema

УЭ-6

Quantity

(Слова, обозначающие количество)

some, any, no

1. Re-write the sentences. Use the words in brackets.

1. There isn't any news. (*no*)

There's no news.

2. We've got no pens. (*any*)

3. He hasn't got any time. (*no*)

4. There are no chairs. (*any*)

5. I've got no bread. (*any*)

2. Complete the sentences. Use *some, a, an, any*.

1. There's ... bread on the table. 2. Have you got ... eggs? 3. There's... orange on the plate. 4. Is there... bread? 5. I haven't got ... mushrooms. 6. I've got ... apples. 7. There is ... beautiful woman in the window. 8. There isn't ... butter. 9. Would you like ... coffee? 10. We haven't got ... milk or sugar. 11. I need... new batteries for my radio. 12. Have you got ... money? 13. Is there ... armchair in your room? 14. Are there ... chairs? 15. I've got ... pears but I haven't got ... plums.

3. *Some or any?*

A. 1. Are there ... rabbits in the garden? 2. Are there ... children in the class? 3. There aren't ... chairs in the room. 4. Are there ... birds in the tree? 5. There isn't ... money in the bag. 6. There is ... coffee in the cup. 7. There are ... policemen in the police station. 8. There are ... fish in the water. 9. Are there ... oranges in the basket? 10. There isn't ... milk in the fridge.

B. Dorothy and Bob are packing their suitcases. We need ... shoes. We don't need to take... boots. We need ... dresses and ... trousers, also ... shirts and blouses. We don't need ... jumpers or gloves. We don't need ... warm clothes at all. We need ... jeans and we need ... money, of course.

4. Complete the sentences with *a, an, some, any*.

1. Can I have ... apple, please? 2. I need ... water. I'm thirsty. 3. Did you buy... newspapers today? 4. I'd like... cream in my coffee, please. 5. Do you want... tea? 6. I've got... terrible headache. 7. Have you got ... luggage in the car? 8. I need ... new furniture for this room. 9. I haven't got ... pen. 10. Just a moment. I'll get ... paper and write this down.

much, many, a lot of, a little, a few, enough

5. What questions do they ask customers in these places?

- | | |
|---------------------|--------------|
| 1. a post office | 2. a theatre |
| 3. a flower shop | 4. a bank |
| 5. a petrol station | 6. a baker's |

Find one question for each place.

How much

How many

bread
tickets
stamps
money
petrol
roses

do you want?

1. How many stamps do you want?
2. _____
3. _____
4. _____
5. _____
6. _____

6. Complete the sentences with *much* or *many*.

1. There isn't ... money in the pocket. 2. There aren't ... pears in the basket. 3. There are ... grapes on the bunch. 4. There are ... hamburgers on the plate. 5. There isn't ... jam on the plate.

7. Complete the sentences with *some*, *any*, *much*, *many*, *a lot of*.

1. There are so ... clouds in the sky. 2. We haven't got... homework today. 3. Ann hasn't got ... money. 4. There aren't ... taxis in the street. 5. Are there ... bananas on the trees? 6. Jack spends ... money at the restaurant. 7. Have you got ... cheese in the fridge? 8. Are there ... people on the beach? 9. We are late. We haven't ... time.

8. Add *some*, *any*, *how much*, *how many*.

Dan and Mary are making a shopping list.

D.: Have we got ... cheese?

M.: Yes, we've got

D.: ... cheese have we got.

M.: One slice.

D.: We haven't got ... scones and there aren't ... chips. Shall we buy ...?

M.: OK. We'll get ... scones and ... chips.

D.: What about potatoes? Are there ... potatoes?

M.: Yes, there are

D.: Is there ... rice?

M.: No, there isn't ... rice. We've got to buy

D.: ... rice do we need?

M.: Two packets.

D.: Have we got ... milk?

M.: No, we've got to buy

D.: ... cartons of milk?

M.: Four cartons.

9. Add *some*, *any*, *much*, *many*.

1. There is ... milk in the glass. 2. There are very ... apples in the bag but there aren't ... pears. 3. There are ... tomatoes in the fridge. 4. How ... sugar is there in the sugar-bowl? There isn't very 5. Is there ... butter in the fridge? - No, there isn't ...

butter in it. 6. How ... eggs are there in the fridge? There aren't ... but there is very ... cheese in it. 7. Are there ... bananas on the table? – Yes, there are ... bananas on it.

10. Choose the most suitable expression: *how much; how many; too much; too many; not much; not many.*

1. They've got ... oranges this year. – They don't know where to put them all. 2. ... people were there at seven o'clock, but at ten the restaurant was full. 3. We can have dinner or just have a snack –... time have we got? 4. There's ... snow in the mountains last year. – Not enough for good skiing. 5. We'd like to go on holiday, but we've got ... work. 6. ... people were there at the meeting on Friday? 7. There's ... bread. – Could you buy some? 8. It was difficult to see the Queen; there were ... people. 9. ... lessons do you have at school every day? 10. There were ... buses from the village to the city last year.

11. Choose the most suitable expression: *a few; a little; any; enough; how many; how much; no; some; too; too much.*

1. Let's have a rest for ... minutes. 2. There isn't ... soup for four people. 3. This coffee isn't sweet ..., and there isn't ... milk. 4. We need ... time to come to the conclusion. 5. Could I have just ... more sugar? 6. ... hobbies do you have? 7. There hasn't been ... snow this year. 8. ... money do you need? 9. There are ... cars from our town on Sundays.

УЭ-7

Review of quantity

(Повторение слов, обозначающих количество)

1. Which sentences can you complete with:

- A countable noun (C) eg eggs?
- An uncountable noun (U) eg rice?
- A countable noun or an uncountable noun (C or U)?

1. We've got some C or U_____.
2. We haven't got any _____.
3. We've got no _____.
4. How many _____ are there?
5. How much _____ is there?

6. We've got a lot of _____.
7. There is a little _____.
8. There are a few _____.
9. We've got enough _____.

2. Put in *a, an* or *some*, where necessary.

... tea	... elephant	... hour	... box
... house	... onions	... cup	... egg
... plates	... salt	... eye	... uncle
... blouse	... farmers	... pepper	... house
... water	... money	... milk	... orange

3. There are mistakes in some of these sentences. Find the mistakes and correct them.

1. Have you got any brothers or sisters? ✓
2. Look! I've got ~~any~~^{some} new shoes.
3. I can't make lunch. We haven't got some food.
4. I'm thirsty. Could I have any water, please?
5. Are you thirsty? Would you like some water?
6. We can't go to the concert. We've got any tickets.
7. We can't sit down. There aren't no chairs.

4. Two of these sentences are not usual in spoken English. Tick (✓) the sentences. Write what we normally say.

1. We haven't got much food.
2. Are there many chairs in the room?
3. We've got much food.
4. We've got too much food.
5. There are too many chairs in the room.
6. There are many chairs in the room.
7. Have we got much food?
8. There aren't many chairs in the room.

5. Choose the correct answer.

1. We've got ~~a lot of~~ / *a little* petrol, but not much.
2. I've got *a lot of* / *a few* stamps, but not many.
3. He's very rich. He's got *a little* / *a lot* of money.
4. I can't go out this evening. I've got *enough* / *too many* things to do.
5. I can't drink this coffee. There's *enough* / *too much* sugar in it.

6. We can't all get into the car. There isn't *enough* / *too much* room.

6. Make up questions with how much, how many.

Example: sugar. – How much sugar have you got?

- | | | |
|--------------|-------------|----------------|
| 1. tables. – | 4. cats. – | 7. trousers. – |
| 2. dogs. – | 5. jam. – | 8. lemonade. – |
| 3. meat. – | 6. women. – | 9. butter. – |

УЭ-8

PROGRESS TESTS

(ИТОГОВЫЕ ТЕСТЫ)

Test I (уровень знаний 3)

1. Put in *a/an*, the where necessary.

1. This is ... address book.

- a) a b) an c) the d) –

2. Open your ... exercise-books.

- a) a b) an c) the d) –

3. Steve is ... actor in the theatre.

- a) a b) an c) the d) –

4. She plays ... violin.

- a) a b) an c) the d) –

5. Lisbon is ... capital of Portugal.

- a) a b) an c) the d) –

6. I arrive at ... airport just on time.

- a) a b) an c) the d) –

7. Have you been to ... Acropolis?

- a) a b) an c) the d) –

8. ... Kremlin is the heart of ... Moscow.

- a) A b) An c) The d) –

9. Can you play ... guitar?

- a) a b) an c) the d) –

10. ... London stands on ... Thames.

- a) A b) An c) The d) –

11. ... lake Baikal is the largest lake in the world.

- a) A b) An c) The d) –

12. Dickens' father was sent to ... prison for debts.

- a) a b) an c) the d) –
13. She goes to ... school.
- a) a b) an c) the d) –
14. ... Everest is the highest mountain.
- a) A b) An c) The d) –
15. Where is... Mississippi river?
- a) a b) an c) the d) –
16. Do you want to go to... theatre with us?
- a) a b) an c) the d) –
17. What is ... capital of Italy?
- a) a b) an c) the d) –
18. Is Paris in ... United Kingdom?
- a) a b) an c) the d)–
19. He has got ... camera.
- a) a b) an c) the d) –
20. We go to ... beach in summer.
- a) a b) an c) the d) –
21. Christopher Columbus crossed ... Atlantic Ocean.
- a) a b) an c) the d) –
22. He plays ... tennis.
- a) a b) an c) the d) –
23. My father isn't at ... home.
- a) a b) an c) the d) –
24. Paula comes from ... Canada.
- a) a b) an c) the d) –
25. He lives in ... Colorado.
- a) a b) an c) the d) –
26. Mr Green visited ... Tower of London.
- a) a b) an c) the d) –
27. New York is in ... USA.
- a) a b) an c) the d) –
28. Australia is ... interesting country.
- a) a b) an c) the d) –
29. ... Hyde Park is the place you should visit in London.
- a) A b) An c) The d) –
30. ... Professor Petrov made a report.
- a) A b) An c) The d) –
31. Would you like ... glass of Pepsi?
- a) a b) an c) the d) –
32. He is ... radio operator.
- a) a b) an c) the d) –
33. There is ... cat on the sofa.

- a) A b) An c) The d) –
34. ... Alps are in ,.. Europe.
- a) A b) An c) The d) –
35. ... Paula is absent today.
- a) A b) An c) The d) –
36. There are many stars in ... sky.
- a) a b) an c) the d) –
37. We like to spend our vacations on ... Volga.
- a) a b) an c) the d) –
38. Will you go to ... Mediterranean this summer?
- a) a b) an c) the d) –
39. In London we stayed at ... Hilton Hotel.
- a) a b) an c) the d) –
40. ... girl by the window is my sister.
- a) A b) An c) The d) –
41. Jane has got ... orange.
- a) a b) an c) the d) –
42. Open ... door, please!
- a) a b) an c) the d) –
43. Pass me ... bread, please.
- a) a b) an c) the d) –
44. ... sun is shining brightly today.
- a) A b) An c) The d) –
45. ... Saturday is my day off.
- a) A b) An c) The d) –
46. I have ... lunch at 1 p.m.
- a) a b) an c) the d) –
47. Last week I bought ... car.
- a) a b) an c) the d) –

2. Choose the correct variant.

Much, Many или A lot Of, A little, etc.?

1. I think there are too ... soap operas on TV.
a) much b) many
2. How ... money is in the wallet?
a) much b) many
3. There are too ... people on the bus.
a) much b) many
4. How ... are the pens?
a) much b) many
5. How ... apples do we need for a cake?

- a) much b) many
6. How ... children has she got?
a) much b) many
7. She hasn't got ... washing powder.
a) much b) many c) a lot of
8. Have you got ... friends?
a) many b) much c) a lot of
9. There are ... people in the room.
a) much b) a little c) a lot of
10. Can I have ... sugar, please/
a) a few b) a little c) little
11. How ... oranges are there on the table?
a) many b) a few c) much
12. How ... money has Fred got?
a) many b) little c) much
13. There are ... monkeys in the Zoo.
a) much b) a few c) a little
14. There are ... chairs in the room.
a) a little b) much c) a few

Some, A, Any или No?

15. There are ... biscuits in the cupboard. Can you give me one?
a) some b) any c) no
16. Have we got ... apples in the fridge?
a) some b) any c) no
17. Can I have ... ice-cream?
a) some b) any c) no
18. We've got ... bananas. Can you go and buy some?
a) some b) any c) no
19. We need ... salt.
a) some b) any c) no
20. We haven't got ... eggs.
a) some b) any c) no
21. There isn't ... cheese in the fridge.
a) some b) any c) no
22. I'd like ... milk and sugar in my coffee, please.
a) some b) any c) no
23. Can you give me... orange juice?

- a) some b) any c) no
 24. Please give me ... apples.
 a) some b) any c) no
 25. There is ... milk in the jar.
 a) a b) no c) any
 26. Are there ... biscuits left?
 a) no b) any c) some
 27. We need ... bread.
 a) a b) some c) any
 28. Have we got ...eggs?
 a) any b) some c) a
 29. There are ... apples left in the fridge.
 a) any b) some c) a
 30. We haven't got ... milk. We finished it last night.
 a) no b) some c) any
 31. I suppose we haven't got ... sugar either.
 a) no b) some c) any
 32. I want to make ... cakes.
 a) some b) any c) no
 33. There is ... meat. We need to buy
 a) some b) any c) no
 34. I haven't got... paper to write on.
 a) any b) some c) no
 35. I'll buy ... paper when I go to the shops.
 a) any b) some c) a
 36. I don't have ... time today. Sorry!
 a) some b) any c) no

Test II (уровень знаний 4)

1. Use the proper form of the nouns.

1. Both my (brother – in – law) work in a bank which is situated on the (outskirt / outskirts) of town.
2. Look! Two (aircraft) are flying in the dark sky.
3. My (grandmother) favourite TV series (be) 'Santa Barbara'.
4. When (be) the latest news on TV? –(It, they) (be) at 9 a.m.
5. Two kilometers (be) a long way to go on foot.
6. The police (be) after the escaped prisoners.

7. Oh dear. Measles (be) quite a serious illness.
8. My (sister – in law) family is not very large.
9. Cambridge University was exclusively for (man) until 1871 when the first (woman) college was open.

2. Fill in the articles where necessary.

Wales is _____(1) country that has kept a lot of traditions. It is the country that has _____(2) reputation for _____(3) music and _____(4) songs. One of _____(5) most important musical events in Wales is the World Harp (Aphfa) Festival. If you enjoy _____(6) sport, Wales is definitely _____(7) very place to visit. _____(8) countryside in Wales is very beautiful. It is _____(9) very green country and this beauty attracts many tourists, especially _____(10) nature lovers. There are many words in _____(11) Old Welsh language that mean 'green' in _____(12) same way as _____(13) Eskimos have lots of different words for _____(14) 'show'.

**ЛИСТОК КОНТРОЛЯ
(KEYS)**

УЧЕБНЫЙ МОДУЛЬ №1

**NOUNS AND ARTICLES
(Существительные и артикли)**

QUANTITY

(Слова, обозначающие количество)

УЭ-1

Entry Test

(Входной тест)

I.

- | | | |
|------|------|-------|
| 1. c | 5. a | 9. b |
| 2. b | 6. c | 10. c |
| 3. d | 7. b | 11. c |
| 4. c | 8. b | 12. c |

II.

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

III.

- | | |
|-------------|-------------|
| 1. men | 8. leaves |
| 2. children | 9. wolves |
| 3. mice | 10. shelves |
| 4. feet | 11. scarves |
| 5. women | 12. knives |
| 6. geese | 13. loaves |
| 7. teeth | 14. thieves |

IV.

1. your sister's birthday
2. the colour of this coat
3. the top of the page.
4. Jill's address
5. the cause of the accident

Y9-2

Singular and plural nouns

1.

- | | | |
|------------|------------|-------------|
| 1. chairs | 7. pens | 13. cities |
| 2. cups | 8. beds | 14. offices |
| 3. glasses | 9. dogs | 15. desks |
| 4. books | 10. rooms | 16. boxes |
| 5. watches | 11. knives | |
| 6. flats | 12. dishes | |

2.

Speaking practice

3.

/iz/	/z/	/s/
glasses	chairs	cups
watches	pens	books
dishes	beds	flats
offices	dogs	desks
boxes	rooms	
	knives	
	cities	

4. **A.** Five trees, three cats, six frogs, two birds, four stars, two pigs, four cows, three rabbits, two dolls, seven balls; **B.** Three men, four policemen, five mice, two feet, three women, six children, seven geese, nine oxen, ten sheep, two fish; four deer; **C.** Four glasses, six buses, seven boys, eight sheep, six hands, four dresses, two mice, three watches, two houses

5. **A.** Two foxes, two benches, two dresses, two witches; **B.** Three toys, two ladies, four babies, two families, five diaries, four flies; **C.** Two leaves, two loaves, two wolves, two thieves, two knives

6.

<i>-s</i>	<i>-es</i>	<i>-ies</i>	<i>-ves</i>
bananas	tomatoes	parties	leaves
rooms	sandwiches	ladies	knives
days	buses	stories	
roofs	classes	flies	
boys	dishes	cities	
photos	benches		
parrots	brushes		
cameras	boxes		

7. 1. countries; 2. stories, jokes; 3. boys, sportsmen; 4. boxes, chocolate; 5. knives, matches, children; 6. wolves, foxes, forests; 7. brushes, shelves

A, an**8.**

a	an
a teacher	an architect
a mechanic	an artist
a nurse	an engineer
a housewife	
a singer	
a doctor	
a fireman	

9.

- | | | |
|-----------------|----------------|---------------|
| 1. a car | 4. a pen | 7. one ticket |
| 2. one sister | 5. one bedroom | |
| 3. an architect | 6. a key | |

10.**a)**

a	an	a	a	an
a	an	a	a	a
an	a	a	a	an
a	an	a	a	an
an	a	an	a	a

b)

a	a	an
a	a	a
an	an	a
a	an	a

11.

a	a	a	an
an	a	a	an
a	an	an	a
a	an	a	

YƏ-3

Possessive's

1.

- | | |
|--------------------|------------------------|
| 1. my sister's car | 6. Doris's TV |
| 2. Nick's mother | 7. Bruce's book |
| 3. Liz's family | 8. Tom's wife |
| 4. Mike's school | 9. the children's beds |
| 5. Kurt's office | 10. my parents' house |

2.

- /iz/ Liz's, Doris's, Bruce's
/z/ my sister's, Tom's, the children's
/s/ Nick's, Mike's, Kurt's, my parents'

3.

1. What is your teacher's name?
2. What is the name of your school?
3. When is your teacher's birthday?
4. Who is your teacher's favourite actor?
5. When is the start of the next school holiday?
6. What is the name of your home town?
7. What is the number of your house?

4. 1. These are the girls' ribbons. They are their ribbons. They are theirs, etc.

Countable and uncountable nouns

5.

- | | | | |
|---------|----------|---------|----------|
| 1. is a | 3. are | 5. are | 7. is |
| 2. is | 4. is an | 6. is a | 8. is an |

6.

1. ✓
2. I've got some *information*.
3. We've got *some* bread. *Or* We've got bread. *Or* We've got a *loaf* of bread.
4. ✓
5. *Furniture* is expensive.
6. Your *hair* is lovely today.
7. ✓
8. *Is the spaghetti* cooked?

7.

<i>a</i>	<i>an</i>	<i>some</i>
paper (газета), box, folk, dish, caй, carton, cup, bottle	orange, apricot, egg	bread, cheese, jam, milk, lemonade, tea, wine, Coca-Cola, butter, coffee, meat, sugar, money, water, wood, paper (бумага)

8. A bottle of water; a glass of tea; a cup of coffee; a loaf of bread; a slice of cheese; a packet of chips; a jar of jam; a can of Coke; a bowl of sugar; a carton of milk; a kilo of meat.

9.

uncountable	countable
bread, water, cheese, sugar, meat, beer, wine, money, glass (стекло), tea, milk	lemon, woman, room, bottle, boy, table, dog, glass (стакан), girl, car

10.

countable		uncountable and plurals
<i>a</i>	<i>an</i>	<i>some</i>
peach, melon, T-shirt, loaf, morning, carrot, camera, ring, cafe, dress, glass (стакан), goose	orange	matches, grapes, lemonade, milk, sugar, oranges, money, hair, honey, cheese, coffee, soap, rice, sugar, meat, glass (стекло), eggs, water, bread, chocolate, flowers

11 A bottle of mineral water; a glass of tea; a jug of water; a cup of milk; a packet of tissues; a jar of honey; a loaf of bread; a slice of cheese; a carton of juice; a bowl of onion soup; a kilo of potatoes; a piece of meat; a bar of chocolate; a bunch of grapes; a can of Coke; a tin of crisps; a tube of toothpaste; a pair of gloves; a dozen of eggs; a box of matches; a basket of apples; a head of cabbage.

УЭ-4**a, an, the****1.**

1. a) The shower
b) a shower
2. a) a garden
b) the garden

3. a) the poster
b) a poster
4. a) a woman
b) the woman

Talking in general

(общее понятие)

2.

1. Do you like computer games?
2. Do you like discos?
3. Do you like housework?
4. Do you like classical music?
5. Do you like basketball?
6. Do you like heavy metal music?

3.

- | | | | |
|------|------|------|------|
| 1. G | 2. P | 3. G | 4. P |
| 5. G | 6. G | 7. G | 8. G |

4.

- | | |
|---------------------|--------------------------|
| 1. a) Sugar | 3. a) bread |
| b) The sugar | b) the bread |
| 2. a) the elephants | 4. a) the English people |
| b) Elephants | b) English people |

Proper nouns

(Имена собственные)

5.

- | | | | |
|--------|---------|---------|---------|
| 1. the | 6. / | 11. / | 16. the |
| 2. / | 7. the | 12. the | 17. / |
| 3. the | 8. / | 13. / | 18. the |
| 4. / | 9. the | 14. the | 19. / |
| 5. / | 10. the | 15. / | 20. the |

6.

1. *Countries*

Spain, Japan, the United States

2. *Continents*

Asia, Europe, Africa

3. *Capital cities*

Athens, Tokyo, Berne

4. *Oceans*

the Pacific, the Atlantic, the Indian Ocean

5. *Seas*

the Caribbean, the Aegean, the Mediterranean

6. *Rivers*

the Rhine, the Danube, the Nile

7. *Museums*

the Louvre, the Prado, the Uffizi

8. *Famous hotels*

the Ritz, the Hilton, the Waldorf Astoria

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

8.

the Atlantic Ocean	Africa	North America
the Phillipines	Japan	Stockholm
Norway	Sweden	the United Arab Emirates
China	Venezuela	the Andes
the United Kingdom	the Indian Ocean	the Volga
the Baikal	the English Channel	the French Sea
Budapest	the Mediterranean	the Danube
the Suez Canal	the south of Spain	Lake Constance
the Rhine	Lake Superior	Sicily
New York	the Netherlands	the Canary Islands
the British Isles	the Red Sea	

Expressions with and without the(Выражения с *the* и без *the*.)**9.**

1. TV	5. the cinema	9. church
2. the sea	6. the sun	10. university
3. breakfast	7. hospital	11. the violin
4. bed	8. the radio	12. foot

10.

1. the	6. the; the	11. the; the
2. /	7. the	12. /
3. /; /	8. the	
4. /	9. /; /	
5. /	10. the	

УЭ-5**Review of nouns and articles**

(Повторение существительных и артиклей)

1.

SINGULAR	PLURAL	UNCOUNTABLE
car	tomatoes	bread
umbrella	houses	music
book	men	money

2.

1. a car	5. is
2. an umbrella	6. are
3. tomatoes or some tomatoes	7. is
4. bread or some bread	

3.

1. a) a house
b) The house
c) Houses
2. a) Money
b) the money
3. a) the teacher
b) Teachers
c) a teacher

4. a) beds
b) The bed
c) a bed
5. a) Salt
b) the salt
6. a) a car
b) The car
c) cars

4.

Example answers:

's

Mike's camera

Diana's car

The cat's ears

We normally use 's for people and animals.

We normally use of ... for things.

of...

the name of my school

the end of the holiday

the number of the house

5.

without the

cities

countries

days

languages

months

people

streets

city + building

with the

cinema

hotels

museums

oceans

rivers

seas

theatres

of...

Example names:

– Tokyo, Dallas

– Italy, China

– Monday, Tuesday

– English, French

– January, February

– Diana, Tom

– Madison Avenue

– London Airport

Example names:

– the Odeon Cinema

– the Plaza, the Ritz

– the Prado, the Louvre

– the Atlantic, the Pacific

– the Seine, the Danube

– the Caribbean, the Black Sea

– the Shakespeare Theatre

– the University of Rome

УЭ-6

Quantity

(Слова, обозначающие количество)

some, any, no

1.

1. There's no news.
2. We haven't got any pens.
3. He's got no time.
4. There aren't any chairs.
5. I haven't got any bread.

2. 1. Some; 2. any; 3. an; 4. any; 5. any; 6. some; 7. a; 8. any; 9. some; 10. any; 11. some; 12. any; 13. an; 14. any; 15. some, any

3.

A. 1. Any; 2. any; 3. any; 4. any; 5. any; 6. some; 7. some; 8. some; 9. any; 10. any

B. Some; any; some; some; some; any; any; some; some

4. 1. An; 2. some; 3. any; 4. some; 5. some; 6. a; 7. any; 8. some; 9. a; 10. some

Much, many, a lot of, a little, a few, enough

5.

1. How many stamps do you want?
2. How many tickets do you want?
3. How many roses do you want?
4. How much money do you want?
5. How much petrol do you want?
6. How much bread do you want?

6. 1. Much; 2. many; 3. many; 4. many; 5. much

7. 1. Many; 2. much; 3. any; 4. any; 5. any; 6. a lot of; 7. much; 8. any; 9. much/any

8. Any; some; how much; any; any; some; some; some; any; some; any; any; some; how much; any; some; how many

9. 1. some; 2. many, any; 3. some; 4. much, much; 5. any, any; 6. many, any, much; 7. any, some

10. 1. too many; 2. Not many; 3. how much; 4. not much; 5. too much; 6. How many; 7. not much; 8. too many; 9. How many; 10. too many

11. 1. a few/some; 2. any/enough; 3. enough, any; 4. a little/some; 5. some/a little; 6. How many; 7. enough/too much; 8. How much; 9. a few/enough/some

УЭ-7

Review of quantity

(Повторение слов, обозначающих количество)

1.

1. C or U	3. C or U	5. U	7. U	9. C or U
2. C or U	4. C	6. C or U	8. C	

2.

some	an	an	a
a	–	a	an
–	some	an	an
a	–	some	a
some	some	some	an

3.

1. /

2. Look! I've got *some* new shoes.

3. I can't make lunch. We haven't got *any* food.

4. I'm thirsty. Could I have *some* water, please?

5. /

6. We can't go to the concert. We've got *no* tickets. *or* We *haven't got* any tickets.

7. We can't sit down. There aren't *any* chairs. *or* There *are* no chairs.

4.

3. ✓ 6. ✓

We normally say:

3. We've got *a lot of* food.

6. There are *a lot of* chairs in the room.

5.

- | | | |
|-------------|-------------|-------------|
| 1. a little | 3. a lot of | 5. too much |
| 2. a few | 4. too many | 6. enough |

6. 1. How many tables have you got? 2. How many dogs have you got? 3. How much meat have you got? 4. How many cats have you got? 5. How much jam have you got? 6. How many women have you got? 7. How many trousers have you got? 8. How much lemonade have you got? 9. How much butter have you got.

УЭ-8

Progress tests

(ИТОГОВЫЕ ТЕСТЫ)

Test I (уровень знаний 3)

1.

- | | | | | |
|----------|-------|-------|---------|-------|
| 1. b | 11. d | 21. c | 31. a | 41. b |
| 2. d | 12. d | 22. d | 32. a | 42. c |
| 3. b | 13. d | 23. d | 33. a | 43. c |
| 4. c | 14. d | 24. d | 34. c/d | 44. c |
| 5. c | 15. c | 25. d | 35. d | 45. d |
| 6. c | 16. c | 26. c | 36. c | 46. d |
| 7. c | 17. c | 27. c | 37. c | 47. a |
| 8. c, d | 18. c | 28. b | 38. c | |
| 9. c | 19. a | 29. d | 39. c | |
| 10. d, c | 20. c | 30. d | 40. c | |

2.

- | | | | |
|------|-------|-------|----------|
| 1. b | 10. b | 19. a | 28. a |
| 2. a | 11. a | 20. b | 29. b |
| 3. b | 12. c | 21. b | 30. c |
| 4. a | 13. b | 22. a | 31. c |
| 5. b | 14. c | 23. a | 32. a |
| 6. b | 15. a | 24. a | 33. c, a |
| 7. a | 16. b | 25. b | 34. a |
| 8. a | 17. a | 26. b | 35. b |
| 9. c | 18. c | 27. b | 36. b |

Test II (уровень знаний 4)

1.

1. brothers – in – law, outskirts
2. aircraft
3. grandmother's is (was)

- 4. is, it, is
- 5. is
- 6. are
- 7. is
- 8. my sister – in law's
- 9. men, women's

2.

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

СХЕМА УРОВНЯ ЗНАНИЙ

Уровень обученности	Задания	Критерии оценок	
		% правильных ответов	оценка
II (понимание)	1. Entry Test (входной контроль) 2. Exercises (упражнения)	100 – 96	10 – 9
		95 – 91	8
		90 – 86	7
		85 – 81	6
		80 – 76	5
		75 – 71	4
		70 – 66	3
		65 – 61	1 – 2
	60 и менее	0	
III (применение)	1. Exercises (Review) 2. Progress test I (итоговый контроль)	100 – 96	10 – 9
		95 – 91	8
		90 – 86	7
		85 – 81	6
		80 – 76	5
		75 – 71	4
		70 – 66	3
		65 – 61	1 – 2
	60 и менее	0	
IV (обобщение, систематизация)	1. Progress Test II	100 – 96	10 – 9
		95 – 91	8
		90 – 86	7
		85 – 81	6
		80 – 76	5
		75 – 71	4
		70 – 66	3
		65 – 61	1 – 2
	60 и менее	0	

УЧЕБНЫЙ МОДУЛЬ №2

PRONOUNS (Местоимения)

Номер УЭ	Учебный материал с указанием заданий (упражнения к учебным элементам модуля)	Управление обучением (дополнительная литература)
УЭ-0	<p>Интегрирующая цель:</p> <ol style="list-style-type: none">1. сформировать грамматические навыки образования и употребления притяжательных и возвратных местоимений (possessive adjectives, possessive and reflexive pronouns);2. Сформировать умения в употреблении местоимений, выступающих в роли подлежащего и дополнения (subject pronouns, object pronouns) в письменной и устной речи	
УЭ-1	<p>Входной контроль</p> <p>Цель:</p> <p>проверить уровень сформированности умений в употреблении притяжательных и возвратных местоимений, местоимений, выступающих в роли подлежащего и дополнения.</p> <ol style="list-style-type: none">1. Ознакомьтесь с объяснениями основных грамматических положений данного модуля.2. Выполните входной тест (Entry Test).3. Проверьте правильность выполнения теста по листку контроля. Проанализируйте ошибки.4. Оцените свою работу по схеме уровня знаний	<p>Изучите теоретические положения в учебном пособии: Карпышева М.Н., Янушков В.Н. Практическая грамматика английского языка. См. стр. 30 – 36</p>
УЭ-2	<p>Цель:</p> <p>совершенствовать грамматические навыки образования и употребления притяжательных местоимений и местоимений, выступающих в роли подлежащего; сформировать умения в употреблении притяжательных местоимений в письменной и устной речи</p>	

	<ol style="list-style-type: none"> 1. Вспомните, на какие группы делятся местоимения по своему значению? 2. Какие местоимения выступают в роли подлежащего? (subject pronouns) 3. Выполнить упражнения 1, 2, 3. 4. Проверьте правильность выполнения упражнений по листку контроля и оцените работу по схеме уровня знаний. 5. Вспомните, перед какой частью речи употребляется первая форма притяжательных местоимений (possessive adjective). 6. Выполните упражнения 4а, 4б. 7. Выполните упражнения 5, 6, 7. 8. Проверьте правильность выполнения упражнения по листку контроля и оцените работу по схеме уровня знаний 	<p>Изучите теоретические положения в учебном пособии: Карпышева М.Н., Янушков В.Н. Практическая грамматика английского языка. См. стр. 30</p> <p>См. стр.32 – 33</p> <p>Работайте устно в группах Работайте письменно</p>
УЭ-3	<p>Цель: формирование умений в употреблении местоимений, выступающих в роли дополнения (object pronouns) в письменной и устной речи в рамках темы: «Моя визитная карточка». Формирование умений в употреблении притяжательных местоимений (possessive pronouns) и возвратных местоимений (reflexive pronouns).</p> <ol style="list-style-type: none"> 1. Вспомните, какие местоимения выступают в роли дополнения. 2. Выполните упражнения 1а, 1б. 3. Выполните упражнения 2, 3. 4. Проконтролируйте выполнение по листку контроля и оцените работу по схеме уровня знаний. 5. Вспомните, как употребляется вторая форма притяжательных местоимений (possessive pronouns). 6. Выполните упражнения 4, 5, 6. 7. Проконтролируйте и оцените работу. 	<p>Изучите теоретические положения в учебном пособии: Карпышева М.Н., Янушков В.Н. Практическая грамматика английского языка. См. стр. 30 – 31</p> <p>Озвучьте написанное вами письмо. Работайте в парах</p> <p>См. стр. 33 – 34</p>

	<p>8. Вспомните, как различаются возвратные местоимения в английском языке.</p> <p>9. Выполните упражнения 7, 8, 9, 10.</p> <p>10. Проверьте правильность выполнения упражнений по листку контроля и оцените работу по схеме уровня знаний</p>	См. стр. 36 – 37
УЭ-4	<p>Цель: осуществить итоговый контроль сформированности грамматических навыков образования и употребления притяжательных и возвратных местоимений, выступающих в роли подлежащего и дополнения.</p> <p>1. Выполните итоговый тест I.</p> <p>2. Проверьте правильность выполнения и оцените работу по листку контроля и схеме уровня знаний.</p> <p>3. Выполните итоговый тест II.</p> <p>4. Проверьте правильность выполнения по листку контроля и оцените уровень знаний по схеме</p>	Работайте письменно самостоятельно

УЭ-1

УПРАЖНЕНИЯ К УЧЕБНЫМ ЭЛЕМЕНТАМ МОДУЛЯ №2

Основные грамматические понятия данного модуля

subject	см. Subject
possessive adjective	притяжательные прилагательные это: my, your, his, her, its, our, their
possessive pronoun	притяжательные местоимения это: mine, yours, his, hers, ours, theirs
pronoun	he, she, ours, them. Мы используем местоимения вместо существительных
reflexive pronoun	возвратные местоимения это: myself, yourself, himself, itself, ourselves, yourselves, themselves

subject

В предложении Sue saw the man, Sue является подлежащим (subject), а the man является дополнением (object)

ENTRY TEST

(Входной тест)

Add the appropriate pronouns.

1. – Does this dog belong to you and ... sister?
– Yes, it's It belongs to ... both.
– What does it want?
– It wants ... dinner.
2. – Has Sandy got a camera?
– Yes, this is He got ... last week.
– Do the films belong to Sandy and Pauline?
– Yes, they are All the films belong to

УЭ-2

Subject pronouns

(Местоимения, выступающие в роли подлежащего)

1. Add he, she, it, we, or they.

1. Judy is very nice. She's my best friend.
2. Judy and I aren't English. _____'re from Sydney.
3. Sydney is a beautiful city. _____'s in the south – east of Australia.
4. Paul is my brother. _____'s 25 years old.
5. Paul and Emma are married. _____'ve got two children.
6. Emma is 22 years old. _____'s a nurse in a hospital.

2. Complete the sentences with subject pronouns eg I, you, he.

1. Frank isn't English. _____'s American.
2. Diana isn't at home. _____'s at work.
3. My name is Mike. _____'m a student.
4. My friend and I are French. _____'re from Paris.
5. What's your name? Where are _____ from?
6. Sue and Bob are married. _____'ve got two children.
7. Where are my keys? _____'re on the table.
8. Where is Saint Sofia? _____'s in Istanbul.

3. Re-write the sentences. Use subject pronouns.

1. Ben is from London. 2. Youcef is from Algiers. 3. Mr and Mrs Snowdon aren't from Scotland. 4. Hans is a driver. 5. Brenda is a teacher. 6. Tatiana and her sister live in Moscow. 7. John and I are good friends. 8. Josh speaks English very well. 9. My sister and I are twins. 10. Jonathan comes from England.

Possessive adjectives

(Притяжательные прилагательные)

4. What is Mary Adams saying? Add my, your, his, her, our or their.

A. My (1) first name is Marry. ____ (2) family name is Adams. What about you? What's ____ (3) first name? And what's ____ (4) family name? I'm married. I've got a husband. ____ (5) name is Arthur. We've got one son and one daughter. ____ (6) son is 20. ____ (7) name is Nick. ____ (8) daughter is 25. ____ (9) name is Emily. Emily is married. ____ (10) husband's name is Bruce. Emily and Bruce have got two children. ____ (11) names are Ken and Eva.

B. Make up a similar story about your uncle or aunt.

5. Put in possessive adjectives.

1. - What's ... name? - Jim Sanders. 2. - What's ... name? - Jane Smith. 3. - What are ... names? - Jack and Tom. 4. - What's ... name? - My name is Mary. 5. - What is the dog's name? - ... name is Black. 6. - What are your names? - ... names are Dick and John.

6. Add possessive adjectives.

1. This is Mr Simpson. And this is ... daughter.
2. This is Mr White. And this is ... wife.
3. This is Ivan. And these are ... children.
4. My name is Ann. And these are ... parents.
5. These are Tom and Jack. And these are ... sisters.
6. This is my dog. And this is ... house.
7. This is Mary. And this is ... doll.
8. This is Brian. And this is ... car.
9. We are sisters. These are ... mother.

7. Re-write the sentences.

1. I have a big dog in my house. (*She*)
2. I wash my hands and face in the morning. (*He*)
3. I go to the cinema with my friends. (*They*)
4. I play football with my brother. (*He*)
5. I do my homework in the evening. (*We*)
6. I help my mother. (*They*)
7. I clean my room every weekend. (*You*)
8. I drink my milk in the morning. (*The cat*)
9. I often write letters to my granny. (*We*)
10. I have my breakfast at seven thirty. (*She*)

УЭ-3

Object pronouns

(Местоимения, выступающие в роли дополнения)

1. Complete the pen letter. Add *me, you, him, her, it, us, or them*.

A. Dear Tommy.

I'm 16 years old. That's _____(1) in the photo. I'm a student at Manchester College.

I live at home with my family. I've got one brother and one sister. My sister's name is Tina. She's very nice. Everyone likes _____(2). My brother's name is Dennis. He's sometimes horrible, but I like _____(3). My grandmother also lives at home with _____(4).

I'm interested in music. I play the guitar, but I can't play _____(5) very well. My favourite group at the moment are UZ. I like _____(6) very much. What about _____(7)? What kind of music do you like?

Please write to _____(8) again soon.

With best wishes,

Mike.

B. Write the similar pen letter about yourself.

2. Choose the correct word.

1. Look! There is Diana. Can you see ____ (she/her)?
2. Tony isn't at home. ____ (He/Him) is at work.
3. Who is that man? Do you know - (he/him)?

4. Can you give – (I/me) your address?
5. Where are my keys? Have you got ____ (they/them)?
6. Our friends are late. ____ (We/Us) are waiting for ____ (they/them).

3. Put in *it, them, her, him*.

1. Your hands are dirty. Wash ... please.
2. Emma is cleaning the car. Help ... please.
3. My little brother is hungry. Give ... something.
4. I've got a bike and I can ride
5. Beth and All are in the yard. Can you see ... ?
6. Emma, is swimming in the pool. Look at
7. Have you got my socks? I can't find
8. I want my hat. Have you seen ...?
9. Take some bread and put ... on the table.
10. Wash apples and eat
11. A girl is crying. Calm ... down.
12. I have some cakes. Would you like to try ...?
13. I have an extra pen. You can take

Possessive pronouns

(Притяжательные местоимения)

4. Re-write the sentences. Use possessive pronouns.

Example: The cat belongs to me. – This is my cat. The cat is mine.

1. The pencils belong to Jane. –
2. The book belongs to me. –
3. The pen belongs to Jack. –
4. The car belongs to you. –
5. These photographs belong to you and me. –
6. These flowers belong to you and your mother. –
7. The house belongs to Mr and Mrs Long. –

5. Choose the correct word.

1. This bag isn't ____ (my/mine).
2. Is Sue with ____ (her/hers) brother?
3. My name is Arthur. What's ____ (your/yours)?
4. That isn't ____ (your/yours) book.
5. Bob and Ann are having ____ (their/theirs) breakfast.
6. Your children are older than ____ (our/ours).

6. Choose the correct pronoun.

1. Mark is (*their/theirs*) cousin.
2. This isn't (*our/ours*) car. It is (*our/ours*).
3. These books are (*her/hers*).
4. (*Her/hers*) house is very big.
5. Yellow is (*my/mine*) favourite colour.
6. You can't take this book. It isn't (*your/yours*).
7. Is this (*your/yours*) coat?

8. Bob and Fred are (*their/theirs*) cousins. 9. This dog is (*my/mine*). 10. Look at (*her/hers*) new hat. It's nice. 11. Tom is a friend of (*my/mine*). 12. She's got a pen of (*your/yours*).

Reflexive pronouns

(Возвратные местоимения)

7. Find reflexive pronouns.

1. Cave knew his brother much more than himself. 2. I myself used to be very wealthy. 3. Simon calmed himself with great effort. 4. Miss Adele opened the door herself. 5. This way we wash ourselves. 6. I hope you will both enjoy yourselves. 7. I can do this myself. 8. The work itself wasn't too difficult. 9. They should blame themselves for the failure. 10. You might remember that one respects oneself more.

8. Complete the sentences with reflexive pronouns eg *myself, yourself, himself*.

1. My grandfather often talks to _____.
2. Julia taught _____ to play the guitar.
3. Are you and your friend enjoying _____?
4. I'm making _____ a cheese sandwich.
5. Who painted your flat? – We painted it _____.
6. A lot of old people live by _____.

9. Put in *myself, himself, herself, yourself, itself, ourselves, themselves*.

1. I'll give you the money to buy the trees, but you'll have to plant them 2. We'd like to make the shelves 3. The work ... isn't difficult, but we simply haven't the time to do it. 4. The tents ... were small, but there was a big building where we could play or read when the weather is rainy. 5. Buy me some fruit and take some for... . 6. The old man was walking up the street talking to 7. I always draw the pictures for our wall newspaper 8. "How do you know the things?" – "Ann told me every thing" 9. Nobody wants to go with me, so I'll go by 10. I hear you are going to Paris. I hope you will enjoy

10. Add reflexive pronouns.

Yesterday my sister and I went to the shop to buy (1) ... some chocolate. On the way home Liz fell down and hurt (2) ... and I cut (3) ... on some broken glass. When we got home, my brother and his friends were enjoying (4) ... playing in the garden. My brother shouted, "Look at (5) ...," and he began to laugh at us. When we looked at (6) ... in the mirror, there was nothing wrong except for some chocolate round our mouths.

УЭ-4

PROGRESS TESTS

(ИТОГОВЫЕ ТЕСТЫ)

Test I (уровень знаний 3)

1. Choose the correct variant.

1. – Is this Mary's pen?
– No, it's
a) he b) his c) him
2. – Look at them! ... are playing like children!
a) we b) them c) they
3. I like these books. ... are for children.
a) its b) they c) their
4. We have no dictionaries. I hope they will give us
a) they b) their c) theirs
5. This man has a lot of pictures. He shows ... to children.
a) it b) his c) them
6. She has no pencil; perhaps you can give her
a) your b) my c) yours
7. This man has a lot of books. He gives ... to his friends.
a) it b) him c) them
8. I have no pen. Can you give me ...?
a) her b) your c) yours
9. Hallo, Mary! Where are ...!
a) she b) you c) he
10. They have no books. We can give them
a) theirs b) my c) ours
11. Look! There is a letter for
a) they b) his c) you
12. I see you have no dictionary. I can give you

- a) my b) her c) mine
 13. I like this game. ... is for children.
 a) it b) he c) she
 14. I'm afraid I've lost my pen. Can you give me ...?
 a) her b) your c) yours
 15. Hallo, my friends! Where are
 a) it b) them c) you
 16. I see she has no book. I can give her
 a) my b) mine c) our
 17. My father knows it well. Pete spoke to ... about it.
 a) he b) her c) him
 18. He has no pencil, perhaps you can give him
 a) my b) her c) yours

Test II (уровень знаний 4)

1. Choose the correct pronoun.

1. Bob is one of (our, us, ours) best pupils.
2. It isn't (my, mine) bag. I've left (my, me, mine) at home.
3. Whose book is this? It's (my, me, mine).
4. Let (they, them, their) read the story again.
5. Will you tell (we, us, our) about Great Britain?
6. (Your, you, yours) house is not far from (our, us, ours).
7. Whose cigarettes are these? They may be (our, ours) cigarettes.
Oh, yes, they are (our, ours).
8. (Our, ours) car is faster than (their, theirs).
9. A friend of (you, yours, your) came to see (we, us, ours) yesterday.
10. Could you help me sort out these things? I cannot tell which are (your, you, yours) and which are (we, ours, our).

**ЛИСТОК КОНТРОЛЯ
(KEYS)**

УЧЕБНЫЙ МОДУЛЬ №2

**PRONOUNS
(Местоимения)**

УЭ-1

**Entry Test
(Входной тест)**

1. your; ours; us; its
2. his; it; theirs; them

УЭ-2

**Pronouns
Subject pronouns**

(Местоимения, выступающие в роли подлежащего)

1.

1. She; 2. We; 3. It; 4. He; 5. They; 6. She

2.

1. He; 2. She; 3. I; 4. We; 5. you; 6. They; 7. They; 8. It

3.

- | | | | | |
|-------|---------|---------|-------|--------|
| 1. he | 3. they | 5. she | 7. we | 9. we |
| 2. he | 4. he | 6. they | 8. he | 10. he |

Possessive adjectives

(Притяжательные прилагательные)

4.

- | | | | |
|---------|---------|--------|-----------|
| 1. My | 4. your | 7. His | 10. Her |
| 2. My | 5. His | 8. Our | 11. Their |
| 3. your | 6. Our | 9. Her | |

5.

- | | | |
|--------|----------|--------|
| 1. his | 3. their | 5. its |
| 2. her | 4. your | 6. our |

6.

- | | | | | |
|--------|--------|----------|---------|--------|
| 1. his | 3. his | 5. their | 7. her; | 9. our |
| 2. his | 4. my | 6. its; | 8. his; | |

7.

1. She has a big dog in her house.
2. He washes his hands and face in the morning.
3. They go to the cinema with their friends.
4. He plays football with his brother.
5. We do our homework in the evening.
6. They help their mother.
7. You clean your room every weekend.
8. The cat drinks its milk in the morning.
9. We often write letters to our granny.
10. She has her breakfast at seven thirty.

УЭ-3

Object pronouns

(Местоимения, выступающие в роли дополнения)

1.

- | | | | |
|--------|--------|---------|--------|
| 1. me | 3. him | 5. it | 7. you |
| 2. her | 4. us | 6. them | 8. me |

2.

1. her; 2. he; 3. him; 4. me; 5. them; 6. We; them

3.

- | | | | |
|---------|---------|----------|--------|
| 1. them | 5. them | 9. it | 13. it |
| 2. her | 6. her | 10. them | |
| 3. him | 7. them | 11. her | |
| 4. it | 8. it | 12. them | |

Possessive pronouns

(Притяжательные местоимения)

4.

1. These are her pencils. The pencils are hers. 2. This is my book. This book is mine. 3. This is his pen. The pen is his. 4. This is your car. This car is yours. 5. These are our photographs. These photographs are ours. 6. These are your flowers. These flowers are yours. 7. This is their house. This house is theirs.

5.

1. mine; 2. her; 3. yours; 4. your; 5. their; 6. ours

6.

- | | | |
|--------------|----------|-----------|
| 1. their | 5. my | 9. mine |
| 2. our, ours | 6. yours | 10. her |
| 3. hers | 7. your | 11. mine |
| 4. her | 8. their | 12. yours |

Reflexive pronouns

(Возвратные местоимения)

7.

- | | | | |
|------------|---------------|---------------|-------------|
| 1. himself | 4. herself | 7. myself | 10. oneself |
| 2. myself | 5. ourselves | 8. itself | |
| 3. himself | 6. yourselves | 9. themselves | |

8.

- | | | |
|------------|---------------|---------------|
| 1. himself | 3. yourselves | 5. ourselves |
| 2. herself | 4. myself | 6. themselves |

9.

- | | | | |
|--------------|---------------|------------|--------------|
| 1. yourself | 4. themselves | 7. myself | 10. yourself |
| 2. ourselves | 5. yourself | 8. herself | |
| 3. itself | 6. himself | 9. myself | |

10.

- | | | |
|--------------|---------------|---------------|
| 1. ourselves | 3. myself | 5. yourselves |
| 2. herself | 4. themselves | 6. ourselves |

УЭ-4

Progress tests

(ИТОГОВЫЕ ТЕСТЫ)

Test I

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

Test II

- | | |
|-------------|-----------------|
| 1. our | 6. your, ours |
| 2. my, mine | 7. our, ours |
| 3. mine | 8. our, theirs |
| 4. them | 9. yours, us |
| 5. us | 10. yours, ours |

СХЕМА УРОВНЯ ЗНАНИЙ

Уровень обученности	Задания	Критерии оценок	
		% правильных ответов	оценка
II (понимание)	1. Entry Test (входной контроль) 2. Exercises (упражнения)	100 – 96	10 – 9
		95 – 91	8
		90 – 86	7
		85 – 81	6
		80 – 76	5
		75 – 71	4
		70 – 66	3
		65 – 61	1 – 2
	60 и менее	0	
III (применение)	1. Exercises (Review) 2. Progress test I (итоговый контроль)	100 – 96	10 – 9
		95 – 91	8
		90 – 86	7
		85 – 81	6
		80 – 76	5
		75 – 71	4
		70 – 66	3
		65 – 61	1 – 2
	60 и менее	0	
IV (обобщение, систематизация)	1. Progress Test II	100 – 96	10 – 9
		95 – 91	8
		90 – 86	7
		85 – 81	6
		80 – 76	5
		75 – 71	4
		70 – 66	3
		65 – 61	1 – 2
	60 и менее	0	

УЧЕБНЫЙ МОДУЛЬ №3

ENGLISH TENSES

(Времена английского глагола)

Номер УЭ	Учебный материал с указанием заданий (упражнения к учебным элементам модуля)	Управление обучением (дополнительная литература)
УЭ-0	<p>Интегрирующая цель: 1. сформировать умения:</p> <ul style="list-style-type: none">• употребления формы настоящего времени глагола <i>-be</i>, структур <i>there is, there are, have got</i>, времен <i>Present Continuous</i> в письменной и устной речи в рамках тематики: <i>About myself, My family, My working day and day off, My studies, Accommodation. (Talking about the present)</i>;• употребления прошедшей формы глагола <i>-be</i>, времен <i>Past Simple, Past Continuous</i> и <i>Present Perfect</i> в вопросно-ответной форме в рамках тематики: <i>"My working day and day off"</i> в письменной и устной речи (<i>Talking about the past</i>);• умения употребления <i>Present Continuous</i> для выражения запланированного действия;• умения употребления структур <i>-going to</i> и <i>will</i> для обозначения действия в будущем; <p>2. сформировать навыки изучающего и ознакомительного чтения текстов юридического характера</p>	
УЭ-1	<p>Входной контроль Цель: проверить сформированность грамматических навыков образования форм <i>Present Simple, Present Continuous, Past Simple, Past Continuous, Present Perfect</i></p>	

	<p>1. Ознакомьтесь с объяснениями основных грамматических понятий данного модуля.</p> <p>2. Выполните входной тест (Entry Test).</p> <p>3. Проверьте правильность выполнения теста и оцените свою работу по схеме уровня знаний.</p> <p>4. Проанализируйте свои ошибки</p>	<p>Изучите теоретические положения в учебном пособии: Карпышева М.Н., Янушков В.Н. Практическая грамматика английского языка. См. стр. 65 – 89; 94 – 99 Работайте письменно самостоятельно</p> <p>Повторите необходимые теоретические положения. Работайте устно в группах</p>
<p>УЭ-2</p>	<p>Цель:</p> <ul style="list-style-type: none"> • сформировать умения употребления настоящего времени глагола <i>-be</i>, структур <i>there is, there are</i> в вопросно-ответной форме в устной и письменной речи в рамках темы “<i>About myself</i>” повседневного общения; • проконтролировать понимание значения глагола <i>-be</i> посредством перевода текста; • сформировать навыки изучающего и ознакомительного чтения. <ol style="list-style-type: none"> 1. Вспомните, как изменяется по лицам глагол <i>-be</i> в настоящем времени. 2. Выполните упражнение 1. 3. Проверьте правильность выполнения по листку контроля, оцените работу по схеме уровня знаний. <p>Выполните упражнения 2, 3, 4, 5.</p> <ol style="list-style-type: none"> 4. Проверьте правильность выполнения и оцените работу по схеме уровня знаний. 5. Выполните упражнение 6. 6. Выполните упражнение 7, 8. 7. Проверьте правильность выполнения и оцените работу. 8. Выполните предтекстовые упражнения 1.3, 1.3.1, 1.3.2. Прочитайте и переведите текст “<i>Meet my friends</i>”. Проконтролируйте правильность выполнения с помощью словаря и сносок после текста 	<p>Сделайте устное сообщение по образцу упражнения 1, работайте в парах, самостоятельно</p> <p>Работайте устно в парах</p> <p>Учебное пособие: Зеликман А.Я. Английский для юристов (Издание «Феникс» Ростов-на-Дону, 1995), Unit I</p>

	<p>9. Прочитайте текст “<i>The man who escaped</i>” (Episode 1).</p> <p>10. Проверьте правильность понимания текста с помощью упражнений 1.5.2, 1.5.3</p>	Работайте устно в парах
УЭ-3	<p>Цель:</p> <ul style="list-style-type: none"> • совершенствовать грамматические навыки употребления глагола <i>have got</i>; • сформировать умения употребления глагола <i>have got</i> в вопросно-ответной форме в устной и письменной речи в рамках темы: “<i>My family</i>”; • проконтролировать понимание значения глагола <i>-have got</i> посредством перевода текста в рамках тематики: “<i>My studies</i>”; • сформировать навыки изучающего и ознакомительного чтения. <ol style="list-style-type: none"> 1. Вспомните, как изменяется по лицам глагол <i>have got</i>. 2. Выполните упражнения 1, 2. 3. Проверьте правильность выполнения по листку контроля. 4. Выполните упражнение 3. 5. Выполните упражнение 4. 6. Проконтролируйте правильность выполнения упражнений по листку контроля. 7. Оцените свою работу по схеме уровня знаний. 8. Выполните предтекстовые упражнения 2.3.1, 2.3.2. 9. Прочитайте и переведите текст 2.3.3. 10. Проверьте правильность выполнения с помощью словаря и сносок после текста. 11. Прочитайте текст “<i>The man who escaped</i>” (Episode 2). <p>Проверьте правильность понимания текста с помощью упражнений после текста 2.5.2, 2.5.3 и словаря</p>	<p>Учебное пособие: Зелликман А.Я. Английский для юристов («Феникс», Ростов-на-Дону, 1995), Unit II</p> <p>Работайте устно в парах</p>
УЭ-4	<p>Цель:</p> <ul style="list-style-type: none"> • совершенствовать грамматические навыки образования форм времени <i>Present Simple</i>; 	

	<ul style="list-style-type: none"> • сформировать умения в употреблении времени <i>Present Simple</i> в вопросно-ответной форме в рамках тематики “<i>My working day and day off</i>”, “<i>Accommodation</i>”; • проконтролировать понимание аспектов употребления <i>Present Simple</i> посредством перевода текста “<i>Where do they live?</i>”; • сформировать навыки изучающего чтения. <ol style="list-style-type: none"> 1. Вспомните способы образования утвердительной формы в третьем лице, единственном числе, времени <i>Present Simple</i> 2. Выполните упражнения 1, 2, 3. 3. Проконтролируйте и оцените работу. 4. Выполните упражнения 4, 5. 5. Проконтролируйте и оцените работу. 6. Вспомните, как образуется вопросительная форма <i>Present Simple</i>. 7. Выполните упражнения 6, 7, 8, 9. 8. Проконтролируйте и оцените работу по листку контроля и схеме уровня знаний. 9. Выполните предтекстовые упражнения 3.3.1, 3.3.2. Прочитайте и переведите текст 3.3.3 “<i>Where do they live</i>”. 10. Проконтролируйте правильность выполнения с помощью словаря и пояснений к тексту. 11. Прочитайте текст “<i>The man who escaped</i>” (<i>Episode 3</i>). 12. Проконтролируйте правильность понимания текста с помощью послетекстовых упражнений 3.5.2, 3.5.3 и словаря 	<p>Учебное пособие Карпышева М.Н., Янушков В.Н. Практическая грамматика английского языка. Смотрите стр. 71 – 74</p> <p>Работайте устно в парах</p> <p>Работайте устно в парах</p> <p>Учебное пособие Зеликман А.Я. Английский для юристов («Феникс», Ростов-на-Дону, 1995), Unit III</p>
УЭ-5	<p>Цель:</p> <ul style="list-style-type: none"> • совершенствовать грамматические навыки образования форм времени <i>Present Continuous</i>; • сформировать умения в употреблении времени <i>Present Continuous</i> в вопросно-ответной форме в рамках сферы повседневного общения в устной и письменной речи; 	

	<ul style="list-style-type: none"> • проконтролировать понимание аспектов употребления <i>Present Continuous</i> посредством перевода текста “<i>Pete is preparing for the seminar</i>”; • сформировать навыки изучающего и ознакомительного чтения текста юридического характера, содержащего структуры <i>Present Continuous</i>. <ol style="list-style-type: none"> 1. Вспомните, как образуется утвердительная, вопросительная и отрицательная формы <i>Present Continuous</i>? 2. Выполните упражнения 1, 2, 3, 4. 3. Проконтролируйте правильность выполнения и оцените работу. 4. Вспомните для обозначения какого действия употребляется <i>Present Continuous</i>. 5. Выполните упражнения 5, 6, 7. 6. Проконтролируйте правильность выполнения и оцените работу. 7. Выполните упражнения 4.3.1, 4.3.2. Прочитайте и переведите текст “<i>Pete is preparing for the seminar</i>”. <p>Проконтролируйте правильность выполнения с помощью словаря и пояснений к тексту</p>	<p>Работайте письменно самостоятельно</p> <p>Работайте устно в парах</p> <p>Учебное пособие: Зеликман А.Я. Английский .для юристов («Феникс», Ростов-на-Дону, 1995), Unit IV</p>
УЭ-6	<p>Цель:</p> <ul style="list-style-type: none"> • осуществить контроль сформированности умений употребления форм <i>Present Simple</i> и <i>Present Continuous</i> в письменной и устной речи; • сформировать навыки ознакомительного чтения. <ol style="list-style-type: none"> 1. Вспомните, для обозначения каких действий используются <i>Present Simple</i> и <i>Present Continuous</i>? 2. Выполните упражнения 1, 2, 3. 3. Проконтролируйте и оцените работу. 4. Выполните упражнения 4, 5, 6, 7, 8. 5. Проконтролируйте правильность выполнения. 6. Оцените свою работу по схеме уровня знаний. 7. Прочитайте текст “<i>The man who escaped</i>” (<i>Episode 4</i>). 8. Проконтролируйте правильность понимания с помощью упражнений 4.5.2, 4.5.3 и словаря 	<p>Работайте письменно самостоятельно</p> <p>Работайте устно в группах.</p> <p>Учебное пособие: Зеликман А.Я. Английский .для юристов («Феникс», Ростов-на-Дону, 1995), Unit IV</p>

УЭ-7	<p>Цель: сформировать умения использования глаголов обычно неупотребляемых во временах группы <i>Continuous</i>.</p> <ol style="list-style-type: none"> 1. Вспомните, какая группа глаголов обычно не употребляется в продолженных временах. 2. Выполните упражнения 1, 2, 3, 4, 5, 6. 3. Проконтролируйте правильность выполнения упражнений по листку контроля. 4. Оцените свою работу по схеме уровня знаний 	<p>Учебное пособие Карпышева М.Н., Янушков В.Н. Практическая грамматика английского языка. См. стр. 85 – 86</p>
УЭ-8	<p>Цель:</p> <ul style="list-style-type: none"> • сформировать грамматические навыки образования форм глагола <i>-be</i> в прошедшем времени; • сформировать умения употребления глагола <i>-be</i> в прошедшем времени в вопросно-ответной форме в устной и письменной речи; • сформировать навыки ознакомительного чтения юридического текста. <ol style="list-style-type: none"> 1. Вспомните формы глагола <i>-be</i> в прошедшем времени. 2. Выполните упражнения 1, 2, 3. 3. Проконтролируйте правильность выполнения и оцените работу по схеме уровня знаний. 4. Выполните упражнение 4, 5, 6. 5. Проконтролируйте правильность выполнения по листку контроля. 6. Оцените работу по схеме уровня знаний. 7. Прочитайте текст «<i>The man who escaped</i>» (<i>Episode 5</i>). 8. Проконтролируйте правильность понимания с помощью упражнений 5.5.2, 5.5.3 и словаря 	<p>Работайте устно в группах.</p> <p>Учебное пособие: Зеликман А.Я. Английский .для юристов («Феникс», Ростов-на-Дону, 1995), Unit V</p>
УЭ-9	<p>Цель:</p> <ul style="list-style-type: none"> • сформировать грамматические навыки образования форм <i>Past Simple</i>; <p>совершенствовать произносительные навыки окончаний <i>-ed</i>;</p>	

	<ul style="list-style-type: none"> • сформировать умения употребления времени <i>Past Simple</i> как в монологической форме, так и в вопросно-ответной в регистре сферы повседневного общения; • сформировать умения изучающего чтения текста юридического характера. <ol style="list-style-type: none"> 1. Вспомните, как образуются утвердительная, отрицательная и вопросительная формы времени <i>Past Simple</i>. 2. Выполните упражнения 1, 2, 3. 3. Проконтролируйте правильность выполнения и оцените работу. 4. Выполните упражнения 4, 5. Проконтролируйте правильность выполнения и оцените работу. 5. Выполните упражнение 6. 6. Выполните упражнение 7, 8, 9, 10, 11. 7. Проконтролируйте правильность выполнения и оцените свою работу. 8. Выполните упражнения 12, 13, 14, 15. 9. Выполните предтекстовые упражнения 6.3, 6.3.1, 6.3.2. Прочитайте текст 6.3.3 "<i>John's composition</i>". 10. Проверьте правильность понимания с помощью словаря 	<p>Учебное пособие: Карпышева М.Н., Янушков В.Н. Практическая грамматика английского языка. См. стр. 74 – 76 Работайте в группах устно</p> <p>Работайте устно в группах</p> <p>Работайте письменно самостоятельно Учебное пособие: Зелликман А.Я. Английский .для юристов («Феникс», Ростов-на-Дону, 1995), Unit VI</p>
УЭ-10	<p>Цель:</p> <ul style="list-style-type: none"> • провести контроль сформированности умений употребления форм времени <i>Past Simple</i> и <i>Past Continuous</i>; • сформировать навыки ознакомительного чтения юридического текста. <ol style="list-style-type: none"> 1. Вспомните, для обозначения каких действий используются <i>Past Simple</i> и <i>Past Continuous</i>? 2. Выполните упражнения 1, 2. 3. Проконтролируйте правильность выполнения и оцените свою работу по листку контроля и схеме уровня знаний. 4. Прочитайте текст "<i>The man who escaped</i>" (<i>Episode 6</i>). 5. Проверьте правильность понимания с помощью упражнений 6.5.2, 6.5.3, 6.5.4 	<p>Учебное пособие Зелликман А.Я. Английский .для юристов («Феникс», Ростов-на-Дону, 1995), Unit VI</p>

УЭ-11	<p>Цель:</p> <ul style="list-style-type: none"> • сформировать грамматические навыки образования форм времени <i>Present Perfect</i>; • совершенствовать умения в употреблении времени <i>Present Perfect, Present Perfect Continuous</i>; • совершенствовать навыки изучающего чтения юридических текстов. <ol style="list-style-type: none"> 1. Вспомните, как образуются вопросительная, отрицательная и утвердительная формы времени <i>Present Perfect</i>. Для обозначения какого действия она употребляется? 2. Выполните упражнения 1, 2, 3, 4, 5. 3. Проконтролируйте правильность выполнения по листку контроля. 4. Оцените работу по схеме уровня знаний. 5. Выполните упражнения 7.3, 7.3.1, 7.3.2. Прочитайте и переведите текст “<i>Steve’s Story</i>”. Выполните упражнения 7.3.4, 7.3.5, 7.3.6. 6. Проконтролируйте правильность выполнения с помощью словаря и пояснений к тексту 	<p>Учебное пособие: Карпышева М.Н., Янушков В.Н. Практическая грамматика английского языка. См. стр. 94 – 99 Работайте письменно самостоятельно</p> <p>Учебное пособие: Зеликман А.Я. Английский .для юристов («Феникс», Ростов-на-Дону, 1995), Unit VII</p>
УЭ-12	<p>Цель:</p> <ul style="list-style-type: none"> • провести контроль сформированности умений употребления форм <i>Present Perfect</i> и <i>Past Simple</i>; • сформировать навыки ознакомительного чтения юридического текста. <ol style="list-style-type: none"> 1. Вспомните, для обозначения каких действий употребляются времена <i>Present Perfect</i> и <i>Past Simple</i>. 2. Выполните упражнения 1, 2, 3, 4. 3. Проверьте правильность выполнения и оцените работу по листку контроля и по схеме уровня знаний. 4. Прочитайте текст “<i>The man who escaped</i>” (Episode 7). 5. Проконтролируйте правильность понимания с помощью упражнений 7.5.2, 7.5.3, 7.5.4 и словаря, преподавателя 	<p>Учебное пособие: Зеликман А.Я. Английский .для юристов («Феникс», Ростов-на-Дону, 1995), Unit VII</p>

УЭ-13	<p>Цель:</p> <ul style="list-style-type: none"> • сформировать умения в правильном употреблении <i>will</i> и <i>going to</i> для обозначения будущего действия; • сформировать навыки изучающего чтения текстов юридического характера. <ol style="list-style-type: none"> 1. Вспомните разницу в употреблении <i>will</i> и <i>going to</i> для обозначения будущего действия. 2. Выполните упражнения 1, 2, 3. 3. Проверьте правильность выполнения и оцените работу. 4. Выполните упражнения 8.3, 8.3.1, 8.3.2. Прочитайте и переведите текст “<i>Elections</i>”. 5. Проконтролируйте правильность выполнения с помощью словарей и пояснений к тексту. 6. Прочитайте текст “<i>The man who escaped</i>” (<i>Episode 8</i>). 7. Проверьте правильность понимания с помощью словаря, упражнений 8.5.2, 8.5.3, 8.5.4, преподавателя 	<p>Учебное пособие: Зеликман А.Я. Английский .для юристов («Феникс», Ростов-на-Дону, 1995), Unit VIII</p>
УЭ-14	<p>Цель:</p> <ul style="list-style-type: none"> • сформировать умения в употреблении <i>Present Continuous</i> и <i>going to</i> для обозначения заранее запланированного действия в будущем; • провести контроль сформированности умения правильного употребления <i>will</i>, <i>going to</i>, <i>Present Continuous</i> для обозначения будущего действия в вопросно-ответной форме в письменной и устной речи в стилистически нейтральном регистре сферы повседневного общения. <ol style="list-style-type: none"> 1. Выполните упражнения 1, 2, 3, 4, 5, 6, 7. 2. Проконтролируйте правильность выполнения и оцените работу по листку контроля и по схеме уровня знаний. 3. Выполните упражнения 8, 9, 10. 4. Проконтролируйте и оцените работу 	<p>Работайте в парах устно</p> <p>Работайте письменно самостоятельно</p>

УЭ-15	<p>Цель: провести контроль сформированности умений употребления видо-временных форм глагола в вопросно-ответной форме, монологической форме в устной и письменной речи в рамках тематики: «<i>About myself</i>», «<i>My family</i>», «<i>My working day and day off</i>», «<i>My studies</i>», «<i>My Future Plans</i>».</p> <p>1. Выполните упражнения 1, 2.</p> <p>2. Выполните упражнение 3.</p> <p>3. Проверьте правильность выполнения с помощью преподавателя</p>	<p>Работайте в парах, группах Работайте письменно самостоятельно</p>
УЭ-16	<p>Цель: провести итоговый контроль сформированности умений употребления формы настоящего и прошедшего времени глагола <i>-be</i>, времен <i>Present Simple, Present Continuous, Past Simple, Past Continuous, Present Perfect</i>, структур <i>will</i> и <i>going to</i>.</p> <p>1. Выполните итоговый Test I.</p> <p>2. Проверьте правильность выполнения по листку контроля.</p> <p>3. Оцените работу по схеме уровня знаний.</p> <p>4. Выполните итоговый Test II.</p> <p>5. Проверьте и оцените свою работу</p>	<p>Работайте письменно самостоятельно</p>

УЭ-1

УПРАЖНЕНИЯ К УЧЕБНЫМ ЭЛЕМЕНТАМ МОДУЛЯ №3

Основные грамматические понятия данного модуля

affirmative утверждение. *eg We are English is affirmative; We aren't English is negative.*

continuous *be + -ing eg I'm working* (present continuous); *I was working* (past continuous).

full verb обычный глагол. an ordinary verb *eg play,*

infinitive	<i>watch, eat.</i> ИНФИНИТИВ. In <i>I can swim</i> , <i>swim</i> is the infinitive without to . In <i>I want to swim</i> , <i>to swim</i> is the to infinitive .
-ing form	verb + <i>-ing</i> eg <i>working, playing</i>
negative	see affirmative
past participle	причастие прошедшего времени. The past participle of regular verbs ends in <i>-ed</i> eg <i>finished</i> . Some verbs have irregular past participles eg <i>go</i> → <i>gone</i>
perfect	совершенное. <i>have</i> + past participle eg <i>I've finished</i> (present perfect).
short answer	краткий ответ. eg “ <i>Are you hot?</i> ” “ <i>Yes, I am.</i> ”
short form	краткая форма. eg <i>I'm</i> and <i>isn't</i> are short forms ; <i>I am</i> and <i>is not</i> are full forms .
simple	простое. not continuous eg <i>I work</i> (present simple); <i>I worked</i> (past simple); <i>I've worked</i> (present perfect simple).
verb	глагол. <i>Play, work</i> and <i>go</i> are examples of verbs (or full verbs). See also modal verbs .

ENTRY TEST

(Входной тест)

I. Name the tense form of the following.

1. has taken
2. goes
3. understood
4. were applauding
5. are answering

6. will appreciate

II. Form the appropriate tense forms of the following.

1. Past Continuous (*swim*)
2. Present Simple (*cut*)
3. Past Simple (*stand*)
4. Present Perfect (*wait*)
5. Future Simple (*decide*)

III.

A. Define the correct tense form (the Present Continuous or the Present Simple) in the following.

1. Cathy can't come to the phone because she (*wash*) her hair.
2. Ann (*wash*) her hair every other day or so.
3. Cathy (*sit, usually*) in the front row during class, but today she (*sit*) in the last row.
4. Please be quiet. I (*try*) to concentrate.
5. Every morning, the sun (*shine*) in the window and (*wake*) me up.
6. – Look! It (*snow*).
– It's beautiful! This is the first time I've ever seen snow. It (*not, snow*) in my country.

B. Explain the use of the Present Simple or the Present Continuous in the following.

1. I'm tired. I (*go*) to bed now. Goodnight!
2. We can go out now. It (*rain*) any more.
3. The library (*open*) at 10 and (*close*) at 7.
4. People (*use*) the strangest things as bookmarks.
5. She (*drive*) to the country at weekends.

УЭ-2

Talking about the present

(Способы выражения настоящего времени в английском языке)

be

1. Complete what Frank says. Use *am, is* or *are*.

My name is (1) Frank Mancini. I _____(2) 23 years old and I _____(3) a lifeguard. I _____(4) from Santa Monica, California. I have one sister and one brother. Their names _____(5) Gina and Paul. Gina _____(6) 20 years old. She _____(7) a student. Paul _____(8) 28. He _____(9) a fireman with the Los Angeles Fire Department.

2. Put in *to be* in the Present Simple.

1. I ... a pupil. 2. My father ... not a teacher, he ... a scientist. 3. ... your aunt a doctor? – Yes, she 4. ... they at home? – No, they ... not at home, they ... at work. 5. My brother ... a worker. He ... at work. 6. ... you an engineer? – Yes, I 7. ... your sister a typist? – No, she ... not a typist, she ... a student. 8. ... your brother at school? – Yes, he 9. ... your sister at school? – No, she ... not at school. 10. My sister ... at home. 11. ... this your watch? – Yes, it 12. She ... an actress. 13. This ... my bag. 14. My uncle ... an office-worker. 15. He ... at work. 16. Helen ... 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. Helen has a brother. He ... a student. He has a family. His family ... not in St. Petersburg, it ... in Moscow.

3. Complete the table. Add *am, is or are*. Then write the short form.

FULL FORMS	SHORT FORMS
I <i>am</i> _____	<i>I'm</i> _____
you _____	_____
he _____	_____
she _____	_____
it _____	_____
we _____	_____
you _____	_____
they _____	_____

4. Make true sentences. Use *'m, 'm not, is, isn't, are or aren't*.

Example:

1. My teacher is _____ English.
or My teacher isn't _____ English.

1. My teacher _____ English.
2. I _____ married.

3. My favourite colour _____ blue.
4. My favourite sports _____ tennis and windsurfing.
5. My best friend _____ a student.

5. Complete the questions with *is* or *are*. Give true short answers.

Example:

1. Are you a good singer?

– Yes, I am. or No, I'm not.

1. you / a good singer?
2. your teacher / married?
3. tennis / your favourite sport?
4. your shoes / new?
5. your best friend / English?
6. you / very intelligent?

6. Complete the questions with *is* or *are*. Give true answers.

Example:

1. What is your name?

– Carlos Sanchez.

1. What / your name?
2. Where / you from?
3. How old / you?
4. When / your birthday?
5. What colour / you eyes?
6. Who / your best friend?

7. Translate into English. Use *to be* in *Present Simple*.

1. Я ученик. Я в школе. 2. Мой брат художник. Он не инженер.
3. Моя сестра на работе. Она врач. 4. Он студент. 5. Вы студент?
– Нет, я врач. 6. Моя сестра дома. 7. Мы не в школе. Мы дома.
8. Мой брат ученик. Он в школе. 9. Ваша мама дома? – Нет, она на работе. 10. Ваш двоюродный брат дома? – Нет, он в школе. Он ученик. 12. Ваша сестра учительница? – Нет, она студентка.
12. Твой папа на работе? – Нет, он дома. 13. Твоя сестра машинистка? – Да. – Она дома? – Нет, она на работе. 14. Мой дедушка ученый. 15. Моя мама не учительница. Она врач.

there is, there are

8. Complete the conversation. Use *there is, there are, is there, are there, it is and they are.*

A: Where can you go in the Europe Holiday Camp?

B: 1 a park and a zoo in the camp.

A: 2 a swimming pool?

B: Yes, 3 , 4 in the park.

A: 5 any tennis courts?

B: Yes, 6 . 7 in the park too.

A: How many restaurants 8 ?

B: 9 two. 10 both near the swimming pool.

УЎ-3

have got

1. Complete the table. Add *have got* or *has got*. Then give the short form.

FULL FORMS

SHORT FORMS

I *have got* _____

I've got _____

you _____

he _____

she _____

it _____

we _____

you _____

they _____

2. Complete the questions. Use *have got* or *has got*.

Example:

1. Have you got any brothers or sisters?

1. you / any brothers or sisters?

2. you / any children?

3. How many cousins / you?

4. you / a cat or a dog?

5. your teacher / a car?

6. your house / a garden?

3. Now answer the questions in 2. Give true answers.

Example:

1. Have you got any brothers or sisters?

– *Yes, I have. I've got two sisters. or No, I haven't.*

4. Complete the sentences. Use the correct form of *have got*.

1. I ___ a brother, but I ___ (not) any sisters.

2. My brother ___ (not) blue eyes. He ___ brown eyes.

3. ___ (you) a fax machine? – No, I ___ (not).

4. ___ (your car) a radio? – Yes, it ___.

5. ___ (your parents) a house or a flat? – They ___ a flat.

УЅ-4

Present Simple

1. Write the –s / -es forms of these words.

A.

get gets

cook cooks

leave _____

use _____

sing _____

stop _____

test _____

read _____

start _____

B.

teach teaches

finish _____

kiss _____

go _____

C.

carry carries

study _____

fly _____

2. How do we say the -s / -es endings? Practice saying these words.

/iz/	/z/	/s/
closes	lives	puts
watches	brings	works
brushes	sends	rests
passes	snows	helps
	hurries	
	tidies	
	plays	

3. Now put the -s / -es forms from 1 into three groups.

/iz/	/z/	/s/
<u>uses</u> _____	<u>leaves</u> _____	<u>gets</u> _____
_____	_____	<u>cooks</u> _____
_____	_____	_____
_____	_____	_____

4.

A.

Jill is a postwoman. What does she do every day? Read what she says. Find the examples of the present simple.

Jill: *I get up at 5.00 every morning. I have breakfast at 5.30 and leave home at 6.00. I start work at 6.30 and finish at 3.00. I have dinner at 7.00 and go to bed at about 10.00.*

B.

What do you do every day? Compare yourself and Jill. Make true sentences.

Example:

1. *Jill gets up _____ at 5.00.*

I get up at 7.00. _____

1. Jill _____ at 5.00.

I _____

2. She _____ breakfast at _____

I _____

3. She _____ home at _____
I _____
4. She _____ work at _____
I _____ work/school at _____
5. She _____ work at _____
I _____ work/school at _____
6. She _____ dinner at _____
I _____
7. She _____
I _____

C.

Now write about a friend or someone in your family. What does he or she do every day?

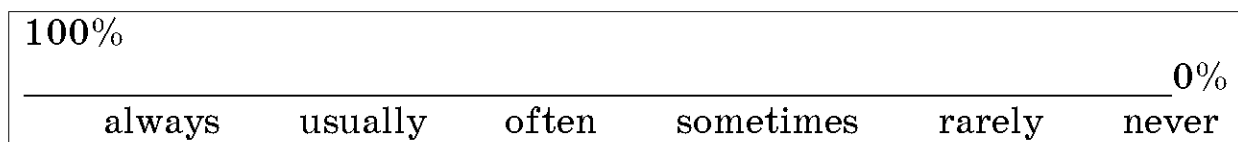
Examples:

My father gets up at 6.30.

He has breakfast at 7.00.

5. What do you do at weekends? What do your family and friends do? Look at the table.

(I/We/They)	always usually often	play _____. go _____
(He/She)	sometimes rarely never	



Make four (or more) true sentences from the table.

Examples:

I usually go shopping.

I sometimes play tennis.

My father often goes swimming.

My friend and I sometimes go to the cinema.

6. Complete the sentences. Use these words:

do does live lives

1. Do you live alone?

– No, I _____n't. I _____ with two friends.

2. We _____n't _____ in a house. We _____ in a flat.

3. Where _____ your parents _____?

– They _____ in Toronto.

4. _____ your brother _____ with your parents?

– Yes, he _____.

5. My sister _____n't _____ in Canada. She _____ in Mexico.

7.

A.

Ask the questions. Use do or does and these words:

read do drive wear rain

Give true short answers.

1. you / a lot of books?

2. your best friend / a Ferrari?

3. it / a lot in your country?

4. you / yoga?

5. your teacher / glasses?

Example:

1. Do you read a lot of books? – Yes, I do. or – No, I don't.

B.

Now make true sentences about the things in A.

Example:

1. I read _____ a lot of books. or I don't read _____ a lot of books.

1. I _____ a lot of books.

2. My best friend _____ a Ferrari.

3. It _____ a lot in my country.

4. I _____ yoga.

5. My teacher _____ glasses.

8.

A. Read what Greg says. Some information is missing.

Greg: *I come from 1. I'm 19 years old and I'm a college student. What do I do every day? I get up at 2 and have breakfast. Then I go to college on my 3. College starts at 4 and finishes at 5. I usually have lunch in the 6. After college I*

go to the 7. That's when my day really begins! I 8 there every day.

B. Ask Greg for the missing information.

1. Where *do you come from?* _____
2. What time _____
3. How _____
4. What time _____
5. What time _____
6. Where _____
7. Where _____
8. What _____

C. Now find Greg's answers to the questions.

- | | |
|--------------------------|-----------------------------|
| (a) On my motorbike. | (e) It starts at 9.00. |
| (b) It finishes at 3.00. | (f) From Sydney, Australia. |
| (c) I surf there. | (g) In the college canteen. |
| (d) To the beach. | (h) I get up at 7.30. |

9. Complete the sentences. Use the *Present Simple*.

1. School _____(start) at 9.00 and _____(finish) at 4.00 every day.
2. Those people _____(not/come) from England. They (come) from Scotland.
3. The post office _____(open) at 9.00 every day. – What time _____(it/close)?
4. Jill _____(get up) early six days a week. She _____(not/get up) early on Sundays.
5. I _____(speak) French and Italian. I _____(not/speak) Spanish. How many languages _____(you/speak)?

Y9-5

Present Continuous

1. Add -ing.

A

sing	write	take	sit	play
read	look	pick	swim	jump
run	stay	go	do	buy
help	eat	brush	clean	set

B

make	speak	spend	live	rain
begin	hit	shave	die	cut
sleep	meet	drop	type	listen
talk	fly	lie	wish	trick

2. Open the brackets. Use the verbs in the *Present Continuous*.

(NOW) 1. The boys (to run) about in the garden. 2. I (to do) my homework. 3. John and his friends (to go) to the library. 4. Ann (to sit) at her desk. She (to study) geography. 5. A young man (to stand) at the window. He (to smoke) a cigarette. 6. The old man (to walk) about the room. 7. The dog (to lie) on the floor. 8. You (to have) a break? 9. What language you (to study)? 10. Who (to lie) on the sofa? 11. What they (to talk) about? 12. It still (to rain).

3. Make the sentences into negatives and questions.

1. We are listening to the teacher. 2. I am writing on the black-board. 3. You are learning English Grammar. 4. It is raining cats and dogs. 5. He is going to the cinema. 6. The horses are running very fast. 7. Mary is helping her mother to cook. 8. I am working very hard. 9. Tom's brother is coming to the party. 10. You are singing very well.

4. Make up questions. Take care of the word order.

1. you / what / are / doing
2. cooking / are / you / what
3. tonight / out / you / going / are
4. playing / we / time / tennis / what / are
5. crying / daughter / why / is / your
6. dinner / are / Ken / and / Ellen / for / coming / when

5. Where are you now? What is happening? Complete the questions. Give true answers.

Example:

1. Are you studying at home now?

- Yes, I am. or No, I'm not.

1. you / study / at home now?
2. Where / you / sit?
3. What / you / wear?
4. the sun / shine?

6. What are your family and friends doing now? Write some sentences.

Examples:

My brother and his wife are working.

My friend Astrid is playing tennis.

6. Complete the sentences. Use these verbs in the *Present Continuous*:

wear	not/read	eat	play	talk
not/rain	write	paint	shine	

- I _____ a letter to my sister at the moment.
- Frank and Gina are at the beach. They _____ volleyball.
- Look, George _____ a new Nike T-shirt.
- Where's Julia? _____ she _____ on the phone?
- We _____ our flat at the moment.
- What _____ you _____? – A cheese sandwich.
- You can look at my newspaper. I _____ it.
- The weather is lovely now. It _____. The sun _____ -

YD-6

Present Simple and Present Continuous (review)

1. Complete the sentences. Use the *Present Continuous* or the *Present Simple*.

teach *have* *drive* *have* *leave*

It's 7.30am. Suzanne Wells is in her kitchen at home. She's having (1) breakfast. She _____ (2) breakfast at this time every morning. She _____ (3) home at 8.30am every day and _____ (4) to work. Suzanne is a teacher. She _____ (5) at a school in Canberra, Australia.

spend *teach* *come* *teach* *not speak*

It's 10.00 am now and Suzanne is at school. At the moment she _____ (6) her class of 8-year-old children. All the children in her class _____ (7) from Canberra. Many of the children _____ (8) English at home. So Suzanne _____ (9) a lot of time teaching English. She _____ (10) English to the class now.

2. Complete the sentences. Use the appropriate tense form.

1: He often (go) to the cinema. 2. They (watch) TV at the moment.
3. John is outside. He (wash) the car. 4. Nina usually (drive) to work.
5. Father (lie) on the sofa now. 6. Claire (not/like) pizza. 7. My friend (live) in Great Britain.
8. In summer we usually (go) to the seaside. 9. My mother (cook) very well. 10. Look at Tom. He (ride) a horse.

3. Complete the table. Use the *Present Continuous* and the *Present Simple* of the verb work.

PRESENT CONTINUOUS

PRESENT SIMPLE

I

I

am working

work

you

he

she

it

we

you

they

4. Complete the questions. Use the *Present Continuous* or the *Present Simple*. Give true answers.

Example:

Do you often wear jeans? – Yes, I do. or No, I don't.

1. you / often / wear / jeans?

2. you / wear / jeans now?

3. it / rain / now?

4. it / often / rain / in your country?

5. you / study / English every day?

6. you / study / English at the moment?

5. Now make true sentences about the things in 4.

Example:

I often wear jeans. or I don't often wear jeans.

6. Choose the correct form. Explain your choice.

1. It is 5 o'clock. The family (has/is having) tea. 2. Every day the family (has/is having) tea at 5 o'clock. 3. In the morning mother (cooks/is cooking) breakfast for us. 4. It is 8 o'clock. Mother (cooks/is cooking) breakfast. 5. Every day father (leaves/is leaving) the house at half past eight. 6. It is half past eight. Father (leaves/is leaving) the house. 7. We often (watch/are watching) TV. 8. Now we (sit/are sitting) in armchairs and (watch/are watching) TV. 9. Sometimes Mike (does/is doing) his lessons in the evening. 10. Look at Mike. He (does/is doing) his lessons. 11. It often (rains/is raining) in September. 12. It (rains/is raining) now. 13. It sometimes (snows/is snowing) here in April. 14. It (snows/is snowing) now.

7. Choose the correct answer – A, B or C.

1. Jenny _____ to Italy on holiday every summer.
a. go b. goes c. is going
2. Goodbye. _____ home now.
a. I go b. I goes c. I'm going
3. Charles _____ the bus to work in the mornings.
a. usually take b. usually takesc. is usually taking
4. Tony _____ at the moment. He's at the beach.
a. don't work b. doesn't work c. isn't working
5. Normally _____ to bed very late.
a. I don't go b. I doesn't go c. I'm not going

8. Complete the questions and the short answers. Use the *Present Continuous* or the *Present Simple*.

1. _____ (you/work) at the moment? – Yes, I _____.
2. _____ (you/work) every Saturday? – Yes, I _____.
3. _____ (Pete/usually/walk) to school? – No, he _____.

Verbs not normally used in the Continuous

1. Here are some verbs that we do not normally use in the *Continuous*:

hate	like	love	prefer	want	
believe	forget	know	mean	realize	recognize
remember	think (=believe)		understand		
belong to	have (=possess)		need	own	seem

2. Complete the sentences. Use the *Present Simple* or the *Present Continuous*.

1. I like (like) this photograph.
2. Emily _____ (watch) TV at the moment.
3. Mrs Reed _____ (own) an export company.
4. My parents _____ (love) their old cat.
5. _____ (you/want) a coffee?
6. _____ (you/go) home now?
7. _____ (you/know) my friend?
8. I can't go out now. I _____ (do) my homework.

3. There are mistakes in some of these sentences. Find the mistakes and correct them.

1. I'm ~~hating~~ cold weather. *I hate*
2. Are you studying at the moment? ✓
3. Are you believing me?
4. This car isn't belonging to me.
5. What is this word meaning?
6. Tony is waiting outside.
7. I'm preferring jazz to pop music.
8. Are you enjoying yourself?
9. I'm seeing a dog in the garden.
10. You're seeming very happy.
11. How are you feeling?

4. Are these actions (A) or not actions (NA).

1. Tony has a good job. NA
2. Tony has a shower every morning. _____
3. Tony is having a shower now. _____

4. Tony has a sister. _____
5. I think life is wonderful. _____
6. What are you thinking about? _____
7. I think about you every day. _____
8. They have dinner at about 7.30. _____
9. They have a new car. _____
10. They're having a game of chess. _____

5. Choose the correct answer.

1. I listen / ~~I'm listening~~ to the radio every morning.
2. Be quiet! I listen / I'm listening to the radio.
3. Jill is in the kitchen. She has / She's having breakfast.
4. She often has / She's often having yoghurt for breakfast.
5. She has / She's having a brother and two sisters.
6. How many languages do you speak / are you speaking?
7. Do you like / Are you liking this music?

6. There are mistakes in some of these sentences. Find the mistakes and correct them.

1. Mmm! I'm liking this ice cream.
2. I'm not understanding this sentence.
3. Michael is having lunch at the moment.
4. Michael is having black hair and brown eyes.
5. You look sad. What are you thinking about?
6. Are you thinking Julia Roberts is a good actress?
7. Are you knowing those people?

УЭ-8

Talking about the past

(Способы выражения прошедшего времени в английском языке)

Past tense of the verb *be*

1. Complete the sentences. Use *is, was, are or were*.

Sylvester Stallone is (1) an actor and a film maker now. His first job was (2) in an Italian restaurant. He _____ (3) a pizza chef.

Sting _____ (4) a singer and an actor now. His first job _____ (5) in a primary school. He _____ (6) a teacher.

Madonna _____ (7) a singer and an actress now. Her first job _____ (8) in a Burger King restaurant. She _____ (9) a waitress.

Clint Eastwood _____ (10) an actor and a film maker now. His first job _____ (11) in the army. He _____ (12) a swimming instructor.

Rod Stewart and Julio Iglesias _____ (13) singers now. Before they _____ (14) singers, they _____ (15) both footballers.

Mark Knopfler _____ (16) a singer and a guitarist now. His first job _____ (17) with the *Yorkshire Evening Post* newspaper. He _____ (18) a journalist.

2. Where were you yesterday? Make true sentences.

Example:

I was at home at 7 o'clock yesterday morning. or I wasn't at home at 7 o'clock yesterday morning.

1. at home at 7 o'clock yesterday morning
2. at the cinema at 2 o'clock yesterday afternoon
3. in bed at 6 o'clock yesterday evening
4. at home at 9 o'clock last night
5. at a disco at midnight last night

3. Complete the questions with *was* or *were*.

1. Were you ill last week?
2. _____ the teacher fine yesterday?
3. _____ your parents in Paris in 1980?
4. _____ you and your family in England last year?

4. Give true short answers to the questions in 3.

Example:

1. Were you ill last week?

– Yes, I was. or No, I wasn't.

5. Now make sentences about these things.

Example:

I was ill last week. or I wasn't ill last week.

1. I _____ ill last week.
2. The weather _____ fine yesterday.
3. My parents _____ in Paris in 1980.
4. My family and I _____ in England last year.

6. These famous people are not alive now. Who were they? Complete the questions and answers with *was* or *were*.

QUESTIONS

1. Who was Maria Callas?
2. Who _____ Yuri Gagarin?
3. Who _____ James Dean?
4. Who _____ Laurel and Hardy?
5. Who _____ Agatha Christie?
6. Who _____ Marilyn Manroe?
7. Who _____ Marie and Pierre Curie?
8. Who _____ Indira Gandhi?

ANSWERS

- She was a Greek opera singer.
- He _____ the first man in space.
- He _____ an American actor.
- They _____ comedians.
- She _____ an English writer.
- She _____ an American actress.
- They _____ scientists.
- She _____ India's first woman prime minister.

Y3-9

Past Simple

1. Write the *-ed* forms of these words.

1.
start started
play _____
watch _____
need _____
finish _____
cook _____
sail _____
2.
use used
live _____
dance _____
like _____
hate _____

3.
stop stopped
plan _____
slip _____

4.
hurry hurried
carry _____
tidy _____

2. How do we say the *-ed* endings? Practise saying these words.

/id/	/d/	/t/
visited	stayed	reached
ended	called	brushed
	closed	worked
	arrived	kissed
	cleaned	helped
	married	
	studied	

3. Now put the *-ed* forms from 1 into three groups.

/id/	/d/	/t/
<i>started</i> _____	<i>played</i> _____	<i>watched</i> _____
_____	_____	_____
_____	_____	_____
	_____	_____
	_____	_____
	_____	_____
	_____	_____
	_____	_____

4. What do you usually do at weekends? Do you do any of these things?

visit friends play tennis study clean the car cook meals
 clean your room work in the garden stay at home and watch TV
 tidy your flat or house

Tick (✓) the things that you do.

5. What about you, and your family and friends? What did you do last weekend? Did you do any of the things in 4?

Examples:

I cleaned my room.

I visited a friend.

My friend and I played tennis.

6. Form the past simple of these irregular verbs.

build _____ *built* _____

lose _____ lost _____

buy _____

make _____

come _____

meet _____

cut _____
do _____
drink _____
drive _____
eat _____
fly _____
get _____
give _____
go _____
grow _____
have _____
know _____
leave _____

read _____
run _____
see _____
sell _____
sit _____
speak _____
spend _____
swim _____
take _____
teach _____
wear _____
write _____

7. Mr Bird always does the same things every day. Read what he does.

He gets up at 6.45 every morning and has a shower. Then he has breakfast. He always has tea and cornflakes for breakfast. He leaves home at 7.55 and goes to work by bus. He always takes the 8.05 bus and gets to work at 8.30. He has lunch from 1.00 till 2.00 and leaves work at 6.00 in the evening. When he gets home, he reads the newspaper. Then he has dinner. He always has dinner at 7.15. After dinner he takes his dog for a walk. He always goes to bed at 10.30 exactly!

8. What did Mr Bird do yesterday? Yesterday was a normal day for Mr Bird. What did he do?

Examples:

He got up at 6.45 and had a shower. Then he had breakfast. He had tea and cornflakes for breakfast.

9. Complete the sentences. Use did, have or had.

1. Emily had a big breakfast yesterday, so she didn't have any lunch.
2. _____ you _____ a lot of homework last week?
– No, I _____ n't.
3. What _____ you _____ for dinner last night?
– We _____ chicken.
4. It was Tony's birthday last week. He _____ a party on Friday.

- Where _____ he _____ the party?
- He _____ it at his flat.
- 5. _____ Nick and Sarah _____ a good time at the concert last weekend?
- Yes, they _____. They _____ a great time.

10. Complete the questions. Give true short answers.

Example:

Did you go out last night?

- Yes, I did. or No, I didn't.

1. you / go / out last night?
2. you / play / tennis yesterday?
3. you / study / last weekend?
4. you / have / a haircut last week?
5. you / have / a birthday party last year?
6. you / have / a holiday last summer?

11. Now make true sentences about the things in 10.

Example:

I went out last.

or I didn't go out last night.

12. Read about Henry Ford. Some of the information is missing.

American engineer Henry Ford started the Ford Motor Company in ___1___. Ford produced ___2___. He called the car ___3___. He started making the Model T in ___4___ in 1908. Millions of people bought ___5___ and Ford became ___6___.

13. Ask about the missing information.

1. When did Henry Ford start the Ford Motor Company?
2. What _____ he _____?
3. What _____ he _____ the car?
4. Where _____ he _____ making the Model T?
5. What _____ millions of people _____?
6. What _____ Ford _____?

14. Now find answers to the questions.

American engineer Henry Ford started the Ford Motor Company in 1903. Ford produced the first cheap motor car. He called the car the Ford Model T. He started making the Model T in Detroit in

1908. Millions of people bought the car and Ford became a very rich man.

15. Look at the answers. What are the questions?

QUESTIONS

1. you / out last Saturday?
2. you / on your own?
3. Which film / you?
4. you / the film?
5. What time / the film?
6. When / it?
7. Where / you / after the film?
8. What / you / after that?

ANSWERS

- Yes, I went to the cinema.
- No, I went with a friend.
- We saw a film called Zero.
- Yes, we enjoyed it very much.
- It started at 3.30.
- It finished at 5.00.
- We went for a coffee in the Tropical Caf .
- I went home.

УЭ-10

Past Continuous and Past Simple

(Review)

1. You and a friend saw a bank robbery yesterday. What happened? Complete the sentences. Use the *Past Simple* or the *Past Continuous*.

It 1 (be) about 3 o'clock yesterday afternoon. We 2 (sit) in a cafe opposite the bank. A motorbike suddenly 3 (stop) outside the bank. There 4 (be) two men on the bike. One of the men 5 (get) off and 6 (run) into the bank. He 7 (carry) a gun. After a short time, he 8 (come) out of the bank. He 9 (carry) a large bag. He 10 (get) back on the bike. Then they 11 (ride) off down the street. A few minutes later the police 12 (arrive).

2. Make sentences. Put the verbs into the *Past Simple* or the *Past Continuous*.

Example:

It was raining when I got up this morning.

1. It / rain / when / I / get / up this morning.
2. When / I / get / up, I / have / a shower.

3. We / go / home / when / we / see / the accident.
4. When / we / see / the accident, we / phone / the police.
5. John / ride / on his bike / when / he / fall / off.
6. He / break / his leg / when / he / fall / off.
7. I /get / undressed / when / I / hear / a strange noise outside my bedroom window.
8. When / I / hear / the noise, I / go / over to the window and / look / outside.

YƏ-11

Present Perfect Simple

1. Complete the table.

INFINITIVE	PAST TENSE	PAST PARTICIPLE
<i>be</i> _____	_____	_____
_____	_____	<i>broken</i> _____
_____	<i>did</i> _____	_____
<i>eat</i> _____	_____	_____
<i>go</i> _____	_____	_____
_____	<i>had</i> _____	_____
_____	_____	<i>known</i> _____
<i>live</i> _____	_____	_____

2. Complete the sentences. Use verbs from 1 in the *Present Perfect Simple* or the *Past Simple*.

1. Did you go to the cinema last night?
2. _____ you ever _____ to Australia?
3. We _____ to Canada last summer.
4. I _____ n't _____ to work last Monday.
5. Tony isn't here. He _____ home.
6. We aren't hungry. We _____ lunch.
7. We _____ lunch at McDonald's last Saturday.
8. _____ you _____ breakfast yesterday?
9. How long _____ you _____ in your present flat?
10. How long _____ you _____ in your old flat?

3. Choose the correct answer.

1. I had / I've had my old job for three years.

2. I had / I've had my present job for a year.
3. We were / We've been at home last night.
4. The bus left / has left five minutes ago.
5. When did you get / have you got married?
6. I'm / I've been a teacher since 1980.
7. Curtis has lived in New York for / since ten years.

4. Complete what Sylvia says. Use the *Present Perfect Simple*, and *for* or *since*.

1. I'm from Switzerland, but I live in London now. I 've lived (live) here since 1988.
2. I'm a photographer. I work for a sports magazine in London. I _____ (work) there _____ two years.
3. I'm married. My husband's name is Theo. We _____ (be) married _____ 1989.
4. Theo works in a bank. He _____ (work) there _____ three years.
5. We have a flat in north London. We _____ (have) the flat _____ last January.

5. Look at Sylvia's answers. What are the questions? Use *How long ...?*

Example:

How long have you worked for the sports magazine?

- | | | |
|------------------|-----------------------|--------------------|
| 1. For two years | 3. Since 1988 | 5. For three years |
| 2. Since 1989 | 4. Since last January | |

УЭ-12

**Present Perfect and Past Simple
(review)**

1. Read the sentences. Define the Present Perfect in the following situations. Explain your choice.

1. Я *получила* два письма.
 - (1) (т.е. письма у меня, вот они)
 - (2) вчера
 - (3) на этой неделе
 - (4) на прошлой неделе

(5) уже

(6) только что

(7) два дня тому назад

2. – Петровы *уехали* (1) в Киев?

– Да. Они *уехали* (2) туда на прошлой неделе.

3. – Джон, признавайся честно, кто *написал* (1) тебе домашнее сочинение?

– Честное слово, не знаю сэр. Я рано *лёг* (2) спать вчера.

4. – Как называется станция, которую мы только что *проехали* (1)?

– Не мешай мне, ты же видишь, что я читаю.

– Но наш маленький Джон только что *сошел* (2) на этой станции.

5. – Мама, наш учитель никогда не *видел* (1) лошадей.

– Как же так?

– Вчера я *нарисовал* (2) лошадь, а учитель подошел и спросил: «Что это такое?»

2. Answer the questions.

1. Have you ever worked as interpreter?

2. Have you ever had a blind date? (When a third person arranges a date between two strangers, it is a blind date.) What do you think of this custom?

3. Which of the following cities or places of interest have you visited and which of them have you not yet visited? (Leningrad, Novgorod, Pskov, Minsk, the Black Sea, Kiev, Tallinn, Tashkent)

4. Which of the following well known places of interest in Moscow have you not visited yet? (The Kremlin, the Lenin Mausoleum, the Palace of Congresses, St. Basil's Cathedral in Red Square, the Tretyakov Gallery, the Exhibition of Economic Achievements)

5. Which of the following films have you seen and where and when did you see them? (“Chapayev”, “Teheran-43”, “Without Witnesses”)

6. Who is your best friend? How long have you known him / her? When did you first meet him / her?

3. Open the brackets. Use the verbs in the *Present Perfect* or the *Past Simple*.

1. We (to travel) around Europe last year. 2. My father knows so much because he (to travel) a lot. 3. I (to see) Pete today. 4. She (to

see) this film last Sunday. 5. Alex (to meet) his friend two hours ago. 6. I just (to meet) our teacher. 7. The children already (to decide) what to do with the books. 8. Yesterday they (to decide) to help their grandmother. 9. Helen speaks French so well because she (to live) in France. 10. She (to live) there last year. 11. The rain (to stop) and the sun is shining in the sky again. 12. The rain (to stop) half an hour ago. 13. Mary (to buy) a new hat. 14. I (to buy) a pair of gloves yesterday. 15. The wind (to blow) off the man's hat, and he can not catch it. 16. The weather (to change), and we can go for a walk. 17. The wind (to change) in the morning.

4. Choose from the brackets the suitable form of the verb.

1. (Have you ever seen/did you ever see) rock concert? 2. (I saw/have seen) the Rolling Stones last year. 3. I love rock-n-roll. I (like/have liked) it all my life. 4. The Stones' concert (has been/was) excellent. 5. I (have bought/bought) all their records after the concert. 6. How long (have you known/do you know) Peter? 7. I (know/ have known) him since we were at school together. 8. When (did you get/have you got) married to him? 9. We (have been/are) together for over ten years, and we (have got/got) married eight years ago.

УЭ-13

Talking about the future

(Способы выражения будущего времени)

1. Choose the correct variant *a*, *b* or *c*.

1. – There are a lot of mistakes in this text.

– All right. I ... it again.

a) write b) 'll write c) am writing

2. Can you clean the windows? – Sure, I ... them tomorrow afternoon.

a) clean b) am cleaning c) shall clean

3. It's too late to phone now. I ... him in the morning.

a) phone b) am phoning c) 'll phone

4. – Where is my book? I can't find it.

– Just a minute. I ... for it.

a) look b) have looked c) shall look

5. – Do you think it ... tomorrow? – I hope not.

- a) rains b) will rain c) is raining
 6. I'm very tired. I think I ... at home this evening.
 a) stay b) shall stay c) am staying
 7. I'm sure the boy ... this day all his life.
 a) will remember b) remember c) have remembered

2. Define the correct form of *Shall/will* or *going to*, in the following situations.

1. Do you want to go shopping with me? I (go) to the shopping centre.
2. – What do you want to be when you grow up?
– I (be) an astronaut.
3. – Who wants to erase the board? Are there any volunteers?
– I (do) it!
4. – Why do you have an eraser in your hand?
– I (erase) the board.
5. I think the weather (be) nice later.
6. – Why are you turning on the TV-set?
– I (watch) the news.
7. – Why are you filling that bucket with water?
– (I, wash) the car.

3. Explain the use of *shall/will* or *going to* in the following.

1. – I've decided to repaint this room. – Oh, have you? What colour (you, paint) it?
2. – Are you going shopping? – Yes, I (buy) something for dinner.
3. – I don't know how to use this camera. – It's quite easy. I (show) you.
4. – What would you like to eat? – I (have) a sandwich, please.
5. – Did you post that letter for me? – Oh, I'm sorry. I completely forgot. I (do) it now.
6. – The ceiling in this room doesn't look very safe, does it? – No, it looks as if it (fall) down.
7. I (go) to party tomorrow night. Would you like to come too?

Present Continuous for the future

1. A. Diana Snow is going away on a business trip next week. Ask about Diana's trip next week. Look at the answers. What are the questions?

Example:

Where is Diana going?

QUESTIONS

1. Where / Diana / go?
2. Where / she / fly / from?
3. When / she / leave?
4. How long / she / stay / in Milan?
5. Which hotel / she / stay / at?
6. When / she / come / back to England?
7. What time / she / arrive / in London?

ANSWERS

- To Milan.
- From Heathrow Airport.
- On Monday morning.
- She's staying there for three days.
- At the Hotel Mediterranean.
- She's coming back on Wednesday.
- At 8 o'clock in the evening.

1. B. Now write what Diana is doing next week.

Example:

1. She's going to Milan.

2. She's flying from Heathrow Airport.

2. Have you made any arrangements for the future? What are you doing? Make true sentences.

Example:

1. I'm going out this evening. or I'm not going out this evening.

1. go / out this evening
2. have / an English lesson tomorrow
3. meet / a friend tomorrow evening
4. go / to the doctor's this week
5. play / tennis next weekend
6. go / away on holiday next month

3. What are you doing next weekend? Complete the questions.

Example:

1. Are you going out on Friday evening?

1. you / go / out on Friday evening?
2. What / you / do / on Saturday afternoon?
3. you / go / out on Saturday evening?
4. you / do / anything on Sunday morning?
5. you / stay / at home on Sunday evening?

4. Now answer the questions in 3.

Example:

1. Are you going out on Friday evening?

– Yes, I am. I'm going to the cinema. or No, I'm not.

5. A. What have you decided to do this evening? Are you going to do these things?

- | | | |
|----------------|-------------------|--------------------|
| 1. watch TV | 3. cook dinner | 5. go to bed early |
| 2. read a book | 4. wash your hair | |

Make true sentences.

Example:

1. I'm going to watch TV. or I'm not going to watch TV.

5. B. Now ask someone if he or she is going to do these things this evening.

1. Are you going to watch TV this evening?

2. Are you going to read a book?

6. Read the sentences in A and decide what to do. Use *I think I'll ...* and the words in B.

Example:

I think I'll open a window.

A.

1. It's hot in this room.
2. I'm hungry.
3. My flat is in a mess.
4. I haven't got any stamps.
5. I want some new glasses.
6. I'm cold.
7. I've just missed my bus.
8. There's a good film on TV.
9. My watch is broken.

B.

- go to the optician's
- buy a new one
- open a window
- turn on the heating
- watch it
- take a taxi home
- get something to eat
- go to the post office
- tidy it

7. Do you think that, in the future, you will:

1. learn a new language?
2. travel a lot?
3. move to a different country?
4. learn a musical instrument or a new musical instrument?
5. be richer?

Write sentences.

I think Perhaps I don't think	I'll _____.
-------------------------------------	-------------

Example:

1. I think I'll learn a new language.

or Perhaps I'll learn a new language.

or I don't think I'll learn a new language.

8. When can we use the *Present Continuous* to talk about the future? Can you find mistakes in some of these sentences?

1. Tony is meeting a friend tomorrow evening. ✓
2. I think it's ~~snowing~~ soon.
3. I'm visiting my parents at the weekend.
4. Perhaps I'm visiting New York one day.
5. What time are you leaving tomorrow?
6. Who is winning the next World Cup?
7. I'm sure you aren't failing the exam next week.

9. Choose the correct answer.

1. Don't touch that dog. ~~It's going to bite~~ / *It'll bite* you.
2. I'm going out for a walk now.
– But it's raining.
– Oh, is it? Well, *I'm going* / *I'll go* out later.
3. Why don't you change your hair style? *You're going to look* / *You'll look* much better.
4. Why do you want to sell your flat?
– *I'll move* / *I'm going to move* to Madrid.

10. Make the sentences into negatives and questions.

1. You'll be at home tonight.
You won't be at home tonight.
Will you be at home tonight?
2. I'm going to see you tomorrow.

3. He's working next Saturday.
4. It'll rain tomorrow.
5. They're coming next week.
6. She's going to be late tonight.
7. We'll be here tomorrow.

Y9-15

Review

- 1. Ask questions from the questionnaire.
Make a note of your partner's answers.**

FAMILY

Got / any brothers or sisters? How many?

ROUTINES

What time / usually get up / morning?

What / usually have / breakfast?

READING HABITS

What newspaper / read every day?

What magazines / usually buy?

PRESENT ACTIVITIES

What book / read / at the moment?

What other languages / learn?

FUTURE PLANS

What / going to do this evening?

What / going to do at the weekend?

BIRTHDAYS

When / be / your birthday?

What / usually do / your birthday?

INTERESTS AND SPORTS

What / like doing / spare time? What music / like?

Play any sports? Which?

LAST NIGHT

What / do last night? What time / go to bed?

HOLIDAYS

Where / go / last summer holiday? Where / stay?

EXPERIENCES

Ever be / Britain or the USA?

Ever live / foreign country?

2. Tell the class about the things you have known about your partner.

3. Write down about yourself and the things you have in common with your partner.

УЭ-16

PROGRESS TESTS

(ИТОГОВЫЕ ТЕСТЫ)

Test I (уровень знаний 3)

The Verb *to be*

I. Choose the correct variant *a, b* or *c*.

1. Tom ... a good boy.

a) am b) is c) are

2. Jack and Jill ... my friends.

a) am b) is c) are

3. Mr and Mrs Brown ... on holidays.

a) am b) is c) are

4. I ... ten years old.

a) am b) is c) are

5. He ... a pupil of the fifth grade.

a) am b) is c) are

6. Mike and I ... in the yard.

a) am b) is c) are

7. Simon ... absent today.

a) am b) is c) are

8. Karen ... our new English teacher.

a) am b) is c) are

9. We ... doing test.

a) am b) is c) are

10. Peter and his brother ... playing football.

a) am b) is c) are

11. Jane ... from London.

a) am b) is c) are

12. I ... fond of music.

a) am b) is c) are

13. Randy ... Tom's sister.

a) am b) is c) are

14. What ... this?

a) am b) is c) are

15. Who ... absent?

a) am b) is c) are

16. What ... your favourite book?

a) am b) is c) are

Present Simple and Present Continuous

II.

1. I ... in London.

a) live b) lives c) am living

2. My brother ... tennis every Saturday.

a) play b) plays c) is playing

3. What is the noise? Jane ... in the next room.

a) sing b) sings c) is singing

4. Linda ... in Los Angeles.

a) live b) lives c) is living

5. My granny is in the kitchen. She ... cakes.

a) cook b) cooks c) is cooking

6. Fred ... English.

a) speak b) speaks c) is speaking

7. John and Jack ... test now.

a) write b) is writing c) are writing

8. Susan ... five lessons on Monday.

a) have b) has c) is having

9. ... you drink tea for breakfast?

a) Do b) Does c) Are

10. It .. now.

a) rains b) is raining c) rain

11. This house ... to me.

a) belongs b) belong c) is belonging

12. I ... the rule now.

a) understand b) understands c) am understanding

13. I .. to speak to Dan.

a) wants b) am wanting c) want

14. ... it ... in autumn?

a) Do ... rain b) Is ... raining c) Does ... rain.

15. I'm listening hard, but I ... anything.

a) not hear b) don't hear c) am not hearing

Past Simple and Past Continuous

III.

1. I ... down the street yesterday when I saw a man I know.
a) walked b) was walking
2. She ... at the bus stop when it started to rain.
a) stood b) was standing
3. The police picked him up when he ... the rules.
a) was breaking b) broke
4. When the phone rang, he ... it.
a) answered b) was answering
5. When the phone rang he ... the dishes.
a) washed b) was washing
6. Nick ... a new guitar in January.
a) was buying b) bought
7. Scott ... the wallet yesterday, but luckily he found it.
a) was losing b) lost c) was lost
8. In the morning I left London, it ... heavily.
a) rained b) was raining c) was rained
9. Where were you sitting when the film ...?
a) started b) was starting c) will start
10. I ... into Willow Street when the car hit me.
a) was turning b) turned c) turn
11. She ... the road when we saw her.
a) crossed b) had crossed c) was crossing
12. We ... when we were living in Italy.
a) met b) were meeting c) have met
13. He ... up and walked into the room.
a) was standing up b) stood up
14. He ... across the room and closed the window.
a) was crossing b) crossed
15. Yesterday evening Mrs Taylor ... in her garden, while her cat was sleeping nearby.
a) was working b) worked c) were working
16. Peter ... while his sister was sunbathing.
a) swam b) was swimming c) was swam

Past Simple and Present Perfect

IV.

1. Sarah ... her key.
a) lost b) have lost c) has lost

2. Mr McKein ... Egypt several times.
a) visited b) have visited c) has visited
3. I ... to London two months ago.
a) have been b) was c) have gone
4. Tom ... this film twice.
a) saw b) has saw c) has seen
5. She ... to us yet.
a) didn't write b) hasn't written c) doesn't write
6. Randy ... me since July.
a) didn't visit b) hasn't visited c) not visited
7. Last Sunday I ... the National Gallery.
a) visited b) have visited c) did visit
8. When I was a child I ... in the country.
a) have lived b) was lived c) lived
9. ... ever ... a car?
a) Did you ... drive b) Have you ... driven c) Have you ... driven
10. When ... to the library?
a) did you go b) have you gone c) have you been
11. I ... in Dublin since March.
a) wasn't b) hasn't been c) haven't been
12. We ... each other since we were children.
a) knew b) have knew c) have known
13. How long ... your car?
a) have you had b) did you have c) had you
14. Helen isn't here. She ... to the cinema.
a) went b) has been c) has gone
15. Mr Thompson ... here in 1995.
a) come b) has come c) came
16. W. Shakespeare ... over four hundred years ago.
a) was born b) has been born c) were born

Test II (уровень знаний 4)

Past, present and future

Complete the sentences.

1. A: *Did you go (go / you) out last night?*
B: No, (I / stay) at home.
A: What (you / do)?
B:(I / watch) television.
A: (you / go) out tomorrow night?
B: Yes,(I / go) to the cinema.

- A: Which film (you / see)?
 B: (I / not / know). (I / not / decide) yet.
2. A: Are you on holiday here?
 B: Yes, we are.
 A: How long (you / be) here?
 B: (we / arrive) yesterday.
 A: And how long (you / stay)?
 B: Until the end of next week.
 A: And (you / like) it here?
 B: Yes, (we / have) a wonderful time.
3. A: Oh, (I / just / remember) -..... (Jill / phone) while you were out.
 B: (she / always / phone) when I'm not here.
 (she / leave) a message?
 A: No, but (she / want) you to phone her back as soon as possible.
 B: OK, (I / phone) her now. (you / know) her number?
 A: It's in my address book. (I / get) it for you.
4. A: (I / go) out with Chris and Steve this evening.(you / want) to come with us?
 B: Yes, where (you / go)?
 A: To the Italian restaurant in North Street. (you / ever / eat) there?
 B: Yes, (I / be) there two or three times. In fact I (go) there last night but I'd love to go again!
5. A:(I / lose) my glasses again. (you / see) them?
 B: (you / wear) them when (I / come) in.
 A: Well, (I / not / wear) them now, so where are they?
 B: (you / look) in the kitchen?
 A: No, (I, go) and look now.

**ЛИСТОК КОНТРОЛЯ
(KEYS)**

УЧЕБНЫЙ МОДУЛЬ №3

ENGLISH TENSES

(Времена английского глагола)

УЭ-1

Entry Test

(Входной тест)

- | | | |
|-------------|------------------------|--------------------------------|
| I. | 1. Present Perfect | 4. Past Continuous |
| | 2. Present Simple | 5. Present Continuous |
| | 3. Past Simple | 6. Future Simple |
| II. | 1. was / were swimming | 4. have / has waited |
| | 2. cut, cuts | 5. will decide |
| | 3. stood | |
| III. | | |
| A. | 1. is washing | 4. am trying |
| | 2. washes | 5. shines, wakes |
| | 3. sits, is sitting | 6. it is snowing, doesn't snow |
| B. | 1. am going | 4. use |
| | 2. isn't raining | 5. drives |
| | 3. opens, closes | |

УЭ-2

Talking about the present

(Способы выражения настоящего времени в английском языке)

be

1.

- | | | | | |
|-------|-------|--------|-------|-------|
| 1. is | 3. am | 5. are | 7. is | 9. is |
| 2. am | 4. am | 6. is | 8. is | |

2.

- | | |
|------------------|------------|
| 1. am | 9. is, is |
| 2. is, is | 10. is |
| 3. is, is | 11. is, is |
| 4. are, are, are | 12. is |
| 5. is, is | 13. is |

- | | |
|---------------|----------------------------------|
| 6. are, am | 14. is |
| 7. is, is, is | 15. is |
| 8. is, is | 16. is, are, is, is, is, is, is. |

3.

FULL FORMS

I am
 you are
 he is
 she is
 it is
 we are
 you are
 they are

SHORT FORMS

I'm
 you're
 he's
 she's
 it's
 we're
 you're
 they're

4.

- | | | |
|-----------------|------------------|----------------|
| 1. is or isn't | 3. is or isn't | 5. is or isn't |
| 2. 'm or 'm not | 4. are or aren't | |

5.

1. Are you a good singer? – Yes, I am. or No, I'm not.
2. Is your teacher married? – Yes, he/she is. or No, he/she isn't.
3. Is tennis your favourite sport? – Yes, it is. or No, it isn't.
4. Are your shoes new? – Yes, they are. or No, they aren't.
5. Is your best friend English? – Yes, he/she is. or No, he/she isn't.
6. Are you very intelligent? – Yes, I am. or No, I'm not.

6.

Questions:

1. What is your name?
2. Where are you from?
3. How old are you?
4. When is your birthday?
5. What colour are your eyes?
6. Who is your best friend?

Example answers:

- Carlos Sanchez.
- Madrid.
- 25.
- 1st May.
- Brown.
- My sister.

7.

Check up with the help of a dictionary.

there is, there are

8.

- | | |
|--------------|--------------|
| 1. There is | 6. there are |
| 2. Is there | 7. They are |
| 3. there is | 8. are there |
| 4. It is | 9. There are |
| 5. Are there | 10. They are |

YD-3

have got

1.

FULL FORMS

I have got
you have got
he has got
she has got
it has got
we have got
you have got
they have got

SHORT FORMS

I've got
you've got
he's got
she's got
it's got
we've got
you've got
they've got

2.

1. Have you got any brothers or sisters?
2. Have you got any children?
3. How many cousins have you got?
4. Have you got a cat or a dog?
5. Has your teacher got a car?
6. Has your house or flat got a garden?

3.

Example answers:

1. Yes, I have. I've got two sisters. *or* No, I haven't.
2. Yes, I have. I've got a son. *or* No, I haven't.
3. I've got four cousins.
4. Yes, I have. I've got a cat. *or* No, I haven't.
5. Yes, he/she has. *or* No, he/she hasn't.
6. Yes, it has. *or* No, it hasn't.

4.

1. have ('ve) got; haven't got

2. hasn't got; has ('s) got
3. Have you got; haven't
4. Has your car got; has
5. Have your parents got; have ('ve) got

УЌ-4

Present Simple

1.

A.

gets
cooks
leaves
uses
sings
stops
tests
reads
starts

B.

teaches
finishes
kisses
goes

C.

carries
studies
flies

2.

Speaking practice

3.

/iz/	/z/	/s/
uses	leaves	gets
teaches	sings	cooks
finishes	reads	stops
finishes	goes	tests
kisses	carries	starts
	studies	
	flies	

4.

A.

Get up; have; leave; start; finish; have; go

B.

1. Jill gets up at 5.00. I get up at
2. She has breakfast at 5.30. I have breakfast at
3. She leaves home at 6.00. I leave home at
4. She starts work at 6.30. I start work/school at
5. She finishes work at 2.00. I finish work/school at

6. She has dinner at 7.00. I have dinner at
7. She goes to bed at about 10.00. I go to bed at

C

Example answer:

My father gets up at 6.30. He has breakfast at 7.00. He leaves home at 7.30. He starts work at 8.00. He finishes work at 6.00. He has dinner at 8.00. He goes to bed at about 11.30.

5.

Example answers:

I usually go shopping.

I sometimes play tennis.

My father often goes swimming.

My friend and I sometimes go to the cinema.

My friend often goes windsurfing.

I never play football.

6.

1. Do; live; do; live

4. Does; live; does

2. do; live; live

5. does; live; lives

3. do; live; live

7.

A.

1. Do you read a lot of books? – Yes, I do. *or* No, I don't.

2. Does your best friend drive a Ferrari? – Yes, he/she does. *or* No, he/she doesn't.

3. Does it rain a lot in your country? – Yes, it does. *or* No, it doesn't.

4. Do you do yoga? – Yes, I do. *or* No, I don't.

5. Does your teacher wear glasses? – Yes, he/she does. *or* No, he/she doesn't.

B.

1. read *or* don't read

2. drives *or* doesn't drive

3. rains *or* doesn't rain

4. do *or* don't do

5. wears *or* doesn't wear

8.

A. *Reading what Greg says*

B.

1. do you come from?
2. do you get up?
3. do you go to college?
4. does college start?
5. does college finish?
6. do you usually have lunch?
7. do you go after college?
8. do you do there?

C.

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

9.

1. starts; finishes
2. don't come; come
3. opens; does it close
4. gets up; doesn't get up
5. speak; don't speak; do you speak

YD-5**Present Continuous****1.**

A. singing; writing; taking; sitting; playing; reading; looking; picking; swimming; jumping; running; staying; going; doing; buying; helping; eating; brushing; cleaning; setting;

B. making; speaking; spending; living; raining; beginning; hitting; shaving; dying; cutting; sleeping; meeting; dropping; typing; listening; talking; flying; lying; wishing; tricking.

2.

- | | |
|----------------------------|-----------------------|
| 1. are running | 7. is lying |
| 2. am doing | 8. are you having? |
| 3. are going | 9. are you studying? |
| 4. is sitting, is studying | 10. is lying? |
| 5. is standing, is smoking | 11. are they talking? |
| 6. is walking | 12. is raining |

3.

1. We are not listening to the teacher. Are we listening to the teacher? 2. I am not writing on the blackboard. Am I writing on the blackboard? 3. You are not learning English Grammar. Are you

learning English Grammar. 4. It isn't raining cats and dogs. Is it raining cats and dogs? *etc.*

4.

1. What are you doing? 2. What are you cooking? 3. Are you going out tonight? 4. What time are we playing tennis? 5. Why is your daughter crying? 6. When are Ken and Ellen coming for dinner?

5.

1. Are you studying at home now? – Yes, I am. *or* No, I'm not.
2. Where are you sitting? – I'm sitting
3. What are you wearing? – I'm wearing
4. Is the sun shining? – Yes, it is. *or* No, it isn't.

6.

Examples answers:

My brother and his wife are working now.

My friend Astrid is playing tennis. My sister is studying. My friend Carlos is shopping.

7.

1. am ('m) writing
2. are ('re) playing
3. is wearing
4. Is she talking
5. are ('re) painting
6. are you eating
7. am ('m) not reading
8. isn't raining; is shining

УЭ-6

Present Simple and Present Continuous.
(review)

1.

1. 's having	5. teaches	9. spends
2. has	6. 's teaching	10. 's teaching
3. leaves	7. come	
4. drives	8. don't speak	

2.

- | | | | |
|-----------------|-----------------|----------|---------------|
| 1. goes | 4. drives | 7. lives | 10. is riding |
| 2. are watching | 5. is lying | 8. go | |
| 3. is washing | 6. doesn't like | 9. cooks | |

3.

Present continuous

I am working
you are working
he is working
she is working
it is working
we are working
they are working

Present simple

I work
you work
he works
she works
it works
we work
they work

4.

1. Do you often wear jeans? – Yes, I do. *or* No, I don't.
2. Are you wearing jeans now? – Yes, I am. *or* No, I'm not.
3. Is it raining now? Yes, it is. *or* No, it isn't.
4. Does it often rain in your country? – Yes, it does. *or* No, it doesn't.
5. Do you study English every day? – Yes, I do. *or* No, I don't.
6. Are you studying English at the moment? – Yes, I am.

5.

1. I often wear jeans. *or* I don't often wear jeans.
2. I'm wearing jeans now. *or* I'm not wearing jeans now.
3. It's raining now. *or* It isn't raining now.
4. It often rains in my country. *or* It doesn't often rain in my country.
5. I study English every day. *or* I don't study English every day.
6. I'm studying English at the moment.

6.

1. is having; 2. has; 3. cooks; 4. is cooking; 5. leaves; 6. is leaving;
7. watch; 8. are sitting and watching; 9. does; 10. is doing; 11.
rains; 12. is raining; 13. snows; 14. is snowing

7.

1. b; 2. c; 3. b; 4. c; 5. a

8.

1. Are you working; am
2. Do you work; do
3. Does Pete usually walk; doesn't

Y9-7

Verbs not normally used in the continuous

2.

- | | | | |
|----------------|---------|------------------|----------------|
| 1. like | 3. owns | 5. Do you want | 7. Do you know |
| 2. is watching | 4. love | 6. Are you going | 8. 'm doing |

3.

1. I hate cold weather.
2. ✓
3. Do you believe me?
4. This car doesn't belong to me.
5. What does this word mean?
6. ✓
7. I prefer jazz to pop music.
8. ✓
9. I can see a dog in the garden.
10. You seem very happy.
11. ✓

4.

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

5.

- | | |
|------------------|-----------------|
| 1. I listen | 5. She has |
| 2. I'm listening | 6. do you speak |
| 3. She's having | 7. Do you like |
| 4. She often has | |

6.

1. Mmm! I like this ice cream.
2. I don't understand this sentence.
3. ✓
4. Michael has black hair and brown eyes.

5. ✓

6. Do you think Julia Roberts is a good actress?

7. Do you know those people?

УЭ-8

Talking about the past

(Способы выражения прошедшего времени в английском языке)

Past tense of the verb *be*

1.

1. is

5. was

9. was

13. are

17. was

2. was

6. was

10. is

14. were

18. was

3. was

7. is

11. was

15. were

4. is

8. was

12. was

16. is

2.

1. I was at home at 7 o'clock yesterday morning. *or* I wasn't at home at 7 o'clock yesterday morning.

2. I was at the cinema at 2 o'clock yesterday afternoon. *or* I wasn't at the cinema at 2 o'clock yesterday afternoon.

3. I was in bed at 6 o'clock yesterday evening. *or* I wasn't in bed at 6 o'clock yesterday evening.

4. I was at home at 9 o'clock last night. *or* I wasn't at home at 9 o'clock last night.

5. I was at a disco at midnight last night. *or* I wasn't at a disco at midnight last night.

3.

1. Were; 2. Was; 3. Were; 4. Were

4.

1. Yes, I was. *or* No, I wasn't.

2. Yes, it was. *or* No, it wasn't.

3. Yes, they were. *or* No, they weren't.

4. Yes, we were. *or* No, we weren't.

5.

1. was or wasn't

3. were or weren't

2. was or wasn't

4. were or weren't

6.

- 1. was; was
- 2. was; was
- 3. was; was

- 4. were; were
- 5. was; was
- 6. was; was

- 7. were; were
- 8. was; was

Y9-9

Past Simple

1.

- | | | | |
|----------|--------|---------|---------|
| 1. | 2. | 3. | 4. |
| started | used | stopped | hurried |
| played | lived | planned | carried |
| watched | danced | slipped | tidied |
| needed | liked | | |
| finished | hated | | |
| cooked | | | |
| sailed | | | |

2.

Speaking practice

3.

/id/	/d/	/t/
started	played	watched
needed	sailed	finished
hated	used	cooked
	lived	danced
	planned	liked
	hurried	stopped
	carried	slipped
	tidied	

4.

Ticking the things that you usually do at weekends

5.

Example answers:

I cleaned my room. I visited a friend. My friend and I played tennis. I studied. I cooked a meal. I stayed at home and watched TV.

6.

built	lost
bought	made
came	met
cut	read
did	ran
drank	saw
drove	sold
ate	sat
flew	spoke
got	spent
gave	swam
went	took
grew	taught
had	wore
knew	wrote
left	

7.

Reading about Mr Bird

8.

He got up at 6.45 and had a shower. Then he had breakfast. He had tea and cornflakes for breakfast. He left home at 7.55 and went to work by bus. He took the 8.05 bus and got to work at 8.30. He had lunch from 1.00 till 2.00 and left work at 6.00 in the evening. When he got home, he read the newspaper. Then he had dinner. He had dinner at 7.15. After dinner he took his dog for a walk. He went to bed at 10.30 exactly!

9.

- | | |
|-------------------|------------------------|
| 1. had; did; have | 4. had; did; have; had |
| 2. Did; have; did | 5. Did; have; did; had |
| 3. did; have; had | |

10.

1. Did you go out last night? – Yes, I did. *or* No, I didn't.
2. Did you play tennis yesterday? – Yes I did. *or* No, I didn't.
3. Did you study last weekend? – Yes, I did. *or* No, I didn't.

4. Did you have a haircut last week? – Yes, I did. *or* No, I didn't.
5. Did you have a birthday party last year? – Yes, I did. *or* No, I didn't.
6. Did you have a holiday last summer? – Yes, I did. *or* No, I didn't.

11.

1. I went out last night. *or* I didn't go out last night.
2. I played tennis yesterday. *or* I didn't play tennis yesterday.
3. I studied last weekend. *or* I didn't study last weekend.
4. I had a haircut last week. *or* I didn't have a haircut last week.
5. I had a birthday party last year. *or* I didn't have a birthday party last year.
6. I had a holiday last summer. *or* I didn't have a holiday last summer.

12.

Reading about Henry Ford

13.

- | | |
|-----------------|---------------------|
| 1. did; start | 4. did; start |
| 2. did; produce | 5. did; do (or buy) |
| 3. did; call | 6. did; become |

14.

American engineer Henry Ford started the Ford Motor Company in 1903. Ford produced the first cheap motor car. He called the car the Ford Model T. He started making the Model T in Detroit in 1908. Millions of people bought the car and Ford became a very rich man.

15.

1. Did you go out last Saturday?
2. Did you go on your own?
3. Which film did you see?
4. Did you enjoy the film?
5. What time did the film start?
6. When did it finish?
7. Where did you go after the film?
8. What did you do after that?

Y9-10

Past Continuous and Past Simple (Review)

1.

- | | |
|-----------------|-----------------|
| 1. was | 7. was carrying |
| 2. were sitting | 8. came |
| 3. stopped | 9. was carrying |
| 4. were | 10. got |
| 5. got | 11. rode |
| 6. ran | 12. arrived |

2.

1. It was raining when I got up this morning.
2. When I got up, I had a shower.
3. We were going home when we saw the accident.
4. When we saw the accident, we phoned the police.
5. John was riding on his bike when he fell off.
6. He broke his leg when he fell off.
7. I was getting undressed when I heard a strange noise outside my bedroom window.
8. When I heard the noise, I went over to the window and looked outside.

Y9-11

Present Perfect simple

1.

INFINITIVE	PAST TENSE	PAST PARTICIPLE
be	was/were	been
break	broke	broken
do	did	done
eat	ate	eaten
go	went	gone
have	had	had
know	knew	known
live	lived	lived

2.

Example answers:

- | | | |
|---------------|--------------|----------------|
| 1. Did; go | 5. has gone | 9. have; lived |
| 2. Have; been | 6. 've had | 10. did; live |
| 3. went | 7. had | |
| 4. did; go | 8. Did; have | |

3.

- | | | | |
|-------------|------------|----------------|--------|
| 1. I had | 3. We were | 5. did you get | 7. for |
| 2. I've had | 4. left | 6. I've been | |

4.

- | | |
|---------------------|-------------------|
| 1. 've lived; since | 4. 's worked; for |
| 2. 've worked; for | 5. 've had; since |
| 3. 've been; since | |

5.

Example answers:

1. How long have you worked for the sports magazine?
2. How long have you and Theo been married?
3. How long have you lived in London?
4. How long have you had your flat?
5. How long has Theo worked in the bank?

Y9-12

Present Perfect and Past Simple
(review)

1.

1(1); 1(3); 1(5); 1(6); 2(1); 3(1); 4(1); 4(2); 5(1).

2.

1. Yes, I have.
2. No, I have not.
3. I have visited... No, I haven't visited...
4. Yes, I have been to ... No, I haven't been to.
5. I have seen ... I haven't seen
6. I've known him for ... I met him Years ago.

3.

- | | | |
|------------------|-----------------|------------------|
| 1. travelled | 7. have decided | 13. has bought |
| 2. has travelled | 8. decided | 14. bought |
| 3. have seen | 9. has lived | 15. has blown up |
| 4. saw | 10. lived | 16. has changed |
| 5. met | 11. has stopped | 17. changed |
| 6. have met | 12. stopped | |

4.

1. Have you ever seen; 2. saw; 3. have liked; 4. was; 5; bought; 6. have you known; 7. have known; 8. did you get; 9. have been; got.

УЭ-13

Talking about the future

(Способы выражения будущего времени)

1.

1. b; 2. c; 3. c; 4. c; 5. b; 6. b; 7. a

2.

1. am going	3. will do	5. will be / is going to be
2. am going	4. am going to erase	6. am going to watch
		7. am going to wash

3.

1. are you going to paint	5. will do
2. am going to buy	6. is going to fall down
3. will show	7. am going
4. will have	

УЭ-14

Present Continuous for the future

1.

A.

1. Where is Diana going?
2. Where is she flying from?
3. When is she leaving?
4. How long is she staying in Milan?
5. Which hotel is she staying at?
6. When is she coming back to England?
7. What time is she arriving in London?

B.

1. She's going to Milan.
2. She's flying from Heathrow Airport.
3. She's leaving on Monday morning.
4. She's staying in Milan for three days.
5. She's staying at the Hotel Mediterranean.
6. She's coming back to England on Wednesday.
7. She's arriving in London at 8 o'clock in the evening.

2.

- | | | |
|-------------------------------------------|----|--------------------------------------------|
| 1. I'm going out this evening. | or | I'm not going out this evening. |
| 2. I'm having an English lesson tomorrow. | or | I'm not having an English lesson tomorrow. |

- | | | |
|-------------------------------------------|-----------|--------------------------------------------|
| 3. I'm meeting a friend tomorrow evening. | <i>or</i> | I'm not meeting a friend tomorrow evening. |
| 4. I'm going to the doctor's this week. | <i>or</i> | I'm not going to the doctor's this week. |
| 5. I'm playing tennis next weekend. | <i>or</i> | I'm not playing tennis next weekend. |
| 6. I'm going away on holiday next month. | <i>or</i> | I'm not going away on holiday next month. |

3.

1. Are you going out on Friday evening?
2. What are you doing on Saturday afternoon?
3. Are you going out on Saturday evening?
4. Are you doing anything on Sunday morning?
5. Are you staying at home on Sunday evening?

4.

Example answers:

1. – Yes, I am. I'm going to the cinema. *or* No, I'm not.
2. I'm meeting some friends.
3. Yes, I am. I'm going to a party. *or* No, I'm not. I'm staying at home.
4. Yes, I am. I'm going swimming. *or* No, I'm not.
5. Yes, I am. *or* No, I'm not. I'm going out.

5. A.

- | | | |
|----------------------------------|-----------|-----------------------------------|
| 1. I'm going to watch TV. | <i>or</i> | I'm not going to watch TV. |
| 2. I'm going to read a book. | <i>or</i> | I'm not going to read a book. |
| 3. I'm going to cook dinner. | <i>or</i> | I'm not going to cook dinner. |
| 4. I'm going to wash my hair. | <i>or</i> | I'm not going to wash my hair. |
| 5. I'm going to go to bed early. | <i>or</i> | I'm not going to go to bed early. |

B.

1. Are you going to watch TV this evening?
2. Are you going to read a book?
3. Are you going to cook dinner?
4. Are you going to wash your hair?
5. Are you going to go to bed early?

6.

1. I think I'll open a window.
2. I think I'll get something to eat.

3. I think I'll tidy it.
4. I think I'll go to the post office.
5. I think I'll go to the optician's.
6. I think I'll turn on the heating.
7. I think I'll take a taxi home.
8. I think I'll watch it.
9. I think I'll buy a new one.

7.

Example answers:

1. I think I'll learn a new language. *or* Perhaps I'll learn a new language. *or* I don't think I'll learn a new language.
2. I think I'll travel a lot. *or* Perhaps I'll travel a lot. *or* I don't think I'll travel a lot.
3. I think I'll move to a different country. *or* Perhaps I'll move to a different country. *or* I don't think I'll move to a different country.
4. I think I'll learn a musical instrument. *or* Perhaps I'll learn a musical instrument. *or* I don't think I'll learn a musical instrument.
5. I think I'll be richer. *or* Perhaps I'll be richer. *or* I don't think I'll be richer.

8.

Mistakes:

2, 4, 6, 7.

Example corrections:

2. I think it *will snow* soon. *or* I think it is *going to snow* soon.
4. Perhaps *I'll visit* New York one day.
6. Who *will win* the next World Cup? *or* Who is *going to win* the next World Cup?
7. I'm sure you *won't fail* the exam next week. *or* I'm sure you *aren't going to fail* the exam next week.

9.

- | | |
|---------------|----------------------|
| 1. It'll bite | 3. You'll look |
| 2. I'll go | 4. I'm going to move |

10.

1. You won't be at home tonight. Will you be at home tonight?

2. I'm not going to see you tomorrow. Am I going to see you tomorrow?
3. He isn't working next Saturday. Is he working next Saturday?
4. It won't rain tomorrow. Will it rain tomorrow?
5. They aren't coming next week. Are they coming next week?
6. She isn't going to be late tonight. Is she going to be late tonight?
7. We won't be here tomorrow. Will we be here tomorrow?

УЭ-15

Review

1. *Speaking practice.*
2. *Speaking practice.*
3. *Composition.*

УЭ-16

Progress tests (ИТОГОВЫЕ ТЕСТЫ)

Test I (уровень знаний 3)

The Verb *to be*

I.

- | | | | |
|------|------|-------|-------|
| 1. b | 5. b | 9. c | 13. b |
| 2. c | 6. c | 10. c | 14. b |
| 3. c | 7. b | 11. b | 15. b |
| 4. a | 8. b | 12. a | 16. b |

Present Simple and Present Continuous

II.

- | | | |
|------|-------|-------|
| 1. a | 6. b | 11. a |
| 2. b | 7. c | 12. a |
| 3. c | 8. b | 13. c |
| 4. b | 9. a | 14. c |
| 5. c | 10. b | 15. b |

Past Simple and Past Continuous

III.

- | | | | |
|------|------|------|-------|
| 1. b | 5. b | 9. a | 13. b |
|------|------|------|-------|

- | | | | |
|------|------|-------|-------|
| 2. b | 6. b | 10. a | 14. b |
| 3. b | 7. b | 11. c | 15. a |
| 4. a | 8. b | 12. a | 16. b |

Past Simple and Present Perfect

IV.

- | | | | |
|------|------|-------|-------|
| 1. c | 5. b | 9. b | 13. a |
| 2. c | 6. b | 10. a | 14. c |
| 3. b | 7. a | 11. c | 15. c |
| 4. c | 8. c | 12. c | 16. a |

Test II (уровень знаний 4) past, present and future

1. I stayed
did you do
I watched
Are you going
I'm going
are you going to see
I don't know. I haven't decided
2. have you been
We arrived
are you staying / are you going to stay
do you like
we're having
3. I've just remembered – Jill phoned
She always phones... Did she leave.
she wants
I'll phone... Do you know
I'll get
4. I'm going... Do you want
are you going
Have you ever eaten
I've been... I went
5. I've lost... Have you seen
You were wearing.. I came
I'm not wearing
Have you looked / Did you look
I'll go

СХЕМА УРОВНЯ ЗНАНИЙ

Уровень обученности	Задания	Критерии оценок	
		% правильных ответов	оценка
II (понимание)	1. Entry Test (входной контроль) 2. Exercises (упражнения)	100 – 96	10 – 9
		95 – 91	8
		90 – 86	7
		85 – 81	6
		80 – 76	5
		75 – 71	4
		70 – 66	3
		65 – 61	1 – 2
	60 и менее	0	
III (применение)	1. Exercises (Review) 2. Progress test I (итоговый контроль)	100 – 96	10 – 9
		95 – 91	8
		90 – 86	7
		85 – 81	6
		80 – 76	5
		75 – 71	4
		70 – 66	3
		65 – 61	1 – 2
	60 и менее	0	
IV (обобщение, систематизация)	1. Progress Test II	100 – 96	10 – 9
		95 – 91	8
		90 – 86	7
		85 – 81	6
		80 – 76	5
		75 – 71	4
		70 – 66	3
		65 – 61	1 – 2
	60 и менее	0	

УЧЕБНЫЙ МОДУЛЬ №4

MODAL VERBS (Модальные глаголы)

Номер УЭ	Учебный материал с указанием заданий (упражнения к учебным элементам модуля)	Управление обучением (дополнительная литература)
УЭ-0	<p>Интегрирующая цель:</p> <ul style="list-style-type: none"> • сформировать умения в употреблении модальных глаголов <i>can (could), have to, may, might, should</i>; • совершенствовать навыки изучающего чтения юридического текста. <p>Проверить уровень сформированности умений самостоятельно, в парах, в группах, по листкам контроля</p>	
УЭ-1	<p>Цель: проверить сформированность умений употребления модальных глаголов <i>can (could), have to, may, might, should</i>.</p> <ol style="list-style-type: none"> 1. Ознакомьтесь с объяснениями основных грамматических понятий данного модуля. 2. Выполните входной тест (Entry Test). 3. Проверьте правильность выполнения теста по листку контроля 4. Оцените свою работу по схеме уровня знаний 	<p>Изучите материал в разделе «Модальные глаголы» в учебном пособии: Карпышева М.Н., Янушков В.Н. Практическая грамматика английского языка. См. стр. 146 – 152 Работайте письменно самостоятельно</p>
УЭ-2	<p>Цель: сформировать умения употребления модального глагола <i>can (could)</i>.</p> <ol style="list-style-type: none"> 1. Вспомните, с помощью какого модального глагола можно выразить возможность и физическую способность выполнения действия в настоящем и прошедшем времени. 2. Выполните упражнения 1, 2, 3, 4, 5, 6. 3. Проверьте правильность выполнения по листку контроля, оцените работу по схеме уровня знаний 	<p>Работайте письменно Работайте устно в парах</p>

УЭ-3	<p>Цель: сформировать умения употребления модальных глаголов <i>must, have to (had to)</i>.</p> <ol style="list-style-type: none"> 1. Вспомните, какие модальные глаголы используются в английском языке для выражения необходимости выполнения действия в настоящем и прошедшем времени. 2. Выполните упражнения 1, 2, 3, 4, 5, 6. 3. Проверьте правильность выполнения по листку контроля. 4. Выполните упражнения 7, 8, 9, 10. 5. Проконтролируйте правильность выполнения упражнений по листку контроля. 6. Оцените свою работу по схеме уровня знаний 	<p>Работайте письменно самостоятельно</p> <p>Работайте устно в парах</p>
УЭ-4	<p>Цель:</p> <ul style="list-style-type: none"> • сформировать умения употребления модальных глаголов <i>may, might</i>; • совершенствовать навыки изучающего чтения юридического текста. <ol style="list-style-type: none"> 1. Вспомните с помощью каких модальных глаголов можно выразить вероятную возможность совершения действия, дать совет. 2. Выполните упражнения 1, 2, 3. 3. Проконтролируйте правильность выполнения и оцените работу. 4. Выполните предтекстовые упражнения, прочитайте и переведите текст “<i>At the Meetings</i>”. 5. Проконтролируйте правильность понимания с помощью словаря 	<p>Работайте письменно самостоятельно</p> <p>Учебное пособие: Зелликман А.Я. Английский для юристов («Феникс», Ростов-на-Дону, 1995), Unit V</p>
УЭ-5	<p>Цель: провести итоговый контроль сформированности умений употребления модальных глаголов <i>can (could), must, have to, may, might, should</i>.</p> <ol style="list-style-type: none"> 1. Выполните итоговый тест I (Progress Test I). 2. Проконтролируйте правильность выполнения и оцените работу 	<p>Работайте письменно самостоятельно</p>

	<p>3. Выполните итоговый тест II (Progress Test II).</p> <p>4. Проконтролируйте правильность выполнения по листку контроля.</p> <p>5. Оцените работу по схеме уровня знаний</p>	
--	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--

УЭ-1

УПРАЖНЕНИЯ К УЧЕБНЫМ ЭЛЕМЕНТАМ МОДУЛЯ №4

Основные грамматические понятия данного модуля.

modal verb

The modal verbs are *can, could, may, might, will, would, shall, should, must* (and a few other verbs).

ENTRY TEST (уровень знаний II)
(Входной тест)

Put in the appropriate modal verbs can (can't), could (couldn't), must, have to, may, should.

1. I ... play tennis in my youth, but I ... play it any more.
2. You ... buy powder and lipstick at the perfumer's.
3. My grandmother liked music. She ... play the piano very well.
4. Mrs Lawrence has to wear glasses. She ... see very well.
5. It was dark. We ... see a thing.
6. We ... leave yet. We've got plenty of time.
7. She seems to be in trouble. We ... help her.
8. Our luggage is very heavy. We ... take a porter.
9. When you come to London again, you ... come and see us.
10. The child hasn't recovered yet. It ... stay in bed for another day.
11. They have a lot of work at the office so she ... work on Saturdays.
12. You ... think over this offer once more before rejecting it.
13. You've been coughing a lot recently. You ... smoke so much.
14. I think Tom ... accept the job offer.
15. I don't think you ... work so hard.

Can, Could

1. What can your friend do? What can't he do? Make sentences.

play golf	ski	windsurf	play tennis	swim	ice-skate
-----------	-----	----------	-------------	------	-----------

Examples:

He can swim. He can't windsurf.

2. Can you do these things?

Examples:

I can swim. or I can't swim.

I can windsurf. or I can't windsurf.

3. What can you do in these places? Make sentences. Use *You can ... in a ...* .

buy flowers	baker's
buy medicine	butcher's
buy bread and cakes	laundrette
wash your clothes	florist's
buy meat	chemist'

Examples:

You can buy flowers in a florist's.

4. What can you do in your town in your free time? Write four (or more) sentences.

Examples:

You can play tennis.

You can go to the cinema.

5. What could you do when you were six years old? Ask someone if he or she could do the things in the table.

1. Could you read when you were six?

2. Could you write?

cook	speaking English	read	use a calculator	write
------	------------------	------	------------------	-------

6. Give true short answers to the questions in 5.

Example:

1. Could you read when you were six?

– Yes, I could. or No, I couldn't.

Must, Have to

1. Make sentences from B to go with the sentences in A. Use must or mustn't.

A

1. You're ill.
2. I'm very thirsty.
3. That dog is dangerous.
4. My glasses are broken.
5. It's Joe's birthday soon.
6. My room is in a mess.
7. I'm late for work.
8. Be quiet.
9. I'm very tired.
10. We're having a party on Saturday.

B

- You / go / near it.
- I / go / to the optician's.
- You / come.
- I / hurry.
- I / go / to bed.
- We / make / any noise.
- You / see / the doctor.
- I / have / a drink.
- I / tidy / it.
- We / forget / to send him a card.

1. You must see the doctor.

2. Annie is a shop assistant in London. She has to do these things every day.

- | | |
|--------|-----------------------------|
| stand | the Underground to work |
| be | at 6.30 |
| get up | all day |
| take | polite to all the customers |

What does Annie have to do every day?

1. She has to get up at 6.30.

3. Annie is on holiday this week. Make sentences about Annie now.

Use *She doesn't have to ...*

1. She doesn't have to get up at 6.30.

4. What do you have to do every day? Make sentences.

I have to _____. or I usually have to _____.
 I don't have to _____. or I don't usually have to _____.

1. get up early
2. start work / school before 9.00.
3. work / study hard

4. work / study in the evenings

Example:

1. *I have to get up early. or I don't usually have to get up early.*

5. Complete the sentences about the law in Britain. Add have to or has to.

In Britain

1. Children have to start school when they are five.
2. Everyone has to stay at school until the age of sixteen.
3. Nobody _____ do military service.
4. You _____ be sixteen to get married.
5. You _____ have your parents' permission to get married before you are eighteen.
6. You _____ be eighteen to vote.
7. Not everyone with a job _____ pay taxes.
8. You _____ have a license for a TV.

6. Are these things the same in your country?

Examples:

In my country

Children have to start school when they are six. Everyone has to stay at school until the age of sixteen.

7. Ask someone about his or her country. Complete the questions.

Add do, does or have to.

1. How old do you have to be to drive in your country?
2. _____ you _____ have a license to drive?
3. _____ everyone _____ wear a seat belt in a car?
4. How old _____ you _____ be to ride a motorbike?
5. _____ you _____ wear a crash helmet on a motorbike?
6. _____ you _____ have a license to ride a bicycle?
7. How old _____ you _____ be to get a job.
8. _____ everyone _____ have an identity card?

8. Now answer the questions about your country.

Use:

You have to be eighteen / sixteen etc.
 Yes, you do.
 Yes, everyone has to.
 No, you don't.
 No, nobody has to.
 No, not everyone has to.

9. Ask someone if he or she had to do these things. Use *Did you have to ...?*

1. get up early yesterday
2. do a lot of housework last weekend
3. take an exam last week
4. go to the dentist's last month
5. go into hospital last year

Example:

Did you have to get up early yesterday?

10. Now say if you had to do these things. Use *I had to ...* or *I didn't have to...*

Example:

1. I had to get up early yesterday. or I didn't have to get up early yesterday.

YĐ-4

May, Might, Should

1. Complete the conversations. Use may or might and these verbs:

play	watch	rain	stay	go
------	-------	------	------	----

1. A: What are you doing this evening?

B: I'm not sure. I ___ out or I ___ at home. There's a good film on TV. I think I ___ it.

2. A: What are you and Carla doing this afternoon?

B: We don't know. We ___ tennis. But it depends on the weather. I think it ___ later on.

2. What do you think? Make sentences. Use *I think ... should ...* or *I don't think ... should ...* .

1. people / watch / less TV
2. boys and girls / go / to the same schools
3. men and women / get / the same pay for the same job
4. people / be / free to smoke in public places
5. we / destroy / nuclear weapons

Example:

1. I think people should watch less TV. or I don't think people should watch less TV.

3. You want to visit a foreign country for a holiday. You ask someone from that country for advice. Complete the questions. Use *do you think I should*

1. When / visit / your country?
 2. go / in the summer?
 3. How / travel / when I'm there?
 4. hire / a car?
 5. Which places / visit?
 6. stay / in hotels?
 7. take / traveller's cheques?
- 1. When do you think I should visit your country?*

УЭ-5

PROGRESS TESTS

Test I (уровень знаний 3)

1. There is a mistake in one of these sentences. Find the mistake and correct it.

- a) I must clean my room now.
- b) I must clean my room yesterday.
- c) I must clean my room tomorrow.

2. Read these four sentences.

- a) You must go.
- b) You mustn't go.
- c) You have to go.
- d) You don't have to go.

***1. Which two sentences have only a small difference in meaning?**

2. Which sentence means "Don't go"?
3. Which sentence means "It isn't necessary for you to go"?

3. Read these three sentences.

- a) I may be here tomorrow.
- b) I'll be here tomorrow.
- c) I might be here tomorrow.

- *1. Which sentence means "I'm sure I'll be here tomorrow"?
2. Which two sentences mean "Perhaps I'll be here tomorrow"?

4. Read these two sentences.

- a) You must stop.
- b) You should stop.

- *1. Which sentence means "It's a good idea for you to stop"?
2. Which sentence means "It's necessary for you to stop"?

5. There are mistakes in some of these sentences. Find the mistakes and correct them.

1. I can play chess when I was eight.
2. Mike is a good runner. He could run very fast.
3. The room is very dark so I can't see very much.
4. When I was younger I can't swim.
5. Did you can ski when you were ten?

6. Complete the sentences. Use *must* or *mustn't* and these verbs:

tidy	drive	make	forget
------	-------	------	--------

1. There's ice on the roads today. You _____ carefully.
2. The baby is asleep. We _____ a noise.
3. My room is in a mess. I _____ it.
4. It's Sue's birthday soon. We _____ to send her a card.

Test II (уровень знаний 4)

1. Complete the sentences. Use *must*, *have to*, *has to* or *had to*. Sometimes two answers are possible.

1. You ___be eighteen to vote in Britain.
2. Annie ___get up early every day.
3. I ___work late last night.
4. I ___ phone my friend tonight.
5. Does Tony ___wear a uniform at his school?

6. Did you ___get up early yesterday?

2. Complete the sentences with *mustn't* or *don't have to/doesn't have to*.

1. We aren't late. We ___hurry.

2. You ___swim here. It's dangerous.

3. Mike ___wear a uniform at his school. He can wear what he likes.

4. You ___smoke here. This is a no-smoking area.

3. Complete the conversations. Use *may* or *might* and these verbs.

play watch rain stay go

1. A: What are you doing this evening?

B: I'm not sure. I ___out or I ___at home. There's a good film on TV. I think I ___ it.

2. A: What are you and Carla doing this afternoon?

B: We don't know. We ___ tennis. But it depends on the weather. I think it ___ later on.

4. Complete the sentences. Use *should* or *shouldn't* and these verbs:

help go wear do

1. I'm going out for a walk now. – You ___a coat. It's cold outside.

2. I'm always tired. – You ___ to bed so late.

3. That girl looks lost. Do you think we ___ her?

4. I've just found somebody's driving license in the street. What do you think I ___?

**ЛИСТОК КОНТРОЛЯ
(KEYS)**

УЧЕБНЫЙ МОДУЛЬ №4

**MODAL VERBS
(Модальные глаголы)**

УЭ-1

**Entry Test (уровень знаний II)
(Входной тест)**

- | | | |
|-----------------|------------------|-------------|
| 1. could, can't | 6. don't have to | 11. has to |
| 2. can | 7. must | 12. should |
| 3. could | 8. have to | 13. mustn't |
| 4. can't | 9. must | 14. should |
| 5. couldn't | 10. must | 15. should |

УЭ-2

Can, Could

1.

1. He can swim. He can't windsurf.
2. He can play tennis. He can't play golf.
3. He can ski. He can't ice-skate.

2.

1. I can swim. *or* I can't swim.
 I can windsurf. *or* I can't windsurf.
2. I can play tennis. *or* I can't play tennis.
 I can play golf. *or* I can't play golf.
3. I can ski. *or* I can't ski.
 I can ice-skate. *or* I can't ice-skate.

3.

You can buy flowers in a florist's. You can buy medicine in a chemist's. You can buy bread and cakes in a baker's. You can wash your clothes in a launderette. You can buy meat in a butcher's.

4.

Example answers:

You can play tennis. You can go to the cinema. You can go to a disco. You can play golf. You can go to the beach. You can go swimming. You can go windsurfing.

5.

1. Could you read when you were six?
2. Could you write?
3. Could you cook?
4. Could you use a calculator?
5. Could you speak English?

6.

- | | | |
|------------------|-----------|-----------------|
| 1. Yes, I could. | <i>or</i> | No, I couldn't. |
| 2. Yes, I could. | <i>or</i> | No, I couldn't. |
| 3. Yes, I could. | <i>or</i> | No, I couldn't. |
| 4. Yes, I could. | <i>or</i> | No, I couldn't. |
| 5. Yes, I could. | <i>or</i> | No, I couldn't. |

УД-3

Must, Have to

1.

1. You must see the doctor.
2. I must have a drink.
3. You mustn't go near it.
4. I must go to the optician's.
5. We mustn't forget to send him a card.
6. I must tidy it.
7. I must hurry.
8. We mustn't make any noise.
9. I must go to bed.
10. You must come.

2.

1. She has to get up at 6.30.
2. She has to take the Underground to work.
3. She has to stand all day.
4. She has to be polite to all the customers.

3.

1. She doesn't have to get up at 6.30.
2. She doesn't have to take the Underground to work.
3. She doesn't have to stand all day.
4. She doesn't have to be polite to all the customers.

4.

1. I have to get up early. or I usually have to get up early. or I don't have to get up early. or I don't usually have to get up early.
2. I have to start work before 9.00. or I usually have to start work before 9.00. or I don't have to start work before 9.00. or I don't usually have to start work before 9.00.
3. I have to work hard. or I usually have to work hard. or I don't have to work hard. or I don't usually have to work hard.
4. I have to work in the evenings. or I usually have to work in the evenings. or I don't have to work in the evenings. or I don't usually have to work in the evenings.

5.

- | | | | |
|------------|------------|------------|------------|
| 1. have to | 3. has to | 5. have to | 7. has to |
| 2. has to | 4. have to | 6. have to | 8. have to |

6.

Example answers:

Children have to start school when they are six. Everyone has to stay at school until the age of sixteen. All men have to do military service. You have to be sixteen to get married. You don't have to have your parents' permission to get married before you are eighteen. You have to be eighteen to vote. Everyone with a job has to pay taxes. You have to have a license for a TV.

7.

- | | |
|------------------|------------------|
| 1. do; have to | 5. Do; have to |
| 2. Do; have to | 6. Do; have to |
| 3. Does; have to | 7. do; have to |
| 4. do; have to | 8. Does; have to |

8.

Example answers:

1. You have to be eighteen.
2. Yes, you do.

3. Yes, everyone has to.
4. You have to be sixteen.
5. Yes, you do.
6. No, you don't.
7. You have to be fifteen.
8. Yes, everyone has to.

9.

1. Did you have to get up early yesterday?
2. Did you have to do a lot of housework last weekend?
3. Did you have to take an exam last week?
4. Did you have to go to the dentist's last month?
5. Did you have to go into hospital last year?

10.

1. I had to get up early yesterday. or I didn't have to get up early yesterday.
2. I had to do a lot of housework last weekend. or I didn't have to do a lot of housework last weekend.
3. I had to take an exam last week. or I didn't have to take an exam last week.
4. I had to go to the dentist's last month. or I didn't have to go to the dentist's last month.
5. I had to go into hospital last year. or I didn't have to go into hospital last year.

YD-4

May, Might, Should

1.

1. may go or might go; may stay or might stay; may watch or might watch
2. may play or might play; may rain or might rain

2.

1. I think people should watch less TV. or I don't think people should watch less TV.
2. I think boys and girls should go to the same schools. or I don't think boys and girls should go to the same schools.
3. I think men and women should get the same pay for the same job. or I don't think men and women should get the same pay for the same job.

4. I think people should be free to smoke in public places. or I don't think people should be free to smoke in public places.
5. I think we should destroy nuclear weapons. or I don't think we should destroy nuclear weapons.

3.

1. When do you think I should visit your country?
2. Do you think I should go in the summer?
3. How do you think I should travel when I'm there?
4. Do you think I should hire a car?
5. Which places do you think I should visit?
6. Do you think I should stay in hotels?
7. Do you think I should take traveller's cheques?

УЭ-5

Progress tests

Test 1 (уровень знаний 3)

1.

(b) I *had to* clean my room yesterday.

2.

1 (a) and (c); 2. (b); 3. (d)

3.

1. (b); 2. (a) and (c)

4.

1. (b); 2. (a)

5.

1. I could play chess when I was eight.
2. Mike is a good runner. He can run very fast.
3. √
4. When I was younger I couldn't swim.
5. Could you ski when you were ten?

6.

- | | |
|-----------------|-------------------|
| 1. must drive | 3. must tidy |
| 2. mustn't make | 4. mustn't forget |

Test II (уровень знаний 4)

1.

1. have to or must
2. has to or must
3. had to

4. have to or must
5. have to
6. have to

2.

1. don't have to
2. mustn't

3. doesn't have to
4. mustn't

3.

1. may go or might go; may stay or might stay; may watch or might watch
2. may play or might play; may rain or might rain

4.

1. should wear
2. shouldn't go

3. should help
4. should do

СХЕМА УРОВНЯ ЗНАНИЙ

Уровень обученности	Задания	Критерии оценок	
		% правильных ответов	оценка
II (понимание)	1. Entry Test (входной контроль) 2. Exercises (упражнения)	100 – 96	10 – 9
		95 – 91	8
		90 – 86	7
		85 – 81	6
		80 – 76	5
		75 – 71	4
		70 – 66	3
		65 – 61	1 – 2
	60 и менее	0	
III (применение)	1. Exercises (Review) 2. Progress test I (итоговый контроль)	100 – 96	10 – 9
		95 – 91	8
		90 – 86	7
		85 – 81	6
		80 – 76	5
		75 – 71	4
		70 – 66	3
		65 – 61	1 – 2
	60 и менее	0	
IV (обобщение, систематизация)	1. Progress Test II	100 – 96	10 – 9
		95 – 91	8
		90 – 86	7
		85 – 81	6
		80 – 76	5
		75 – 71	4
		70 – 66	3
		65 – 61	1 – 2
	60 и менее	0	

УЧЕБНЫЙ МОДУЛЬ №5

QUESTIONS (Вопросы)

Номер УЭ	Учебный материал с указанием заданий (упражнения к учебным элементам модуля)	Управление обучением (дополнительная литература)
УЭ-0	<p>Интегрирующая цель:</p> <ul style="list-style-type: none">• совершенствовать грамматические навыки образования разделительных вопросов, вопросов к подлежащему и дополнению;• сформировать умения употребления вопросительных слов	
УЭ-1	<p>Цель: провести входной контроль сформированности умений употребления вопросительных слов.</p> <ol style="list-style-type: none">1. Ознакомьтесь с объяснениями основных грамматических понятий данного модуля.2. Выполните входной тест (Entry Test).3. Проверьте правильность выполнения теста по листку контроля.4. Оцените свою работу по схеме уровня знаний	<p>Изучите теоретические положения в учебном пособии: Карпышева М.Н., Янушков В.Н. Практическая грамматика английского языка. См. стр. 41 – 44 Работайте письменно самостоятельно</p>
УЭ-2	<p>Цель: сформировать умения употребления вопросительных слов в устной и письменной речи.</p> <ol style="list-style-type: none">1. Выполните упражнения 1, 2, 3, 4, 5.2. Проверьте правильность выполнения по листку контроля, оцените работу по схеме уровня знаний	<p>Работайте устно в парах, письменно самостоятельно</p>

УЭ-3	<p>Цель: совершенствовать грамматические навыки образования разделительных вопросов, вопросов к подлежащему и дополнению.</p> <ol style="list-style-type: none"> 1. Вспомните, как образуются вопросы к подлежащему и дополнению. 2. Выполните упражнения 1, 2. 3. Проконтролируйте правильность выполнения и оцените работу по схеме уровня знаний. 4. Выполните упражнения 3, 4. 5. Проконтролируйте правильность выполнения и оцените работу по схеме уровня знаний 	<p>Работайте письменно самостоятельно</p> <p>Работайте устно в парах</p>
УЭ-4	<p>Цель:</p> <ul style="list-style-type: none"> • провести итоговый контроль сформированности грамматических навыков образования разделительных вопросов, вопросов к подлежащему и дополнению; • провести итоговый контроль сформированности умений употребления вопросительных слов. <ol style="list-style-type: none"> 1. Выполните итоговый тест I (Progress Test I). 2. Проконтролируйте правильность выполнения и оцените работу по листку контроля и схеме уровня знаний. 3. Выполните итоговый тест II (Progress Test II). 4. Проконтролируйте правильность выполнения и оцените работу по схеме уровня знаний 	<p>Работайте письменно самостоятельно</p>

УЭ-1

УПРАЖНЕНИЯ К УЧЕБНЫМ ЭЛЕМЕНТАМ МОДУЛЯ №5

Основные грамматические понятия данного модуля.

question tag

eg *It's late, isn't it?*

- question word** The question words are *what, who, which, whose, where, when, why, how* (and *how old, how tall, how much, etc.*)
- subject** In *Sue saw the man*, *Sue* is the **subject** and *the man* is the **object**.

ENTRY TEST
(Входной тест)

1. Дайте английские эквиваленты следующих русских вопросительных слов.

- Что...? Кто...? Который...? (из нескольких)
Чей...? Где...? Когда...? Почему...? Как...? Сколько...? (с исчисляемыми и неисчисляемыми)
Сколько лет...? Какого роста...? Как часто...? Как долго...?

УЭ-2

Question words

1. Look at these answers.

<i>By car</i>	<i>Today</i>	<i>My friend's</i>
<i>Diana</i>	<i>A book</i>	<i>Because it's late</i>
<i>At school.</i>		

Find one answer for each question word.

- What?
A book.
Who?
Whose?
How?
Where?
When?
Why?

2. Ask questions with *Who, What, How, Where, When* or *Why*.

1. What is your name?
2. _____ do you spell your name?
3. _____ are you from?

4. _____ do you live?
5. _____ old are you?
6. _____ is your birthday?
7. _____ tall are you?
8. _____ kind of films do you like?
9. _____ is your favourite singer?
10. _____ is your favourite TV programme?
11. _____ do you like it?

3. Ask questions with *What, Who or Which*.

1. _____ kind of books do you like?
2. _____ hand do you write with?
3. _____ is your favourite actor?
4. _____ actor do you prefer – Al Pacino or Jack Nicholson?

4. What do you usually do every day? Look at the answers. Ask questions with *Who, What, How, When (or What time), How many, How much or How often*.

QUESTIONS

1. _____ do you usually get up?
2. _____ do you have for breakfast?
3. _____ do you have breakfast with?
4. _____ do you go to work/school?
5. _____ do you start work/school?
6. _____ coffee do you drink every day?
7. _____ do you usually have lunch?
8. _____ do you go out in the evenings?
9. _____ hours' sleep do you have at night?
10. _____ do you usually go to bed?

ANSWERS

- At 6.30.
- Coffee and toast.
- My family.
- By train.
- At 8.30.
- Not very much.
- In a café.
- Once or twice a week.
- I usually have eight.
- At about 11.00.

5. Look at the answers. Ask questions with *What, Who, How, When, Where or How long*.

QUESTIONS

1. _____ did you go on your last holiday?
2. _____ did you go there?
3. _____ in Greece did you go?
4. _____ did you go with?

ANSWERS

- To Greece.
- Last June.
- To Crete.
- I went with some friends.

- | | |
|---------------------------------|-------------------------|
| 5. _____ did you go there? | – We went by plane. |
| 6. _____ did you stay in Crete? | – At a hotel. |
| 7. _____ was the hotel like? | – It was very good. |
| 8. _____ did you stay there? | – For two weeks. |
| 9. _____ was the weather like? | – It was hot and sunny. |

Y9-3

Subject and object questions

1. (i) Read these facts.

1. Mary Shelley wrote Frankenstein in 1818.
2. Guglielmo Marconi invented the radio in 1894.
3. Hubert Booth invented the vacuum cleaner in 1901.
4. King Camp Gillette invented the razor in 1901.
5. Henry Ford produced the first cheap car in 1908.
6. Peter Chilvers built the first windsurfer in 1958.

(ii) Ask and answer questions about the facts in (i). Use *Who...?*, *When...?*, *What...?*

Examples:

1. *Who wrote Frankenstein?*
When did she write it?
2. *What did Marconi invent?*

2. (i) These singers all like each other. But who likes who the best?

Sammy likes Cindy the best. Cindy likes Dizzy the best. Dizzy likes Lisa the best. And Lisa likes Sammy the best.

(ii) Cover (i). Ask and answer *Who likes... the best?* and *Who does... like the best?*

Example:

- Who likes Sammy the best? – Lisa.*
Who does Sammy like the best? – Cindy.

Question tags

3. (i) Read about Martha Miller.

ACTRESS MARTHA MILLER

Martha Miller has always wanted to be an actress. She appeared on stage for the first time when she was only four years old. Martha was born in Toronto. When she left school, she moved to New York, where she studied at acting school for two years. Then she started her acting career. Martha, 24, now lives in London with her English husband and their two young children.

(ii) You are interviewing Martha. Check what you read about her in (i). Complete the conversation.

You: Martha. You've always wanted to be an actress, haven't you? (1)

Martha: Yes, I have.

You: You started acting when you were a small child, _____(2)

Martha: Yes. I appeared on stage for the first time when I was only four.

You: You're Canadian, _____(3)

Martha: Yes, I am.

You: You were born in Toronto, _____(4)

Martha: That's right.

You: But you didn't go to acting school in Canada, _____(5)

Martha: No, I studied acting in New York.

You: You were there for two years, _____(6)

Martha: That's right.

You: You live in London now, _____(7)

Martha: Yes, I do.

You: And you're married, _____(8)

Martha: Yes, I am.

You: Your husband isn't Canadian, _____(9)

Martha: No, he isn't. He's English.

You: And you've got two children, _____(10)

Martha: Yes, we have. A boy and a girl.

4. You are talking to a friend. Ask him / her to agree with these statements. Use *question tags*.

1. Smoking is bad for you.

2. Money isn't everything.
3. Computers are very useful.
4. Some people watch too much TV.
5. People didn't have TV 100 years ago.
6. Life was better 100 years ago.
7. We can all make mistakes.
8. Parents shouldn't hit their children.

Example:

1. *Smoking is bad for you, isn't it?*

УЭ-4

PROGRESS TESTS

Test I (уровень знаний 3)

1. Correct the mistakes.

1. What Tony is writing?

What is Tony writing?

2. What Julia want to do?
3. Who does wants a cup of tea?
4. Who President John F. Kennedy killed?
5. Who did invented the telephone?
6. Whose your favourite actor?
7. Who's is this coat?
8. What hand do you write with?
9. Arthur is 21, hasn't he?
10. You're a student, isn't it?
11. They live in Milan, doesn't it?
12. Does Diana like golf, doesn't she?

Test II (уровень знаний 4)

1. Look at the answers. Ask questions with *What, Who, Which, Whose, Where, When, Why, How, How old and How often.*

QUESTIONS

1. _____ is that girl?
2. _____ is the time?
3. _____ sport do you prefer – golf or tennis?
4. _____ is your friend?
5. _____ does your father work?

ANSWERS

- She's Joe's sister.
- It's 2 o'clock.
- Tennis.
- She's 18.
- In a bank.

- | | |
|-----------------------------------|-----------------------|
| 6. _____ does that shop close? | - At 6 o'clock. |
| 7. _____ do you go to work? | - By bus. |
| 8. _____ is Sam going to bed now? | - Because he's tired. |
| 9. _____ camera is this? | - It's my friend's. |
| 10. _____ do you go jogging? | - About twice a week. |

2. Ask questions with *who* or *what*.

Example: I'm writing to someone.

Who are you writing to?

1. Someone is helping me.
2. I'm reading something.
3. Someone wants to see Jim.
4. Jim wants to say something.
5. Someone phoned me.
6. I phoned someone.
7. Diana gave me something.

3. Add the correct *question tag*.

1. You've got a computer, _____
2. Gina is a student, _____
3. You aren't English, _____
4. You can type, _____
5. I'm coming with you, _____
6. Tony wasn't at home last night, _____
7. You live near here, _____
8. Julia doesn't speak French, _____
9. You posted that letter, _____

**ЛИСТОК КОНТРОЛЯ
(KEYS)**

УЧЕБНЫЙ МОДУЛЬ №5

**QUESTIONS
(Вопросы)**

УЭ-1

Entry Test

(Входной тест)

What?	Who?	Which?	
Whose?	Where?	When or What time?	Why?
How?	How many?	How much?	
How old?	How tall?	How often?	How long?

УЭ-2

Question words

1.

What? –A book.
Who? –Diana.
Whose? –My friend's.
How? –By car.
Where? –At school.
When? –Today.
Why? –Because it's late.

2.

1. What	4. Where	7. How	10. What
2. How	5. How	8. What	11. Why
3. Where	6. When	9. Who	

3.

1. What; 2. Which; 3. Who; 4. Which

4.

1. When or What time	6. How much
2. What	7. Where
3. Who	8. How often
4. How	9. How many
5. When or What time	10. When or What time

5.

- | | | |
|----------|----------|-------------|
| 1. Where | 4. Who | 7. What |
| 2. When | 5. How | 8. How long |
| 3. Where | 6. Where | 9. What |

Y9-3

Subject and object questions

1. (i)

Reading the facts

1. (ii)

Example answers:

1. Who wrote Frankenstein? When did she write it? What did Marconi invent?
2. Who invented the radio? What did Guglielmo Marconi invent? When did he invent it?
3. Who invented the vacuum cleaner? What did Hubert Booth invent? When did he invent it?
4. Who invented the razor? What did King Camp Gillette invent? When did he invent it?
5. Who produced the first cheap car? What did Henry Ford produce? When did he produce it?
6. Who built the first windsurfer? What did Peter Chilvers build? When did he build it?

2. (i)

Reading about who likes who.

2. (ii)

- Who likes Sammy the best? – Lisa.
Who does Sammy like the best? – Cindy.
Who likes Cindy the best? – Sammy.
Who does Cindy like the best? – Dizzy.
Who likes Dizzy the best? – Cindy.
Who does Dizzy like the best? – Dizzy.
Who does Lisa like the best? – Sammy.

Question tags

3. (i)

Reading about Martha Miller

3. (ii)

1. haven't you?
6. weren't you?

- | | |
|-----------------|------------------|
| 2. didn't you? | 7. don't you? |
| 3. aren't you? | 8. aren't you? |
| 4. weren't you? | 9. is he? |
| 5. did you? | 10. haven't you? |

4.

1. Smoking is bad for you, isn't it?
2. Money isn't everything, is it?
3. Computers are very useful, aren't they?
4. Some people watch too much TV, don't they?
5. People didn't have TV 100 years ago, did they?
6. Life was better 100 years ago, wasn't it?
7. We can all make mistakes, can't we?
8. Parents shouldn't hit their children, should they?

УЭ-4

PROGRESS TESTS

(ИТОГОВЫЕ ТЕСТЫ)

Test I (уровень знаний 3)

1.

1. What is Tony writing?
2. What does Julia want to do?
3. Who wants a cup of tea?
4. Who killed President John F Kennedy?
5. Who invented the telephone?
6. Who is your favourite actor?
7. Whose coat is this?
8. Which hand do you write with?
9. Arthur is 21, isn't he?
10. You're a student, aren't you?
11. They live in Milan, don't they?
12. Does Diana like golf? or Diana likes golf, doesn't she?

Test II (уровень знаний 4)

1.

- | | | | |
|----------|------------|----------|---------------|
| 1. Who | 4. How old | 7. How | 10. How often |
| 2. What | 5. Where | 8. Why | |
| 3. Which | 6. When | 9. Whose | |

2.

- 1 Who is helping you?
- 2 What are you reading?
- 3 Who wants to see Jim?
- 4 What does Jim want to say?
- 5 Who phoned you?
- 6 Who did you phone?
- 7 What did Diana give you?

3.

- | | |
|-----------------|----------------|
| 1. haven't you? | 6. was he? |
| 2. isn't she? | 7. don't you? |
| 3. are you? | 8. does she? |
| 4. can't you? | 9. didn't you? |
| 5. aren't I? | |

СХЕМА УРОВНЯ ЗНАНИЙ

Уровень обученности	Задания	Критерии оценок	
		% правильных ответов	оценка
II (понимание)	1. Entry Test (входной контроль) 2. Exercises (упражнения)	100 – 96	10 – 9
		95 – 91	8
		90 – 86	7
		85 – 81	6
		80 – 76	5
		75 – 71	4
		70 – 66	3
		65 – 61	1 – 2
III (применение)	1. Exercises (Review) 2. Progress test I (итоговый контроль)	100 – 96	10 – 9
		95 – 91	8
		90 – 86	7
		85 – 81	6
		80 – 76	5
		75 – 71	4
		70 – 66	3
		65 – 61	1 – 2
IV (обобщение, систематизация)	1. Progress Test II	100 – 96	10 – 9
		95 – 91	8
		90 – 86	7
		85 – 81	6
		80 – 76	5
		75 – 71	4
		70 – 66	3
		65 – 61	1 – 2
	60 и менее	0	

УЧЕБНЫЙ МОДУЛЬ №6

ADJECTIVES AND ADVERBS (Прилагательные и наречия)

Номер УЭ	Учебный материал с указанием заданий (упражнения к учебным элементам модуля)	Управление обучением (дополнительная литература)
УЭ-0	<p>Интегрирующая цель:</p> <ol style="list-style-type: none">сформировать умения в употреблении сравнительной и превосходной степени имен прилагательных в письменной и устной речи для описания людей;сформировать умения в соблюдении порядка слов английского предложения с наречиями и прилагательными	
УЭ-1	<p>Входной контроль. Цель: проверить знания студентов по теме «Прилагательное. Наречие».</p> <ol style="list-style-type: none">Ознакомьтесь с объяснениями основных грамматических понятий данного модуля.Ответьте на данные в тесте вопросы (Entry Test).Проконтролируйте правильность ответов по учебнику и оцените результат	<p>Изучите теоретические положения в учебном пособии: Карпышева М.Н., Янушков В.Н. Практическая грамматика английского языка (раздел «Имя прилагательное», стр. 21 (The Adjective); раздел «Наречие» (The Adverb), стр. 49)</p>
УЭ-2	<p>Цель: сформировать умения в соблюдении порядка слов английского предложения с наречиями и прилагательными.</p> <ol style="list-style-type: none">Вспомните, на каком месте в английском предложении ставится обстоятельство места и времени, образа действия. (<i>adverbial phrases of place, time and manner</i>).	

	<p>2. Выполните упражнение 1.</p> <p>3. Проконтролируйте правильность выполнения и оцените работу по схеме уровня знаний.</p> <p>4. Выполните упражнения 2, 3, 4.</p> <p>5. Проконтролируйте правильность выполнения и оцените работу по схеме уровня знаний</p>	Работайте устно в парах, письменно самостоятельно
УЭ-3	<p>Цель: сформировать умения в употреблении сравнительной и превосходной степени имен прилагательных.</p> <p>1. Вспомните, как образуются сравнительная и превосходная степень имен прилагательных.</p> <p>2. Выполните упражнения 1, 2, 3.</p> <p>3. Проверьте правильность выполнения и оцените работу по листку контроля и по схеме уровня знаний</p>	<p>Изучите теоретические положения в учебном пособии: Карпышева М.Н., Янушков В.Н. Практическая грамматика английского языка. См. стр. 22 Работайте письменно, устно в группах</p>
УЭ-4	<p>Цель: провести контроль сформированности умений в употреблении прилагательных и наречий.</p> <p>1. Вспомните, какая разница между наречиями и прилагательными в английском языке, как образуются наречия.</p> <p>2. Выполните упражнения 1, 2.</p> <p>3. Проверьте правильность выполнения и оцените работу</p>	<p>Изучите теоретические положения в учебном пособии: Карпышева М.Н., Янушков В.Н. Практическая грамматика английского языка (раздел «Наречие» (The Adverb)) См. стр. 49 Работайте письменно самостоятельно</p>
УЭ-5	<p>Цель: провести итоговый контроль сформированности умений</p> <ul style="list-style-type: none"> • в употреблении сравнительной и превосходной степени имен прилагательных; • в соблюдении порядка слов английского предложения с наречиями и прилагательными 	

	1. Выполните итоговый тест I (Progress Test I) 2. Проконтролируйте правильность выполнения и оцените работу по схеме уровня знаний. 3. Выполните итоговый тест II (Progress Test II). 4. Проверьте правильность выполнения по листку контроля. 5. Оцените работу по схеме уровня знаний	Работайте письменно самостоятельно
--	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------

УЭ-1

УПРАЖНЕНИЯ К УЧЕБНЫМ ЭЛЕМЕНТАМ МОДУЛЯ №6

Основные грамматические понятия данного модуля

adjective	eg <i>old, big</i> . Adjectives describe nouns eg <i>an old man</i> or pronouns eg <i>He's old</i> .
adverb	eg <i>I'm leaving now</i> (adverb of time); <i>Come here</i> (adverb of place); <i>It often rains</i> (adverb of frequency); <i>Speak slowly</i> (adverb of manner).
comparative	eg <i>smaller</i> and <i>colder</i> are the comparatives of <i>small</i> and <i>cold</i> .
superlative	eg <i>smallest</i> and <i>coldest</i> are the superlatives of <i>small</i> and <i>cold</i> .

ENTRY TEST

(Входной тест)

Ответьте на следующие вопросы:

1. Что такое прилагательное? Его место в английском предложении.
2. Каков порядок слов с наречиями и фразами с наречиями?

3. Когда используется сравнительная степень прилагательных?
 Когда используется превосходная степень прилагательных?
4. Объясните правила образования сравнительной и превосходной степеней имени прилагательного.
5. Дайте сравнительную характеристику наречий и прилагательных.

УЭ-2

Word order with adverbs and adverbial phrases

1. Put the words in the correct order.

1. teaches / in Paris / Edith / French.

Edith teaches French in Paris.

2. on Saturdays / in town / go / I / shopping.

3. play / We / at weekends / volleyball / at the beach.

4. lunch / They / in the school canteen / have / at 1 o'clock.

5. in the evenings / watches / Mr Wilson / TV / in his room.

2. What kind of person are you? Make true sentences. Add *always, usually, often, sometimes, rarely, never*.

1. I work hard. 3. I get angry. 5. I feel bored.

2. I'm polite. 4. I'm nervous. 6. I'm happy.

Example:

1. I always work hard!

3. How often do you do these things?

I	clean my bedroom	once	a	day.
	brush my teeth	twice		week.
	eat in a restaurant	three	times a	month.
	have a haircut	four		year.
	go on holiday	five, etc.		

Make true sentences from the table.

Example:

I clean my bedroom once a week.

4. Put the words in the correct order.

1. Do you / every day / English / usually / speak?
2. Are you / tired / sometimes / in the mornings?
3. Do you / usually / every evening / watch TV?
4. Are you / before 12.00 / in bed / always?
5. Do you / go / often / at weekends / to the cinema?

Example:

1. Do you usually speak English every day?

YƏ-3

Comparison of adjectives

1. Write the *-er* and *-est* forms of these words.

1.

strong stronger - strongest

fast _____

small _____

loud _____

quick _____

cold _____

2.

large larger - largest

nice _____

white _____

3.

sad sadder - saddest

hot _____

slim _____

4.

heavy heavier - heaviest

friendly _____

sunny _____

2. (i) Complete these questions about the students in a class. Use *superlatives*.

1. Who is the youngest? (young)

2. Who is _____ (old)

3. Who is _____ (tall)

4. Who is _____ (short)

5. Who is _____ (funny)

6. Who is _____ (serious)
7. Who is _____ (nice)
8. Who is _____ (good-looking)
9. Who is _____ (intelligent)

2. (ii) Look at the questions in (i) again. Answer the same questions about the people in your family. Make true sentences.

Example:

In my family...

1. My sister is the youngest.

3. Compare yourself and a friend. Use ... -er than, more ... than, not as ... as with some of these words:

tall	serious	friendly	old	slim	quiet
nervous		good-looking		intelligent	

Examples:

I'm taller than my friend.

She's more serious than I am.

She isn't as friendly as I am.

YƏ-4

Adjectives and adverbs

1. Choose the correct answer.

1. Do you dance very well? (good / well)
2. Are you a _____ singer? (good / well)
3. How _____ do you ski? (good / well)
4. Do you walk very _____? (quick / quickly)
5. Are you a _____ swimmer? (strong / strongly)
6. Do you work _____? (hard / hardly)
7. How _____ can you type? (fast / fastly)
8. Do you drive _____? (careful / carefully)

2. There are mistakes in some of these sentences. Find the mistakes and correct them.

1. There are two youngs girls outside.
2. Your hair looks lovely today.

3. Which is the most large city in the world?
4. Mike is the younger student in his class.
5. Your English is very good.
6. Diana can sing very good.
7. I'm more old that Maria, but she's taller from me.
8. Boxing is much more dangerous as judo.
9. Loretta is a very hardly worker.
10. My father always drives very careful.

УЭ-5

PROGRESS TESTS

Test I (уровень знаний 3)

1. There are mistakes in some of these sentences. Find the mistakes and correct them.

1. This room is very small.
2. I've got some pyjamas yellow.
3. Mrs Kent has got two youngs children.
4. Those people look angry.

2. Put the words in the usual order.

1. We / in the garden / have / in the summer / breakfast.
2. once a week / I / to the disco / go / usually.
3. visits / Julia / often / at the weekends / her parents.
4. in the mornings / always / The roads / very busy / are.

Test II (уровень знаний 4)

1. Complete the sentences. Use the correct form of the adjectives. Add *than, the* or *as* where necessary.

1. (*tall*)

- a) How tall is _____ person in the world?
- b) You aren't as _____ me.
- c) A giraffe is _____ a horse.

2. (*good*)

- a) Mario's English isn't as _____ Carla's.
- b) I love my new flat. It's much _____ my old flat.

c) Which is ____ hotel in Brighton?

3. (*interesting*)

a) Which is ____ place you've ever visited?

b) My old job wasn't as ____ my new job.

c) I was surprised how good the film was. It was much ____ I expected.

2. (i) Choose the correct word.

1. You're a ____ (good/well) swimmer.

2. You swim very ____ (good/well).

3. It's raining very ____ (heavy/heavily).

4. The rain is very ____ (heavy/heavily).

5. He's a ____ (hard/hardly) worker.

6. He works very ____ (hard/hardly).

2. (ii) Put the words in the usual order.

1. must read/You/carefully/the letter/.

2. I / very well/ the guitar/ don't play/.

**ЛИСТОК КОНТРОЛЯ
(KEYS)**

УЧЕБНЫЙ МОДУЛЬ №6

**ADJECTIVES AND ADVERBS
(Прилагательные и наречия)**

УЭ-2

Word order with adverbs and adverbial phrases

1.

1. Edith teaches French in Paris.
2. I go shopping in town on Saturdays.
3. We play volleyball at the beach at weekends.
4. They have lunch in the school canteen at 1 o'clock.
5. Mr Wilson watches TV in his room in the evenings.

2.

Example answers:

1. I always work hard.
2. I'm always polite.
3. I sometimes get angry.
4. I'm sometimes nervous.
5. I rarely feel bored.
6. I'm usually happy.

3.

Example answers:

I clean my bedroom once a week. I brush my teeth twice a day. I eat in a restaurant twice a week. I have a haircut once a month. I go on holiday three times a year.

4.

1. Do you usually speak English every day?
2. Are you sometimes tired in the mornings?
3. Do you usually watch TV every evening?
4. Are you always in bed before 12.00?
5. Do you often go to the cinema at weekends?

Y9-3

Comparison of adjectives

1.

1.

stronger – strongest

faster – fastest

smaller – smallest

louder – loudest

quicker – quickest

colder – coldest

2.

larger – largest

nicer – nicest

whiter – whitest

3.

sadder – saddest

hotter – hottest

slimmer – slimmest

4.

heavier – heaviest

friendlier – friendliest

sunnier – sunniest

2.(i)

1. the youngest

2. the oldest

3. the tallest

4. the shortest

5. the funniest

6. the most serious

7. the nicest

8. the best-looking

9. the most intelligent

2.(ii)

1. My sister is the youngest.

2. My grandfather is the oldest.

3. My father is the tallest.

4. My sister is the shortest.

5. My grandfather is the funniest.

6. My father is the most serious.

7. My mother is the nicest.

8. My mother is the best-looking.

9. I'm the most intelligent!

3.

Example answers:

I'm taller than my friend. She's more serious than I am. She isn't as friendly as I am. I'm older than she is. I'm slimmer than she is. She's quieter than I am. She's more nervous than I am. She's better-looking than I am. I'm more intelligent than she is!

УД-4

Adjectives and adverbs

1.

- | | | | |
|---------|------------|-----------|--------------|
| 1. well | 3. well | 5. strong | 7. fast |
| 2. good | 4. quickly | 6. hard | 8. carefully |

2.

1. There are two *young* girls outside.
2. ✓
3. Which is the *largest* city in the world?
4. Mike is the *youngest* student in his class.
5. ✓
6. Diana can sing very *well*.
7. I'm *older than* Maria, but she's taller *than* me.
8. Boxing is much more dangerous *than* judo.
9. Loretta is a very *hard* worker.
10. My father always drives very *carefully*.

УД-5

Progress tests

Test 1 (уровень знаний 3)

1.

1. ✓
2. I've got some yellow pyjamas.
3. Mrs Kent has got two young children.
4. ✓

2.

1. We have breakfast in the garden in the summer.
2. I usually go to the disco once a week.
3. Julia often visits her parents at the weekends.
4. The roads are always very busy in the mornings.

Test II (уровень знаний 4)

1.

- | | | |
|----------------------------|-------------------|--------------------------|
| 1. a) the tallest | b) tall as | c) taller than |
| 2. a) good as | b) better than | c) the best |
| 3. a) the most interesting | b) interesting as | c) more interesting than |

2. (i)

- | | | |
|---------|------------|---------|
| 1. good | 3. heavily | 5. hard |
| 2. well | 4. heavy | 6 hard |

2. (ii)

1. You must read the letter carefully.
2. I don't play the guitar very well.

СХЕМА УРОВНЯ ЗНАНИЙ

Уровень обученности	Задания	Критерии оценок	
		% правильных ответов	оценка
II (понимание)	1. Entry Test (входной контроль) 2. Exercises (упражнения)	100 – 96	10 – 9
		95 – 91	8
		90 – 86	7
		85 – 81	6
		80 – 76	5
		75 – 71	4
		70 – 66	3
		65 – 61	1 – 2
	60 и менее	0	
III (применение)	1. Exercises (Review) 2. Progress test I (итоговый контроль)	100 – 96	10 – 9
		95 – 91	8
		90 – 86	7
		85 – 81	6
		80 – 76	5
		75 – 71	4
		70 – 66	3
		65 – 61	1 – 2
	60 и менее	0	
IV (обобщение, систематизация)	1. Progress Test II	100 – 96	10 – 9
		95 – 91	8
		90 – 86	7
		85 – 81	6
		80 – 76	5
		75 – 71	4
		70 – 66	3
		65 – 61	1 – 2
	60 и менее	0	

ТЕСТЫ ДЛЯ ИТОГОВОГО КОНТРОЛЯ УРОВНЯ ВЛАДЕНИЯ ЯЗЫКОМ

Успешное выполнение итоговых тестов является показателем того, что вы достигли конечной цели первого этапа обучения.

TEST I (Intermediate)

Time 30 min

A. Choose the correct variant a, b, c or d.

Model: O. _____ name is John Smith.

a. my

c. mine

b. me

d. their

In your answer sheet you write: O – a

1. The River Amazon _____ into the Atlantic Ocean.

a. is flowing

c. had flown

b. flowed

d. flows

2. I got a package in the mail. When I opened it, I _____ a surprise.

a. was founding

c. founded

b. found

d. have found

3. She's changed a lot _____ she left school.

a. for

c. during

b. since

d. from

4. The witness claimed he _____ the accused before.

a. did not see

c. wasn't seeing

b. hasn't seen

d. hadn't seen

5. _____ a successful author one day.

a. I'm being

c. I go to be

b. I'm going to be

d. I be

6. This time tomorrow _____ on the beach sunbathing and drinking freshly squeezed fruit juice!

a. I'll lie

c. I'll have lain

b. I'll will have been lying

d. I'll be lying

7. As soon as he _____ at the hotel, call a taxi.

a. will arrive

c. arrives

b. have arrived

d. was

8. The lesson _____ to start at 8.30
a. can
b. should
c. is
d. may
9. You've got three sisters, _____?
a. have you got
b. don't you
c. isn't it
d. haven't you.
10. I wish I _____ what is wrong with my car.
a. know
b. knew
c. will know
d. am knowing
11. Scarves _____ in this church.
a. must be worn
b. must have worn
c. have worn
d. must been worn.
12. She was _____ person at the party and I sat next to her all evening. It was awful!
a. the boring
b. more boring
c. much boring
d. the most boring
13. You must try and get to the lesson _____
a. more early
b. more earlier
c. the earlier
d. earlier
14. Are we going round to _____ Wilsons for supper on Saturday?
a. -
b. the
c. a
d. an
15. I'm busy now - I'll be with you _____ a couple of minutes.
a. in
b. at
c. on
d. to
16. I need a _____ to open this tin of peas.
a. tin opening
b. tin open
c. tin opener
d. tin opened
17. She's so _____ minded and often forgets her keys.
a. loose
b. absent
c. distant
d. strong
18. Read the letter _____ - I want to know what Mary says.
a. loud
b. loudly
c. aloud
d. more loud
19. _____ is useful to know how to use a computer.
a. That
b. It
c. There
d. She

20. Physics _____ difficult.
a. will c. are
b. had d. is
21. What _____ beautiful roses!
a. some c. a
b. – d. the
22. Has anyone sent _____ Dr. Smith?
a. from c. for
b. at d. out
23. This is not my car. _____ is a 2003 model.
a. my c. me
b. mine d. your
24. – Hello. Is that Judy?
a. – Yes, she is speaking c. – Yes, speaking
b. – Yes, I am d. – Yes, it is.
25. I didn't get a holiday this year.
a. So did I c. I didn't too
b. Neither did I d. So didn't I.
26. He looked _____ his lost watch everywhere but didn't find it.
a. at c. for
b. after d. on

B. Task 1. Read the text and complete the sentences. Choose the right variant. Make a circle around the chosen letter.

Объясн: The author's grandmother kept her love for

A – her home village.

B – the market place.

© – the theatre.

D – the children.

When she was eighty years old my grandmother was still able to do a lot of things. She could use her own teeth to eat corn on the cob or to extract juice from sugar plants. Every two days she walked for more than an hour to reach the marketplace carrying a heavy load of food with her, and then spent another hour walking back home. And even though she was quite old, traces of her beauty still lingered on: her hands, her feet, her face showed that

she had been an attractive young woman. Nor did time do much harm to the youthful spirit of my grandmother.

One of her great passions was theatre, and this passion never lessened with age. No matter how busy she was, she never missed a show when there was a group of actors in town even if she had to spend her last money on a ticket. She loved the atmosphere in the theatre and the performance of different actors. If no actors visited our hamlet for several months, she would organize her own show in which she was the manager, the producer and the young leading lady all at the same time.

My grandmother's own plays were always melodramas inspired by books of her favourite writers or plays she had seen on the stage. She always chose her favourite grandson to play the role of the hero, who would without fail, marry the heroine at the end and live happily ever after. And when my sisters would tell her that she was getting too old to play the role of the young heroine any more my grandmother merely replied: «Anybody can play this role if she's young at heart».

соб – початок

load – груз

trace – след

inspire – вдохновлять

1. Most of all the author was impressed by the fact that his grandmother was
 - A. young at heart.
 - B. very strong.
 - C. still very beautiful.
 - D. very clever.

2. This fact is not mentioned in the first paragraph: She
 - A. had been pretty.
 - B. could walk long distances.
 - C. had strong teeth.
 - D. did shopping once a week.

3. She put on her own performances because she
 - A. needed money for living.

- B. she had a lot of spare time.
- C. didn't see a play for some time.
- D. enjoyed playing different roles.

4. The plays

- A. were performed only by her family.
- B. usually had a happy ending.
- C. were written by her favourite writers.
- D. were a great success.

5. This proverb reflects the last remark of the grandmother:

- A. Life is made up of little things.
- B. Old age comes to us all.
- C. A man is as old as he feels.
- D. Life is a stage and we all play our parts.

6. This passage is taken from

- A. a novel.
- B. a notice.
- C. a letter.
- D. a play.

Using the context guess the meaning of the underlined words.
Choose one of the options.

7. Though she was quite old, traces of her beauty still lingered.

- A. hoped
- B. disappeared
- C. remained
- D. appeared

8. If no actors visited our hamlet for several months, she would
organize her own show.

- A. village.
- B. house.
- C. party.
- D. city.

Task 2. Read what books the people (1 – 6) want to read and choose the appropriate book for every person from variants (A – I). Write the letter of the option next to the name of the person. Choose only one option. Two options are not used.

Model:

C ___.(1) Oleg is going to study abroad. He needs to polish his English, but has had very little practice in it. He wants to buy a book which will help him to speak English well.

9. ___.(2) Claire is going to be a teacher. She loves children and can spend a lot of time with them. She wants to buy a book in which writers describe their real life experiences, particularly if it includes pictures.

10. ___.(3) Mrs. Hodges is an old woman. She wants to buy a book for her 5-year granddaughter who lives with her and likes reading adventure stories.

11. ___.(4) Nastya is a 12-year old girl with a unique sense of humour.

She is very close to her mother and wants to be a teacher like she. They want to buy a book for reading together and have laugh.

12. ___.(5) Vera is putting on some weight. She is very lazy. She wants to become slim without much effort. She wants to buy a book about a new system of losing weight.

13. ___.(6) Janice has graduated from the Pedagogical University this year. She needs some practical help on how to be confident in lessons, how to build up friendly relationships with her pupils.

A. A. James

The Secret Lives of Teachers

It is a collection of poems about the sort of things children imagine teachers do in their spare time behind the class-room door. It is funny and enjoyable with lovely illustrations. Suitable for children and adults.

B. N. Briton

The Complete Diet Book

Here you can read how to lose weight. You can become healthy and thin thanks to recipes we have been developing for 30 years. Each recipe has step-by-step pictures to follow. Good luck.

C. N. Teasdale

Let's Talk

This book helps learners of English to develop oral communication skills. Students can discuss various stories and speak on a variety of relevant topics.

Two cassettes accompany the course.

D. B. Sinfield

Riding the Mountains Down

The remarkable account of a famous cycling team's dangerous journey from Karachi to Kathmandu. Illustrated by the author's own photographs, this book represents a vivid picture of India and Pakistan.

E. Martha Gelhorn

The Face of War

Classic reportage from one of the world's greatest women journalists, updated to include articles on the Six-Day war, El Salvador and Nicaragua.

F. F. Jacques

Till's Rescue

The Further Adventures of Till

The wonderful talk of a small wooden doll fighting her way through a giant-sized world, that will win the heart of any four to seven year old. Very suitable for bed-time stories.

G. C. Halsey

Naturally Slim

The revolutionary programme that will change your life for ever. We recommend you to stop dieting, eat what you want and still lose weight! It is simple and it works!

I. Gerald Lee

How to start

This book is a practical guide for teachers. It analyzes the problems faced by young teachers. A number of well-experienced colleagues share their ideas on how to behave in class, how to win respect of your students.

Task 3. Read 4 advertisements about London Museums and complete the sentences. Use short answers, not more than four words.

Model: The most expensive place to visit is Madam Tussaud's.

- A. If your brother wants to see a real warship go to 14. _____.
It is situated not far from 15. _____.
- B. Those who are interested in technology we invite to enjoy the collection of. 16. _____ An adult with a child will be able to save \$ 17. _____.
- C. If you want to have a good time and imagine what London looked like many years ago, visit 18. _____. A 16-year old will have to pay \$ 19. _____.
- D. If you are a student the cheapest place to go for you is 20. _____.
- E. Most of the museums in London work. 21. _____ days a week and open at 22. _____ o'clock.
- F. 23. _____ doesn't work on Christmas Day.

Madame Tussaud's

Whether you are interested in TV, films sport or horror, whether you love the Royal Family or loathe them, there's something for everyone at *Madame Tussaud's*.

Opening times: *Madame Tussaud's* is open from 10.00 a.m. – 5.30 p.m. Every day except Christmas day.

Admission prices	Normal	Special	Save
Adult	\$4.00	\$2.80	\$1.20
Child	\$2.00	\$1.40	\$0.60

HMS Belfast

The last survivor of the Royal Navy's big gun armored warship of the Second World War, HMS Belfast is permanently moored in the River Thames close to London Bridge and the Tower of London.

Opening times: Open 7 days a week from 10.00 a.m.

Admission prices	Normal	Special	Save
Adult	\$4.202	\$.85	\$1.20
Child	\$2.00	\$1.40	\$0.60
Student	\$3.00	\$2.60	\$0.40

Tower Hill Pageant

Tower Hill Pageant is an unforgettable experience which brings to life the capital's sights and sounds – even its smells from Roman London to the present day.

Opening times: Open 7 days a week. 1 April to 31 October
9.30 a.m. – 5.30 p.m.

Admission prices	Normal	Special	Save
Adult	\$5.95	\$4.00	\$1.95
Child (4 – 15)	\$3.95	\$2.50	\$1.45
Student	\$3.95	\$2.50	\$1.45

Science Museum London

Spaceships, aeroplanes, computers and even an Egyptian mummy are among the many thousands of objects in the Science Museum's world famous collections.

Opening times: open daily 10.00 a.m. – 6.00 p.m.

Admission prices	Normal	Special	Save
Adult	\$5.00	free child entry	\$2.60
Child	\$2.60	free child entry	\$2.60

TEST 2 (Upper Intermediate)

Time: 30 min

A. Fill in the gaps with the proper words given below.

Choose the correct variant *a, b, c* or *d*.

Model: O. _____ name is John Smith.

a. my

c. mine

b. me

d. their

In your answer sheet you write: O – a

1. I _____ at the Imperial Hotel till they get my flat ready.

a. am staying

c. has stayed

- b. stay d. stayed
2. I didn't hear the thunder during the storm last night because I _____.
- a. slept c. was sleeping
b. am sleeping d. slept
3. I've been waiting in the rain _____ hours!
- a. during c. for
b. since d. from
4. By the time the teacher arrived, the classroom was empty: the students _____.
- a. left c. were leaving
b. had left d. have left
5. I can't come tonight _____ my in-laws.
- a. I visit c. I'm visiting
b. visited d. I will visit
6. By next August, I _____ my exams and I'll be ready for a holiday.
- a. will have been finishing c. will be finishing
b. am finishing d. will have finished
7. Finish your work before Mum _____ home.
- a. come c. will come
b. comes d. was
8. I _____ get up early on Mondays.
- a. am able c. should to
b. have to d. am
9. They'd rather go somewhere else, _____ they?
- a. hadn't c. wouldn't
b. didn't d. would
10. If only I _____ more money!
- a. have c. will have
b. has d. had
11. The date of the exams _____ yesterday.
- a. is announced c. was announced
b. announced d. were announced
12. Cats are sometimes _____ intelligent than humans.
- a. much c. as
b. not so d. more
13. She works _____ than me.

- a. more hard than
b. more hardly
- c. much harder
d. much hard.
14. She got a first class-degree from _____ Oxford University.
a. the
b. an
c. -
d. a
15. _____ Saturday morning, we took the children to the Zoo.
a. In
b. At
c. On
d. Of
16. How long have you been looking for _____?
a. employer
b. employ
c. employee
d. employment
17. You're _____ - sighted and need glasses, I'm afraid.
a. old
b. little
c. low
d. short
18. Her parents often complain because she comes home _____.
a. lately
b. latest
c. late
d. later
19. I think _____ somebody in the living-room.
a. there are
b. there is
c. they are
d. it is
20. I like your furniture - where did you get _____?
a. her
b. them
c. it
d. his
21. Keep quiet! _____ children are sleeping.
a. a
b. the
c. -
d. no
22. Have you made _____ your mind where to go in summer?
a. up
b. of
c. off
d. on
23. You can do without my help but not without _____.
a. theirs
b. their
c. they
d. there
24. - Come and see us this Saturday.
a. - Yes. I come.
b. - Thank you. I will.
c. Yes. I'd like.
d. yes. I do.
25. I was impressed by the performance.
a. - I was too.
b. - So was .I
c. - I was also.
d. - I was either.

26. I'm looking _____ Steve – have you seen him?

a. after

c. at

b. for

d. forward

B. Part 1. Read the text about boot camps for criminals and answer the questions after it.

1. The criminal situation in Britain is getting worse. The number of crimes committed by young people in Britain is going up. A possible solution is the introduction of boot camps. Are they cruel or a good idea?

2. Boot camps started in America because the prisons were too full. They decided it was better to send young, less serious criminals to strict military camps to learn to «respect and obey». British boot camps will be similar. However, at the moment, there are only plans for male boot camps.

3. The criminals are sent to boot camps for a shorter period of time than to prison but the life there is much harder. There are more rules and a lot of hard training. Prisoners (called «trainees») have to get up at 5 a.m. and march at 8 a.m. One of the punishments is staying in a push-up position for five minutes without moving, then doing 30 push-ups. The other characteristic of boot camps is their attitude towards the «trainees» – cruel. Their main aim is to «break bad attitude». An officer said, «The more they cry, the better it is».

4. The officers start to hurt and threaten the young criminals the minute they arrive. An officer explains, «We want them to experience pure fear and feel small. We shout in their faces as loudly as possible. We insult them and tell them they are nothing, rubbish. We also remind them of their crimes and ask them how their poor parents and victims feel».

5. Many people are worried that boot camps might help criminals to be physically and mentally stronger and therefore they will be more dangerous criminals than before. A criticism of both prisons and boot camps is that they just introduce to more criminals. For this reason, some people believe that neither prison nor boot camps are good for young criminals. They believe they should receive more help and training so they don't need to break the law.

6. The percentage of people who commit crimes again after going to a boot camp is lower than the percentage for those who went to prison. However, boot camps only take less serious criminals (those who have never been to prison) so it is no surprise that the percentage is lower.

solution – решение

punishment – наказание

push-up – отжимание

to insult – оскорблять

to commit crimes – совершать преступления

Answer the questions. Write the number of the paragraph or paragraphs next to the question.

In which paragraph we can read:

1. why and how the boot camps appeared? _____
2. what the results are? _____
3. how the officers treat «trainees»? _____
4. what are the disadvantages of boot camps? _____

Answer the questions choosing one of the options A, B, C D or E. Make a circle around the chosen letter. Only one option is correct.

5. What is the writer's opinion about boot camps?

A. Boot camps are not better than prisons.

B. Boot camps help to lower crime.

C. Criminals need more help and training.

D. All of the above are correct.

E. None of the above are correct.

6. What made the writer speak about boot camps?

A. Boot camps show good results.

B. Boot camps might be built in Britain.

C. Criminals feel unhappy in boot camps.

D. "Trainees" should change punishments.

7. What is writer trying to do in the text? The writer describes

A. boot camps and opinions about them.

B. A way of life in boot camps.

- C. What people think about boot camps.
- D. How boot camps function.

Fill in gaps using the information from the text. Write only one word in a gap as it is done in item 8. Choose words from the text.

This is article about 8. *boot* camps. They appeared in 9. _____ There are no boot camps in 10. _____ yet. They were built to 11. _____ young criminals to 12. _____ and 13. _____. The discipline in the camp is 14. _____. The "trainees" have to follow many. 15. _____ and 16. _____ a lot. The officers 17. _____ and 18. _____ them. They make them feel 19. _____. There are different 20. _____ about the camp. 21. _____ people think that young criminals get acquainted with other 22. _____ and learn them more about 23. _____. Some think that society should 24. _____ and 25. _____ before they have broken the 26. _____.

Part 2. Read what the students think about their first year at the university. Answer the questions after the text. Write only the initial letter of the name next to the question, as it is done in item 27.

Jeremy (20)

I can't afford to live in the halls of residence so I have to travel from home on the other side of London every day. It takes me about two hours in the morning and two in the evening and costs me about 33\$ a week. But it's cheaper than living in a hall of residence. Hall costs about 50\$ a week at the cheapest.

You need to be self motivated in your first year. The teachers are very good. They give you great ideas and they are there for you if you need them. But at the end of the day, they can't make you do the work.

You can't afford to sit back and not to do the work for a week even if you don't want to do it.

It's not going to go away. It's very easy to fall behind. And once you do that it's very difficult to get on again.

Ben (19)

I'm living in a hall of residence. In the hall there're flats, with fine people sharing a kitchen and a bathroom. The kitchen is probably the most sociable place. People meet together there at the end of the day. We are all busy people but we don't mind cooking for each other.

There's a lot of one-to-one teaching. We have two individual consultations (tutorials) a week but if you want to see your tutor (teacher) for extra help you can arrange a tutorial at any time. The lectures haven't been so important in your first year.

Money is a big problem for any university student. By the end of the first year every student will have spent too much money. I get a full grant, which is about \$800 a term. But the fees for my hall of residence are \$763 a term.

Peter

I'm in my first year of architecture at Kingston but I've already done a degree in languages at Oxford, I found the freedom fantastic. Suddenly you are not living at home, and you can do exactly what you want. There are a huge number of young people living close to each other. You don't see people of different ages, neither children nor older adults.

In my first year at Oxford, I found that there was a tug* between work and social life. Generally I found that social life won out. I only got into my work in my last year and started to enjoy it more. In my first year work seemed like a heavy burden, probably because I always left it until the last moment.

I sometimes wish I had worked harder in my first year at Oxford. I think I would have enjoyed it more if I had. But then again, I did meet an awful lot of people. I might not have if I'd spent too much time in the library.

*tug – напряжение, перетягивание

Tim (tutor)

First-year students have to make a break from home, from a set of school friends they've probably been with for the last eight years. So it's always a bit stressful coming to a strange university. But on the whole I think most of them settle down and make friends.

The main problem is money. There's no way that the grant can possibly cover your expenses. It's very difficult to tell your parents to give you an extra \$ 25 a week, so many students have a job. I think it's particularly stressful combining work and study for architecture students because they have to produce projects to a deadline every two weeks.

My advice to school leavers about to start University? Make sure you have got some savings (extra money) and that you've got a very friendly bank manager!

27. Students like to have a talk in the kitchen. B_____
28. Save as much money as you can for education. _____
29. It is cheaper to live at home. _____
30. First year students don't know how to use money. _____
31. He spent more time with friends than doing homework. _____
32. You need to be responsible for your study. _____
33. It is exiting to live far from home under no control. _____
34. Many students have to work while studying. _____
35. He is sorry he didn't work hard in his first year. _____
36. Some students are depressed during the first year. _____
37. You can have an extra class with your teacher. _____

Part 3. Read what the people (1, 2, 3, 4, 5, 6) need and choose the appropriate advertisement for them (A, B, C, D, E, F, G, H, I). Choose only one option. Write the letter of the option next to the name of the person.

Example: E Mike wants to buy something to replace his old bag because the one he used to go to school with is very shabby.

38. _____ (1) Claire loves wearing skirts and thinks they are an important part of every girl's summer wardrobe.
39. _____ (2) Tom's hair has quite a lot of dead ends. Is this because he washes and dries it every day? He doesn't know what to do.
40. _____ (3) Sarah wants to lose some weight but she hates diets which make people live on nothing but air and water and she has no time to go in for sports.

41. _____ (4) The weather in London is very changeable. One minute it's all blue skies and the next, there are a lot of clouds. What Ann needs is a good raincoat for it's awful to be wet through.
42. _____ (5) Jane would like to buy a pair of good shoes for her husband as it is his birthday tomorrow.
43. _____ (6) Alex and Kate need some bread but they don't know where to buy it.
- A. Professor Herbs is proud to tell you about his new invention - magic medicine which will make you as slender as a ballet dancer and healthier without any difficult exercises.
- B. The big name in raincoats is, of course, Burberry - one of the few trademarks to satisfy your needs.
- C. If you are in the Knightbridge area and you want some biscuits, pastry or some bread, look out for London's new bakery - Baker and Spice.
- D. Bally offers you high quality shoes and accessories available at tax free prices.
- E. A green plastic «bingo» bag from Emma Berhardt. It costs \$3.99 and is durable enough to withstand being kicked around everywhere.
- F. Harrods will offer you a wide selection of jackets, skirts, shirts and vests from world's best known designers.
- G. Spice up your with Glints shampoo-which gives your hair healthy feel and healthy look.
- H. Woolworth can offer you a wide range of handbags, suitcases, plastic bags and rucksacks for half a price.
- I. Remarkable shampoos for dead, greasy, dyed and dry hair are now on sale in marks and Spencer.

ЛИТЕРАТУРА

1. Актуальные проблемы развития самостоятельной учебной деятельности студентов. – Саратов: 1986.
2. Английский язык: 2770 упражнений и тестов для школьников и поступающих в вузы / Н.Г. Брюсова, И.М. Васильева, И.Ю. Истомина и др. – М.: Дрофа, 1999. – 432 с.: ил.
3. Балыкина Е.Н. Модель электронного учебного пособия и его проектирования (на примере дисциплин гуманитарного цикла) / Тезисы 2-й Всероссийской конференции «Электронные учебники и электронные библиотеки в открытом образовании» (в рамках цикла мероприятий «Проблемы открытого образования»). – М.: 2001. – С. 59 – 67.
4. Балыкина Е.Н., Попова Е.Э., Липницкая О.Л. Опыт создания учебно-методического комплекса по исторической информатике/ Материалы второй Международной научно-практической конференции «Университетское образование: от эффективного образования к эффективному учению». (Интеллектуальная автономность студента), Минск, БГУ, 1 – 3 марта 2001 г. – Мн., 2002. – С. 241 – 260.
5. Берман И.М. Методика обучения английскому языку. – М.: – Изд. Высшая школа. – 1970. – 230 с.
6. Бюджет времени и организация самостоятельной работы студента. – Кемерово: 1979.
7. Данилова М.М. Организация самостоятельной работы студентов. – М.: 1990.
8. Зеликман А.Я. Английский для юристов. – Ростов-на-Дону: «Феникс», 1995.
9. Зимняя И.А. Психология обучения иностранным языкам в школе. – М.: Просвещение, 1991. – 220 с.
10. Иностранный язык. Рабочая программа для высших учебных заведений неязыковых специальностей. – Мн.: РИВШ БГУ, 2001 – 32 с.
11. Карневская Е.Б. и др. На пути к успеху / Е.Б. Карневская, З.Д. Курочкина, Е.А. Мисуно. – Мн.: Бестпринт, 1997. – 272 с.

12. Карпышева Н.М., Янушков В.Н. Практическая грамматика английского языка. – Мн.: САДИ, 1996. – 366 с.
13. Конышева А.В. Современные методы обучения английскому языку / А.В. Конышева. – Мн.: ТетраСистемс, 2003. – 176 с.
14. Литвинов С.В. Тесты по грамматике английского языка. Видовременные формы глагола. – М.: АРКТИ, 1999ю – 64 с.
15. Литвинов С.В. Тесты по грамматике английского языка для старшеклассников и абитуриентов. Существительное. Артикли. – М.: АРКТИ, 1999. 64 с. (Методическая библиотека).
16. Макаров А.В., Трофимова З.П., Вязовкин В.С., Гафарова Ю.Ю. «Учебно-методический комплекс: модульная технология разработки». – Мн.: 2003. – 118 с.
17. Маслыко Е.А., Мельникова О.О., Боровикова И.В., Караичева Т.В. English Testing For School Leavers. – Мн.: НМ Центр, 1999. – 224 с.
18. Рогова Г.В., Рабинович Ф.М., Сахарова Т.Е. Методика обучения иностранным языкам. – Мн.: 1991. – 287 с.
19. Самостоятельная работа студентов в вузе. – Саратов: 1982.
20. Самостоятельная работа студентов. – М.: 1993.
21. Самостоятельная работа студентов: поиски, проблемы, решения. – Ростов-на-Дону: 1991.
22. Учебно-методические комплексы: мода или потребность? // Высшая школа. – 1999. – № 3 – 4. – С. 134 – 135.
23. Хорень Р.В. Английский язык: лексико-грамматические тесты / Р.В. Хорень. – Мн.: Выш.шк., 2004. – 240 с.
24. Яско Ф.Ф. Методические рекомендации о порядке разработки, утверждения и распространения учебно-методических комплексов. – ПГУ, 2004.
25. Ясюкевич О.Ю., Грак Н.Я. Лексико-грамматические тесты для поступления в группу с углубленным изучением языка. – ПГУ, 2003.
26. Alice Maclin Reference Guide to grammar; A Handbook of English as a Second Language. – Washington: D.C., 1994. – 405 p.
27. Brian Abbs and Ingrid Freebairn. Blueprint two. Students' Book. – Addison Wesley Longman Limited, 1991. – 141 p.

28. English Grammar in Use. A self – study reference and practice book for intermediate students. – Raymond Murphy, 1988.
29. Fris Ch. The Structure of English. – London: 1957. – 150 p.
30. Karnevskaya E.B., Kurochkina Z.D., Misuno E.A. Graded Tests in the Structure and Use of English (for beginner, lower intermediate, intermediate and upper intermediate levels). Part III. – Minsk: 1999.
31. Kufner H. The Grammatical Structure of English and German. – Chicago: 1962. – 115 p.
32. The Heinemann. Elementary English Grammar. – Digby Beaumont, 1993.

Учебное издание

Составитель: Котенкова Татьяна Михайловна

АНГЛИЙСКИЙ ЯЗЫК

УЧЕБНО-МЕТОДИЧЕСКИЙ КОМПЛЕКС

для студентов специальности 1-24 01 02

«Правоведение»

В двух частях

Часть 1

Редактор Т. А. Дарьянова

Подписано в печать 24.11.04 Формат 60x84 1/16 Гарнитура Школьная. Бумага офисная.
Отпечатано на ризографе Усл. печ. л. 12,99 Уч.-изд. л. 9,56 Тираж 70 Заказ

Издатель и полиграфическое исполнение
Учреждение образования «Полоцкий государственный университет»

ЛИ 02330/0133020 от 30.04.04 ЛП № 02330/0133128 от 27.05.04

211440 г. Новополоцк, ул. Блохина, 29