

Минобрнауки России
Федеральное государственное бюджетное образовательное учреждение
высшего образования
«Сыктывкарский государственный университет имени Питирима Сорокина»
(ФГБОУ ВО «СГУ им. Питирима Сорокина»)

УТВЕРЖДЕНО

решением Ученого совета

от 25 марта 2020 г.

№ 7.7/13 (533)

**ДОПОЛНИТЕЛЬНАЯ ПРОФЕССИОНАЛЬНАЯ ПРОГРАММА
ПРОФЕССИОНАЛЬНОЙ ПЕРЕПОДГОТОВКИ
Иностраный язык по направлению «Английский язык»**

г. Сыктывкар
2020

Общие сведения о программе

Настоящая дополнительная профессиональная программа разработана на основе следующих документов:

- Федеральный закон от 29 декабря 2012 г. № 273-ФЗ «Об образовании в Российской Федерации»;
- Приказ Минобрнауки России от 1 июля 2013 г. № 499 «Об утверждении Порядка организации и осуществления образовательной деятельности по дополнительным профессиональным программам»;
- Методические рекомендации-разъяснения по разработке дополнительных профессиональных программ на основе профессиональных стандартов (Письмо МИНОБРНАУКИ РОССИИ от 22.04.2015 № ВК-1032/06);
- Положение по организации и осуществлению образовательной деятельности по дополнительным профессиональным программам ФГБОУ ВПО «СыктГУ»;
- Документ Совета Европы «Общеевропейские компетенции владения иностранным языком: изучение, преподавание, оценка», 2003 г.
- Приказ от 17 января 2011 г. N 46 об утверждении и введении в действие федерального государственного образовательного стандарта высшего профессионального образования по направлению подготовки 050100 педагогическое образование (квалификация (степень) "бакалавр")
- Приказ Минобрнауки России от 07.08.2014 № 40 "Об утверждении федерального государственного образовательного стандарта высшего образования по направлению подготовки 45.03.02 Лингвистика (уровень бакалавриата)"

1. Цель реализации программы, планируемые результаты обучения

1.1. Характеристика профессиональной деятельности выпускника

Выпускник готовится к следующим видам деятельности:

Организация обучения и воспитания в сфере образования с использованием технологий, соответствующих возрастным особенностям обучающихся и отражающих специфику областей знаний (в соответствии с реализуемыми профилями);

Проектирование и организация лингводидактической деятельности в образовательных организациях начального общего, основного общего образования в части разработки и реализации программ учебной дисциплины «Английский язык» в рамках основной общеобразовательной программы;

указываются один или несколько видов деятельности

Уровень квалификации: 5-6

1.2. Планируемые результаты обучения (компетенции)

В результате освоения программы «Иностранный язык по направлению «Английский язык» у выпускника должны быть сформированы общепрофессиональные и профессиональные компетенции

Код	Наименование видов деятельности и профессиональных компетенций
ВД 1	Организация обучения и воспитания в сфере образования с использованием технологий, соответствующих возрастным особенностям обучающихся и отражающих специфику областей знаний (в соответствии с реализуемыми профилями);
ПК-1.3	Обладать готовностью применять современные методики и технологии, методы диагностирования достижений обучающихся для обеспечения качества учебно-воспитательного процесса;
ПК-1.4	Обладать способностью осуществлять педагогическое сопровождение процессов социализации;
ПК-1.5	Обладать способностью использовать возможности образовательной среды для формирования универсальных видов учебной деятельности и обеспечения качества учебно-воспитательного процесса;
ПК-1.6	Обладать готовностью к взаимодействию с учениками, родителями, коллегами, социальными партнерами;
ПК-1.7	Обладать способностью организовывать сотрудничество обучающихся, поддерживать активность и инициативность самостоятельность обучающихся, их творческие способности;
ПК – 1.8	Обладать готовностью к обеспечению охраны жизни и здоровья обучающихся в учебно-воспитательном процессе и внеурочной деятельности.
ВД2	Проектирование и организация лингводидактической деятельности в образовательных организациях начального общего, основного общего образования в части разработки и реализации программ учебной дисциплины «Английский язык» в рамках основной общеобразовательной программы;
ПК 2.1.	Владеть теоретическими основами обучения иностранным языкам, закономерностями становления способности к межкультурной коммуникации;
ПК 2.2	Владеть средствами и методами профессиональной деятельности учителя и преподавателя иностранного языка, а также закономерностями процессов преподавания и изучения иностранных языков;
ПК 2.3.	Владеть способностью использовать учебники, учебные пособия и дидактические материалы по иностранному языку для разработки новых учебных материалов по определенной теме;
ПК 2.4.	Владеть способностью использовать достижения отечественного и зарубежного методического наследия, современных методических направлений и концепций обучения иностранным языкам для решения
ПК 2.5.	Владеть способностью критически анализировать учебный процесс и учебные материалы с точки зрения их эффективности;
ПК 2.6.	Владеть способностью эффективно строить учебный процесс, осуществляя педагогическую деятельность в образовательных организациях дошкольного, начального общего, основного общего, среднего общего и образование) в соответствии с задачами конкретного учебного курса и условиями обучения иностранным

Выпускник должен обладать общепрофессиональными компетенциями (ОПК) и(или) общими (общекультурными) компетенциями (ОК) или универсальными компетенциям (УК)* <i>(заполняется при наличии):</i>	
Код	Наименование общепрофессиональных компетенций и(или) общих (общекультурных) компетенций или универсальных компетенций
ОПК-11	Владеть навыками работы с компьютером как средством получения, обработки и управления информацией;
ОПК-12	Владеть способностью работать с различными носителями информации, распределенными базами данных и знаний, с глобальными компьютерными сетями;
ОПК-13	Владеть способностью работать с электронными словарями и другими электронными ресурсами для решения лингвистических задач;
ОПК-14	Владеть основами современной информационной и библиографической культуры

1.3. Трудоемкость обучения

Нормативная трудоемкость обучения по данной программе – 502 часа, включая все виды аудиторной и внеаудиторной (самостоятельной) учебной работы слушателя.

1.4. Форма обучения

Форма обучения очно-заочная с частичным отрывом от работы, с использованием дистанционных образовательных технологий. Программа предусматривает следующие формы организации учебной деятельности: аудиторные занятия – лекции, семинары, практические занятия; дистанционные занятия – лекции, семинары, практические занятия; самостоятельная работа.

1.5. Режим занятий

При любой форме обучения учебная нагрузка устанавливается не более 35 часов в неделю, включая все виды аудиторной, дистанционной и внеаудиторной (самостоятельной) учебной работы слушателя.

2. Содержание программы

2.1. Учебный план программы профессиональной переподготовки

№ п/п	Наименование раздела, темы	Всего часов	в том числе					
			Лекции	Практические и лабораторные занятия	Занятия с использованием ДОТ	Самостоятельная работа	Практика (стажировка)	Форма контроля
1.	Общепрофессиональные дисциплины	170			50	120		
1.1	Психология	60				60	-	Экзамен
1.2	Педагогика	60				60	-	Экзамен
1.3	ФГОС ООО: нормативно-правовое обеспечение, проектирование и оценка	50			50		-	Зачет

	качества реализации ООП							
2	Специальные дисциплины	330	18	208	40	64		
2.1	Практический курс английского языка	210		180		30		Экзамен
2.2	Теория и методика обучения иностранному языку	44	10	18		16		Экзамен
2.3	Страноведение Великобритании и США	40			40			Зачет
2.4	Применение ИКТ в Иноязычном образовании	36	8	10		18		Зачет
	Итоговый аттестационный экзамен	2						
	Итого:	502	18	208		90	180	

2.2. Программы учебных курсов, дисциплин, модулей

2.2.1. Результаты освоения программ учебных курсов, дисциплин, модулей

Результаты обучения (компетенции)	Умения и знания	Учебные курсы, дисциплины, модули
1	2	3
По модулю «Общепрофессиональные дисциплины»		
ПК-1.3	Обладать готовностью применять современные методики и технологии, методы диагностирования достижений обучающихся для обеспечения качества учебно-воспитательного процесса;	ФГОС основного общего образования Педагогика, Применение ИКТ в иноязычном образовании Теория и методика обучения иностранному языку
ПК-1.4	Обладать способностью осуществлять педагогическое сопровождение процессов социализации	Психология, Педагогика Практический курс английского языка Применение ИКТ в иноязычном образовании Теория и методика обучения иностранному языку
ПК-1.5	Обладать способностью использовать возможности образовательной среды для формирования универсальных видов учебной деятельности и обеспечения качества учебно-воспитательного процесса;	ФГОС основного общего образования Педагогика Теория и методика обучения иностранному языку Применение ИКТ в иноязычном образовании Практический курс английского языка
ПК-1.6	Обладать готовностью к взаимодействию с учениками, родителями, коллегами, социальными партнерами;	ФГОС основного общего образования Педагогика Психология
ПК-1.7	Обладать способностью организовывать сотрудничество обучающихся, поддерживать активность и инициативность самостоятельность обучающихся, их творческие способности;	ФГОС основного общего образования Педагогика Психология Теория и методика обучения иностранным языкам Применение ИКТ в иноязычном образовании Практический курс английского языка
ПК – 1.8	Обладать готовностью к обеспечению охраны жизни и здоровья обучающихся в учебно-воспитательном процессе и внеурочной	Педагогика, Психология

	деятельности	
По модулю «Специальные дисциплины»		
ПК 2.1.	Владеть теоретическими основами обучения иностранным языкам, закономерностями становления способности к межкультурной коммуникации;	Практический курс английского языка Теория и методика обучения иностранным языкам
ПК 2.2	Владеть средствами и методами профессиональной деятельности учителя и преподавателя иностранного языка, а также закономерностями процессов преподавания и изучения иностранных языков;	Теория и методика обучения иностранным языкам; Педагогика; Применение ИКТ в иноязычном образовании; Практический курс английского языка;
ПК 2.3.	Владеть способностью использовать учебники, учебные пособия и дидактические материалы по иностранному языку для разработки новых учебных материалов по определенной теме;	Теория и методика обучения иностранным языкам; Практический курс английского языка Применение ИКТ в иноязычном образовании
ПК 2.4.	Владеть способностью использовать достижения отечественного и зарубежного методического наследия, современных методических направлений и концепций обучения иностранным языкам для решения конкретных методических задач практического характера;	Теория и методика обучения иностранным языкам; Практический курс английского языка; Применение ИКТ в иноязычном образовании
ПК 2.5.	Владеть способностью критически анализировать учебный процесс и учебные материалы с точки зрения их эффективности;	Психология; ФГОС основного общего образования: нормативно-правовое обеспечение, проектирование и оценка качества реализации ООП ООО Теория и методика обучения иностранным языкам; Применение ИКТ в иноязычном образовании
ПК 2.6.	Владеть способностью эффективно строить учебный процесс, осуществляя педагогическую деятельность в образовательных организациях дошкольного, начального общего, основного общего, среднего общего и образование) в соответствии с задачами конкретного учебного курса и условиями обучения иностранным языкам.	ФГОС основного общего образования Педагогика Психология; Практический курс английского языка Теория и методика обучения иностранным языкам; Применение ИКТ в иноязычном образовании
ОПК-11	Владеть навыками работы с компьютером как средством получения, обработки и управления информацией;	Применение ИКТ в иноязычном образовании
ОПК-12	Владеть способностью работать с различными носителями информации, распределенными базами данных и знаний, с глобальными компьютерными сетями;	Применение ИКТ в иноязычном образовании
ОПК-13	Владеть способностью работать с электронными словарями и другими электронными ресурсами для решения лингвистических задач;	Применение ИКТ в иноязычном образовании.

2.3. Содержание учебных курсов, дисциплин, модулей

2.3.1.1. «ФГОС основного общего образования: нормативно-правовое обеспечение, проектирование и оценка качества реализации ООП ООО»

Результаты (освоенные компетенции)	Должен уметь	Темы и виды занятий	Должен знать	Темы теоретической части обучения
1	2	3	4	5

ПК-1.3 ПК-1.5 ПК-1.6 ПК-1.7 ПК-2.5 ПК-2.6	<p>- определять задачи образовательного учреждения по реализации требований ФГОС</p> <p>- проектировать компетентностно-ориентированные задания;</p> <p>- проектировать приемы формирования универсальных учебных действий на предметном содержании реализации общих подходов к проектированию основной образовательной программы общего образования.</p>	<p>Лекции и занятия с использованием ДОТ:</p> <p>ФГОС основного общего образования: методология, структура, требования</p> <p>Компетентностный подход как основа ФГОС</p> <p>Системно-деятельностный подход как основа разработки и реализации ООП ООО</p> <p>-Технология целеполагания в контексте - ФГОС;Формирование универсальных учебных действий</p> <p>Структура и содержание примерной ООП</p>	<p>- концептуальные основы ФГОС, предпосылки разработки стандартов нового поколения;-</p> <p>- основные положения системно-деятельностного подхода и технология их реализации в образовательном процессе;</p> <p>- основные компоненты и структура ФГОС;</p> <p>-общие подходы к проектированию основной образовательной программы общего образования и ее отдельных разделов;</p> <p>-универсальные учебные действия, их структура.</p>	<p>ФГОС основного общего образования: методология, структура, требования</p> <p>Компетентностный подход как основа ФГОС</p> <p>Системно-деятельностный подход как основа разработки и реализации ООП ООО</p> <p>Технология целеполагания в контексте ФГОС;</p> <p>Формирование универсальных учебных действий</p> <p>Структура и содержание примерной ООП</p>
--	---	--	--	---

Учебный план 2.3.1.2.

№ п/п	Наименование раздела	Всего, часов	в том числе			
			Лекции	Практические и лабораторные занятия	Занятия с использованием ДОТ	Самостоятельная работа
1	ФГОС основного общего образования: методология, структура, требования	10			10	
2	Компетентностный подход как основа ФГОС	8			8	
3	Системно-деятельностный подход как основа разработки и реализации ООП ООО	8			8	
4	Технология целеполагания в контексте ФГОС	8			8	
5	Формирование универсальных учебных действий	8			8	
6	Структура и содержание примерной ООП	8			8	

	Итого	50		50	
	Итоговая аттестация	Зачет			

2.3.1.3. Учебно-методическое обеспечение дисциплины

Учебные пособия:

1. Габова М.А. «ФГОС основного общего образования: нормативно-правовое обеспечение, проектирование и оценка качества реализации ООП ООО» [дистанционный курс] <http://lms-moodle.syktso.ru/> Институт непрерывного образования

2.3.2.1. Педагогика

Результаты (освоенные компетенции)	Должен уметь	Темы и виды занятий	Должен знать	Темы теоретической части обучения
1	2	3	4	5
Общепедагогическая функция. Обучение	Разрабатывать (осваивать) и применять современные психолого-педагогические технологии, основанные на знании законов развития личности и поведения в реальной и виртуальной среде	Педагогика как наука. Система образования РФ. Современное понимание феномена образования. Педагогическая профессия. Обучение в структуре целостного педагогического процесса.	История, теория, закономерности и принципы построения и функционирования образовательных систем, роль и место образования в жизни личности и общества. Приоритетные направления развития образовательной системы Российской Федерации, законов и иных нормативных правовых актов, регламентирующих образовательную деятельность в Российской Федерации, нормативных документов по вопросам обучения и воспитания детей и молодежи, федеральных государственных образовательных стандартов. Нормативные документы по вопросам обучения и воспитания детей и молодежи	Педагогика как наука. Система образования РФ. Современное понимание феномена образования. Педагогическая профессия. Мировой историко-педагогический процесс. Обучение в структуре целостного педагогического процесса.
Воспитательная деятельность	Строить воспитательную деятельность с учетом культурных различий детей, половозрастных и индивидуальных особенностей. Создавать в учебных группах (классе, кружке, секции и т.п.) разновозрастные детско-взрослые общности обучающихся, их	Педагогика как наука. Система образования РФ. Современное понимание феномена образования. Педагогическая профессия. Воспитание как социокультурное явление и	Основы законодательства о правах ребенка, законы в сфере образования и федеральные государственные образовательные стандарты. История, теория, закономерности и принципы построения и функционирования образовательных (педагогических) систем, роль и место образования в жизни личности и	Педагогика как наука. Система образования РФ. Современное понимание феномена образования. Педагогическая профессия. Воспитание как социокультурное

	родителей (законных представителей) и педагогических работников Находить ценностный аспект учебного знания и информации обеспечивать его понимание и переживание обучающимися	часть педагогического о процесса.	общества Научное представление о результатах образования, путях их достижения и способах оценки	ое явление и часть педагогического о процесса. Социальная педагогика.
Развивающая деятельность	Владеть профессиональной установкой на оказание помощи любому ребенку вне зависимости от его реальных учебных возможностей, особенностей в поведении, состояния психического и физического здоровья	Педагогика как наука. Система образования РФ. Современное понимание феномена образования. Педагогическая профессия.	Педагогические закономерности организации образовательного процесса	Педагогика как наука. Система образования РФ. Современное понимание феномена образования. Педагогическая профессия. Социальная педагогика.

Учебный план 2.3.2.2.

№ п/п	Наименование раздела, темы	Всего, часов в ДОТ	в том числе			Форма контроля
			Лекции	Практические занятия	Самостоятельная работа	
1.	Педагогика как наука. Система образования РФ.	12			12	
2.	Современное понимание феномена образования. Педагогическая профессия.	8			8	
3.	Мировой историко-педагогический процесс.	8	-		8	
4.	Воспитание как социокультурное явление и часть педагогического процесса.	10			10	
5.	Социальная педагогика.	6	-	4	2	
6.	Обучение в структуре целостного педагогического процесса.	14			14	
	Итоговая аттестация	2			2	Экзамен
	Всего	60			60	-

2.3.2.3. Учебно-методическое обеспечение дисциплины

1. Азаров, Ю.П. Семейная педагогика. Воспитание ребенка в любви, свободе и творчестве / Ю.П. Азаров. - М.: Эксмо, 2015. - 496 с.
2. Алиева, С.В. Социальная педагогика: Учебное пособие / А.В. Иванов, С.В. Алиева. - М.: Дашков и К, 2013. - 424 с.
3. Безрукова, В.С. Педагогика: Учебное пособие / В.С. Безрукова. - Рн/Д: Феникс, 2013.

- Бордовская, Н.В. Психология и педагогика: Учебник для вузов. Стандарт третьего поколения / Н.В. Бордовская, С.И. Розум.- СПб.: Питер, 2013. - 624 с.
4. 10. Вайндорф-Сысоева, М.Е. Педагогика: Краткий курс лекций / М.Е. Вайндорф-Сысоева. - М.: Юрайт, 2013. - 197 с.
 5. Вайндорф-Сысоева, М.Е. Педагогика: Учебник для бакалавров / Л.П. Крившенко, М.Е. Вайндорф-Сысоева. - М.: Проспект, 2013. - 488 с.
 6. Вульф, Б.З. Педагогика: Учебное пособие для бакалавров / Б.З. Вульф, В.Д. Иванов, А.Ф. Меняев; Под ред. П.И. Пидкасистый.. - М.: Юрайт, 2013. - 511 с.
 7. Голованова, Н.Ф. Педагогика: Учебник и практикум для академического бакалавриата / Н.Ф. Голованова. - Люберцы: Юрайт, 2016. - 377 с.
 8. Голованова, Н.Ф. Педагогика: Учебник и практикум для СПО / Н.Ф. Голованова. - Люберцы: Юрайт, 2016. - 377 с.
 9. Громкова, М.Т. Педагогика высшей школы: Учебное пособие для студентов педагогических вузов / М.Т. Громкова. - М.: ЮНИТИ-ДАНА, 2012. - 447 с.
 10. Джуринский, А.Н. Сравнительная педагогика: Учебник для бакалавриата и магистратуры / А.Н. Джуринский. - Люберцы: Юрайт, 2016. - 440 с.
 11. Дубицкая, Е.А. Педагогика: Учебник для бакалавров / Л.С. Подымова, Е.А. Дубицкая, Н.Ю. Борисова. - М.: Юрайт, 2012. - 332 с.
 12. Жуков, Г.Н. Общая и профессиональная педагогика: Учебник / Г.Н. Жуков, П.Г. Матросов. - М.: Альфа-М, НИЦ ИНФРА-М, 2013. - 448 с.
 13. Князева, В.В. Педагогика / В.В. Князева. - М.: Вузовская книга, 2016. - 872 с.
 14. Коджаспирова, Г.М. Педагогика в схемах и таблицах: Учебное пособие / Г.М. Коджаспирова. - М.: Проспект, 2016. - 248 с.

2.3.3.1 Психология

Результаты (освоенные компетенции)	Должен уметь	Темы и виды занятий	Должен знать	Темы теоретической части обучения
1	2	3	4	5
Общепедагогическая функция. Обучение	Разрабатывать (осваивать) и применять современные психолого-педагогические технологии, основанные на знании законов развития личности и поведения в реальной и виртуальной среде	Психические процессы Деятельность человека Личность Общение	Основные закономерности возрастного развития, стадии и кризисы развития, социализация личности, индикаторы индивидуальных особенностей траекторий жизни, их возможные девиации, а также основы их	Введение в общую психологию Психические процессы Деятельность человека Личность Общение

Воспитательная деятельность	<p>Строить воспитательную деятельность с учетом культурных различий детей, половозрастных и индивидуальных особенностей</p> <p>Общаться с детьми, признавать их достоинство, понимая и принимая их</p> <p>Сотрудничать с другими педагогическими работниками и другими специалистами в решении воспитательных задач</p>	<p>Деятельность человека</p> <p>Личность</p> <p>Общение</p>	<p>Основные закономерности возрастного развития, стадии и кризисы развития и социализации личности, индикаторы и индивидуальные особенности траекторий жизни, и их возможные девиации, приемы их диагностики</p>	<p>Психические процессы</p> <p>Деятельность человека</p> <p>Личность</p>
Развивающая деятельность	<p>Использовать в практике своей работы психологические подходы: культурно-исторический, деятельностный и развивающий</p> <p>Осуществлять (совместно с психологом и другими специалистами) психолого-педагогическое сопровождение основных общеобразовательных программ</p> <p>Понимать документацию специалистов (психологов, дефектологов, логопедов и т.д.)</p> <p>Составить (совместно с психологом и другими специалистами) психолого-педагогическую характеристику (портрет) личности обучающегося</p>	<p>Психические процессы</p> <p>Деятельность человека</p> <p>Личность</p> <p>Общение</p>	<p>Законы развития личности и проявления личностных свойств, психологические законы периодизации и кризисов развития</p>	<p>Психические процессы</p> <p>Деятельность человека</p> <p>Личность</p> <p>Общение</p>

Учебный план 2.3.3.2.

№ п/п	Наименование раздела, темы	Всего, часов в ДОТ	в том числе			Форма контроля
			Лекции	Практические занятия	Самостоятельная работа	
1	Введение в общую психологию	16			16	
2	Психические процессы	12			12	
3	Деятельность человека	10			10	
4	Личность	10			10	
5	Общение	10			10	
	Итоговая аттестация	2			2	Экзамен
	Итого	60			60	-

2.3.3.3. Учебно-методическое обеспечение дисциплины

1. Авдулова, Т. П. Возрастная психология: учебное пособие / [Т. П. Авдулова и др.]. – Москва: Академия, 2014. – 329 с.
2. Андронникова, О. О. Гендерная дифференциация в психологии: учебное пособие / О. О. Андронникова. – Москва: Вузовский учебник: Инфра-М, 2017. – 262 с.
3. Веракса, Н. Е. Детская психология: учебник / Н. Е. Веракса, А. Н. Веракса. – Москва: Юрайт, 2014. – 445 с.
4. Виноградова, С. М. Психология массовой коммуникации: учебник / С. М.

- Виноградова, Г. С. Мельник. – Москва: Юрайт, 2014. – 512 с.
5. Гиппенрейтер, Ю. Б. Введение в общую психологию: [курс лекций]: учебное пособие / Ю. Б. Гиппенрейтер. – Москва: АСТ, 2013 – 351 с.
 6. Гуревич, П. С. Психология и педагогика: учебник / П. С. Гуревич. – Москва: Юрайт, 2014. – 478 с.
 7. Гуревич, П. С. Психология: учебник / П. С. Гуревич. – Москва: Инфра-М, 2015. – 330 с.
Караванова, Л. Ж. Психология: учебное пособие / Л. Ж. Караванова. – Дашков и К°, 2014. – Москва – 263 с.
 8. Коленда, А. Н. Основы психологии и педагогики: учебно-методическое пособие / А. Н. Коленда. – Гомель: ГомГМУ, 2013. – 66 с.
 9. Корнилова, Т. В. Методологические основы психологии: учебник для вузов / Т. В. Корнилова, С. Д. Смирнов. – Москва: Юрайт, 2013. – 490 с.
 10. Корягина, Н. А. Социальная психология. Теория и практика: учебник / Н. А. Корягина, Е. В. Михайлова. – Москва: Юрайт, 2014. – 491 с.
 11. Кузмицкая, Ю. Л. Теоретические и методологические основы общей психологии: учебно-методическое пособие / Ю. Л. Кузмицкая, Е. Д. Мишина. – Гродно: ГрГМУ, 2013. – 149 с.
Маклаков, А. Г. Общая психология: учебное пособие / А. Г. Маклаков. – Санкт-Петербург: Питер Пресс, 2014. – 582 с.
 12. Медведская, Е. И. Дипломные работы по психологии: подготовка, оформление, защита: учебно-методическое пособие / Е. И. Медведская. – Брест: БрГУ, 2014. – 76 с.
 13. Нартова-Бочавер, С. К. Дифференциальная психология: учебное пособие / С. К. Нартова-Бочавер. – Москва: Флинта: МПСУ, 2015. – 280 с.
 14. Немов, Р. С. Психология: учебник / Р. С. Немов. – Москва: КноРус, 2014. – 718 с.
 15. Образцова, Л. Самоучитель по психологии / Л. Образцова. – Москва: АСТ: Сова, 2013. – 319 с.
Рамендик, Д. М. Общая психология и психологический практикум: учебник / Д. М. Рамендик. – Москва: Юрайт, 2016. – 303 с.
 16. Станиславская, И. Г. Психология: основные отрасли: учебное пособие / И. Г. Станиславская, И. Г. Малкина-Пых. – Москва: Человек, 2014. – 322 с.
 17. Чиркова, Т. И. Методологические основы психологии: учебное пособие / Т. И. Чиркова. – Москва: Вузовский учебник: Инфра-М, 2013. – 404 с.
 18. Шабельников, В. К. Функциональная психология. Формирование психологических систем: психика как функциональная система. Формирование быстрой мысли. Социо-биосферная детерминация личности: учебник / В. К. Шабельников. – Москва: Культура: Академический проект, 2013. – 590 с.
 19. Юсупов, Ф. М. Общая психология: курс лекций / Ф. М. Юсупов. – Казань: Казанский университет, 2013. – 143 с.

2.3.4.1. Практический курс английского языка

Результаты освоения дисциплины

Результаты (освоенн	Должен уметь	Темы и виды занятий	Должен знать	Темы теоретической части обучения
1	2	3	4	5
ПК-1.4 ПК-1.5 ПК-1.6 ПК-1.7 ПК 2.1. ПК 2.2 ПК 2.3. ПК 2.4. ПК 2.6.	транскрибировать небольшой текст и графически обозначить его интонацию, а также правильно его прочитывать и декламировать заученный наизусть отрывок текста, стихотворение или микродиалог; объяснять артикуляцию английских звуков, сопоставлять их с русскими, исправлять свои фонетические ошибки и ошибки товарищей по учебной группе; применять языковые и речевые грамматические навыки в продуктивных и рецептивных видах речевой деятельности; применять лексические навыки устной и письменной речи; читать про себя и вслух как учебные, так и аутентичные тексты, содержащие усвоенный лексико-грамматический материал; уметь аудировать в рамках пройденных тем; владеть репродуктивной монологической речью в форме описания и повествования с элементами рассуждения; владеть диалогической речью в форме диалога-расспроса (интервью), диалога-обмена информацией и мнениями, диалога-обсуждения; составлять письменное сообщение в рамках пройденных тем;	Практические занятия: Устный вводный курс Основные виды временных форм глагола Модальные глаголы Неличные формы глагола Сослагательное наклонение Разговорные темы	Основные фонетические, лексические, грамматические, словообразовательные явления и закономерности функционирования иностранного языка, его функциональные разновидности	Устный вводный курс Основные виды временных форм глагола Модальные глаголы Неличные формы глагола Сослагательное наклонение Разговорные темы

Учебный план 2.3.4.2.

№ п/п	Наименование раздела	Всего, часов	в том числе			
			Лекции	Практические и лабораторные занятия	Занятия с использованием ДОО	Самостоятельная работа
1	Устный вводный курс	50	-	45	5	
2	Основные виды временных форм глагола	20	-	15	5	
3	Модальные глаголы	19	-	14	5	
4	Неличные формы глагола	20	-	15	5	
5	Сослагательное наклонение	24	-	19	5	
6	Разговорные темы	75	-	70	5	
	Итоговая аттестация	2		2		
	Итого	210		180	30	Экзамен

2.3.4.3. Учебно-методическое обеспечение учебного курса, дисциплины, модуля

- Учебные пособия:

1. Практический курс английского языка. 1 курс : учебник / В.Д. Аракин, Л.И. Селянина, К.П. Гинтовт и др. ; под ред. В.Д. Аракин. - 6-е изд., доп. и испр. - М. : Гуманитарный издательский центр ВЛАДОС, 2012. - [Электронный ресурс]. - URL:<http://biblioclub.ru>.

2. Тырина В.М. Практикум по английскому языку для студентов I курса. – Сыктывкар, 2008.

2.3.5.1. Теория и методика обучения иностранному языку

Результаты (освоенны)	Должен уметь	Темы и виды занятий	Должен знать	Темы теоретической части обучения
1	2	3	4	5
ПК-1.3 ПК-1.4 ПК-1.5 ПК-1.6 ПК-1.7 ПК 2.1. ПК 2.2 ПК 2.3. ПК 2.4. ПК 2.5. ПК 2.6.	применять современные методики и технологии, методы диагностирования достижений обучающихся для обеспечения качества учебно-воспитательного процесса; на основе системного подхода решать методические задачи в области обучения иностранному языку; осуществлять процесс обучения учащихся с ориентацией на задачи обучения, воспитания и развития личности школьников с учётом специфики преподаваемого предмета (иностранного язык); –анализировать собственную деятельность с целью её совершенствования и повышения своей квалификации; –выполнять методической работы в составе школьных методических объединений. -	Практические занятия: Устный вводный курс Основные виды временных форм глагола Модальные глаголы Неличные формы глагола Сослагательное наклонение Разговорные темы	Основные фонетические, лексические, грамматические, словообразовательные явления и закономерности функционирования изучаемого иностранного языка, его функциональные разновидности	Устный вводный курс Основные виды временных форм глагола Модальные глаголы Неличные формы глагола Сослагательное наклонение Разговорные темы

Учебный план 2.3.5.2.

№ п/п	Наименование раздела	Всего, часов	в том числе			
			Лекции	Практические и лабораторные занятия	Занятия с использованием ДОТ	Самостоятельная работа
1	Цели обучения иностранным языкам	4	1	1	2	
2	Обучение фонетической стороне речи	6	1	2	3	
3	Обучение лексической стороне речи	6	1	2	3	
4	Обучение грамматической стороне речи	4	1	2	1	
5	Обучение технике чтения	4	1	2	1	
6	Обучение аудированию	4	1	2	1	
7	Обучение монологической речи	4	1	2	1	
8	Обучение диалогической речи	4	1	2	1	
9	Обучение чтению	4	1	2	1	
10	Обучение письму	4	1	1	2	
	Итоговая аттестация	2				Экзамен
	Итого	44	10	18	16	

2.3.5.3. Учебно-методическое обеспечение дисциплины

Учебные пособия:

1. Методика обучения иностранным языкам: традиции и современность / под ред. А.А. Миролюбова. – Обнинск: Титул, 2010.
2. Соловова Е.Н. Методика обучения иностранным языкам. Базовый курс. Пособие для студентов педагогических вузов и учителей. – М.: АСТ: Астрель: Полиграфиздат, 2010.
3. Соловова Е.Н. Методика обучения иностранным языкам. Продвинутый курс. Пособие для студентов педагогических вузов и учителей. – М.: АСТ: Астрель, 2010.
4. Пассов Е.И., Кузовлева Н.Е. Урок иностранного языка. – Ростов н/Д: Феникс; М: Глосса-Пресс, 2010.
5. Трофимова Ю.И. Формирование технологической компетентности студентов на практических занятиях по методике обучения английскому языку: учебно-методическое пособие. – Сыктывкар: Коми пединститут, 2011.
6. Теория и методика обучения иностранным языкам: учебно-методическое пособие / сост. В.М. Тырина. – Сыктывкар: Коми пединститут, 2008.

2.3.6.1. Страноведение Великобритании и США

Результаты освоения дисциплины

Результаты (освоены)	Должен уметь	Темы и виды занятий	Должен знать	Темы теоретической части обучения
1	2	3	4	5
ПК 1.2. ПК 1.7. ПК 1.15. ПК 1.16. ПК 1.18. ОК 1.1. ОК 1.3.	Ориентироваться в системе общечеловеческих ценностей и учитывать ценностно-смысловые ориентации различных социальных, национальных, религиозных, профессиональных общностей и групп в российском социуме. Реализовывать социокультурную и межкультурную коммуникацию, обеспечивающую адекватность социальных и профессиональных контактов	Лекции, в т. ч. с использованием ДОТ: Общие сведения о Великобритании. Ранние завоевания Англии. Феодальная Англия. Общественное устройство Абсолютизм Тюдоров. Реформация. Англия в 17-18 веках. Буржуазная революция. Республика и реконструкция монархии. Англия в 18 веке. Промышленный переворот. Англия в 19 веке. Капитализм. Англия в 19 веке. Политические движения. Чартизм. Англия в Первой и Второй мировой войне. Современная Англия. Экономика Великобритании Культура и образование Великобритании Общие сведения о США. Британские колонии в Новом Свете. Американская революция. Подписание Декларации Независимости и Конституции США. Гражданская война. Политическое устройство США. Политические партии США Образование в США	Владеть необходимыми и контекстными знаниями, позволяющими преодолеть стереотипы и адаптироваться к изменяющимся условиям при контакте с представителями и различных культур	Общие сведения о Великобритании. Ранние завоевания Англии. Феодальная Англия. Общественное устройство Абсолютизм Тюдоров. Реформация. Англия в 17-18 веках. Буржуазная революция. Республика и реконструкция монархии. Англия в 18 веке. Промышленный переворот. Англия в 19 веке. Капитализм. Англия в 19 веке. Политические движения. Чартизм. Англия в Первой и Второй мировой войне. Современная Англия. Экономика Великобритании Культура и образование Великобритании Общие сведения о США. Британские колонии в Новом Свете. Американская революция. Подписание Декларации Независимости и Конституции США. Гражданская война. Политическое устройство США. Политические партии США Образование в США

Учебный план 2.3.6.2.

№ п/п	Наименование раздела	Всего, часов	в том числе			
			Лекции	Практические и лабораторные занятия	Занятия с использованием ДОТ	Самостоятельная работа
1	Общие сведения о Великобритании.	2			2	
2	Ранние завоевания Англии. Феодалная Англия. Общественное устройство	2			2	
3	Абсолютизм Тюдоров. Реформация. Англия в 17-18 веках. Буржуазная революция. Республика и реконструкция монархии.	4			4	
4	Англия в 18 веке. Промышленный переворот. Англия в 19 веке. Капитализм.	2			2	
5	Англия в 19 веке. Политические движения. Чартизм. Англия в Первой и Второй мировой войне.	4			4	
6	Современная Англия.	2			2	
7	Экономика Великобритании	2			2	
8	Культура и образование Великобритании	2			2	
9	Общие сведения о США.	4			4	
10	Британские колонии в Новом Свете. Американская революция. Подписание Декларации Независимости и Конституции США.	4			4	
11	Гражданская война.	4			4	
12	Политическое устройство США. Политические партии США	4			4	
13	Образование в США	2			2	
	Итого	40			40	
Итоговая аттестация			Зачет			

2.3.6.3 Учебно-методическое обеспечение учебного курса, дисциплины, модуля

– Учебные пособия:

1. [Рум, А.Р.У.](#) Великобритания : Лингвострановедческий словарь / А.Р.У.Рум .— 2-е изд., стереотип. — М. : Русский язык, 2000.

2. Минченков, А.Г. Glimpses of Britain (Взгляд на Британию) : учебное пособие / А.Г. Минченков. - СПб : Антология, 2006. [Электронный ресурс]. - URL: <http://biblioclub.ru>.
3. Пичугина, Е.В. Focus on American Language, History and Culture via the film Forrest Gump : учебное пособие / Е.В. Пичугина. - СПб : Антология, 2005. [Электронный ресурс]. - URL: <http://biblioclub.ru>.
4. Дополнительная литература:
5. Varanovsky L.S., Kozikis D.D. Panorama of Great Britain. – Minsk, 1990.
6. Britain. An official Handbook. – London, 1967.
7. Bromhead P. Life in modern America. N.Y., 1970.
8. D. McDowall. An Illustrated History of Britain. – Longman, 2003.
9. Fielder E., Jansen R. America in Close-up. «Longman».
10. J. O’Driscoll. Britain. – Oxford, 2000.
1. Voronikhina, Mikhailova. Glimpses of British Art.
2. Андрианов. A Glimpse of Britain.
3. Барбарига А.А. В школах Англии (Schooling in Great Britain). – М.: Высшая школа, 1988.
4. Барбарига А.А., Федорова. Британские университеты.
5. Бурлакова В.В. About Britain. – М., 1966.
6. Бурлакова В.В. The United Kingdom of Great Britain and Northern Ireland. – Л.: Просвещение, 1977.
7. Кертман Л.Е. География, история и культура Англии. – М., 1968.
8. Кузнецова В.И. A Reader in English Geography. – М., 1964.
9. Куприянова. A Book of Britain.
10. Павлоцкий В.М. British Studies (Знакомство с Британией) – СПб., 1997.
11. Павлоцкий В.М. Знакомство с Америкой. – СПб., 1997.
12. Степанова И.С. Время, события, люди (Time, events, people). – М., 1983.
13. Тимановская Н. Взгляд на США. - Т.: Автограф, 1996.
14. Химунина. Customs, Traditions and Festivals of Great Britain. – Л., 1974.
15. Шаггородская Е.Л. The English School. – Л.: Просвещение, 1979.
16. Эстолл Р. География США/ под ред. В.М. Гохмана.- М., 1977.
17. Яковлева Е.В., Верешнина Е.Ю. Language and Culture (Об англоязычной культуре на английском языке). – М., 1997.

2.3.7.1 Применение ИКТ в иноязычном образовании

Результаты освоения дисциплины

Результаты (освоенны)	Должен уметь	Темы и виды занятий	Должен знать	Темы теоретической части обучения
1	2	3	4	5
ОПК-11 ОПК-12 ОПК-13 ПК-2.3 ПК-2.4 ПК-2.6	Владеть основными методами, способами и средствами получения, хранения, переработки информации, готовностью работать с компьютером как	Лекции и практические занятия: Мультимедийная компетенция учителя иностранных языков Образовательный потенциал сети Интернет в обучении ИЯ	Содержание мультимедийной компетенции учителя иностранных языков составляющие образовательного потенциала сети	Мультимедийная компетенция учителя иностранных языков Образовательный потенциал сети Интернет в обучении ИЯ

средством управления информацией, способностью работать с информацией в глобальных компьютерных сетях	Технологические приемы мультимедийной дидактики Технологические приемы мультимедийной дидактики Создание интерактивных упражнений в программе MS PowerPoint 2007 Создание интерактивных упражнений в программе SMART Notebook 11 Защита интерактивных упражнений	Интернет в обучении ИЯ, технологические приемы мультимедийной дидактики, основы защиты интерактивных упражнений	Технологические приемы мультимедийной дидактики Технологические приемы мультимедийной дидактики Создание интерактивных упражнений в программе MS PowerPoint 2007 Создание интерактивных упражнений в программе SMART Notebook 11 Защита интерактивных упражнений
---	--	---	--

2.3.7.2. Учебный план

№ п/п	Наименование раздела	Всего, часов	в том числе			
			Лекции	Практические и лабораторные занятия	Занятия с использованием ДОО	Самостоятельная работа
1	Мультимедийная компетенция учителя иностранных языков	6	2	2		2
2	Образовательный потенциал сети Интернет в обучении ИЯ	4	2	-		2
3	Технологические приемы мультимедийной дидактики	6	2	2		2
4	Технологические приемы мультимедийной дидактики	4	-	2		2
5	Создание интерактивных упражнений в программе MS PowerPoint 2007	5	-	2		3
6	Создание интерактивных упражнений в программе SMART Notebook 11	5		2		3
7	Защита интерактивных упражнений	6	2	-		4
	Итого	36	8			18
Итоговая аттестация		зачет				

2.3.7.3. Учебно-методическое обеспечение дисциплины

Учебные пособия:

1. Беляева, Л.А. Технология создания и использования обучающих презентаций PowerPoint на уроке иностранного языка: учеб. пособие / Л.А. Беляева. – Сыктывкар: Коми пединститут, 2010.
2. Беляева, Л.А. Технология создания и использования интерактивных упражнений на уроке иностранного языка: учеб. пособие / Л.А. Беляева. – Сыктывкар: Коми пединститут, 2013.
3. Беляева Л.А. Информационные и коммуникационные технологии в обучении иностранным языкам общения [электронный курс] ЭОС <http://el-umk.syktu.ru/www/student.php> Институт иностранных языков
4. Структура ИКТ - компетентности учителей. Рекомендации ЮНЕСКО/ Редакция 2.0 [Электронный ресурс]. – Режим доступа: <http://iite.unesco.org/pics/publications/ru/files/3214694.pdf>.

2.4. Календарный учебный график

Календарный учебный график представляется в форме расписания занятий при наборе группы на обучение.

3. Оценка качества освоения программы

3.1. Оценка качества подготовки специалистов осуществляется путем:

- разработки стратегии по обеспечению качества подготовки выпускников;
- мониторинга, периодического рецензирования ДПП;
- разработки объективных процедур оценки уровня знаний и умений обучающихся, компетенций выпускников;
- обеспечения компетентности преподавательского состава;
- регулярного проведения самообследования по согласованным критериям для оценки своей деятельности (стратегии) и сопоставления с другими образовательными учреждениями;

3.2. Оценка качества освоения программы включает текущий контроль успеваемости, промежуточную аттестацию обучающихся и итоговую аттестацию выпускников.

3.3. Формы текущего и промежуточного контроля знаний, умений и навыков по каждой дисциплине определены в соответствии с учебным планом, формы и процедуры указанных видов контроля доводятся до сведения обучающихся в течение первого месяца от начала обучения по этой дисциплине.

Текущий контроль может проводиться в форме опроса (фронтального, индивидуального, комбинированного, взаимного), наблюдений, собеседования, анкетирования, тестирования, контрольных работ (устной, письменной), оценочных суждений. Он помогает принять оперативные решения по коррекции программы освоения учебного материала. При текущем контроле проявляются практически все функции контроля в обучении общим дисциплинам: проверочная, оценочная,

стимулирующая, дисциплинирующая и другие.

Промежуточный контроль предназначен для того, чтобы объективно подтвердить достигнутый уровень обученности, определить степень сформированности знаний по конкретной дисциплине. Итоговый контроль обычно осуществляется в форме письменных контрольных работ, устных зачетов, экзаменов (письменных и устных) с использованием различных приемов проверки и оценки полученных знаний. Данный контроль успеваемости осуществляется один раз по завершении курса.

3.4. Для аттестации обучающихся на соответствие их персональных достижений поэтапным требованиям программы «Иностранный язык по направлению «Английский язык» (текущий контроль успеваемости и промежуточная аттестация) разработан и постоянно пополняется фонд оценочных средств, включающие типовые задания, контрольные работы, тесты и методы контроля, позволяющие оценить знания, умения и уровень сформированности компетенций.

Фонды оценочных средств соответствуют целям и задачам программы «Иностранный язык по направлению «Английский язык» и ее учебному плану. Они призваны обеспечивать оценку качества общекультурных, профессиональных и профессионально-специализированных компетенций, приобретаемых выпускником в соответствии с этими требованиями.

При разработке оценочных средств для контроля качества изучения модулей, дисциплин, практик учитываются все виды связей между включенными в них знаниями, умениями, навыками, позволяющие установить качество сформированных у обучающихся компетенций и степень общей готовности выпускников к профессиональной деятельности.

3.5. Обучающимся предоставлена возможность оценивания содержания, организации и качества учебного процесса в целом, а также работы отдельных преподавателей с помощью метода анонимного опроса.

3.6. Итоговая аттестация направлена на установление соответствия уровня профессиональной подготовки выпускников требованиям ФГОС ВО.

Итоговая аттестация включает итоговый квалификационный экзамен по практическому курсу иностранного языка, направленный на определение практической и теоретической подготовленности специалиста к выполнению профессиональных задач.

Экзамен состоит из двух этапов:

- 1) Аудирование, выполнение лексико-грамматического теста (60 мин.), чтение текста (отрывок текста, представляющий собой аутентичный материал) с извлечением общей и детальной информации;

2) Чтение отрывка текста художественных произведений и комментирование прочитанного, а также устное монологическое высказывание в рамках разговорной темы. Устная часть (30 мин. на подготовку).

Устная часть экзамена проводится в форме собеседования. Оценка выставляется по результатам всех выполненных заданий.

ФИО слушателя	Аудирование	Лексика, грамматика	Чтение	Говорение	Итог
1.					

ПАСПОРТ КОМПЛЕКТА ОЦЕНОЧНЫХ СРЕДСТВ

Предмет(ы) оценивания	Объект(ы) оценивания	Показатели оценки
1. Аудирование	Аудитивный текст	Понимание иноязычного текста на слух
2. Лексика и грамматика в рамках освоенных тем	Лексико-грамматический тест	Сформированность языковых лексико-грамматических навыков
3. Чтение	Монологическая речь на базе графического текста	Умение извлекать информацию из графического текста и передавать содержание текста
4. Монологическая речь	Монологическая речь в рамках изученных тем	Умение логично, последовательно, правильно в языковом отношении выражать свои мысли в устной форме

3.7. Перечень оценочных средств для проведения итогового квалификационного экзамена см. в Приложении №1,2.

— Требования к экзаменационному материалу, предлагаемому с целью проверки сформированности лексико-грамматических навыков, навыков чтения, аудитивных навыков

— **Аудирование:**

— Упражнение на соотнесение аудитивных текстов с данными утверждениями

— **Чтение**

1. текст (отрывок текста) представляет собой адаптированный материал из англоязычной художественной литературы;
2. объем текста не превышает 200 печатных знаков с пробелами;
3. тексты соответствуют следующей тематической направленности:
 1. Семья
 2. Ближайшее окружение
 3. Еда
 4. Отношения в семье
 5. Погода
 6. Путешествие
 7. Учеба

– Лексика. Грамматика

1. Лексико-грамматический тест соответствуют следующей тематической направленности Артикли
2. Единственное и множественное число
3. Видовременные формы глаголов
4. Степени сравнения прилагательных и наречий
5. Модальные глаголы
6. Неличные формы глагола
7. Вопросительные предложения
8. Количественные и порядковые числительные

- Монологическая речь. (Speak on the topic)

1. Family life
2. My daily programme.
3. My living conditions
4. Environment
5. The Russian Federation
6. The USA
7. The United Kingdom
8. Travelling
9. Leisure activities
10. Problems of young people
11. My day off
12. Famous people
13. Healthy life-style
14. Sports in my life

4. Условия реализации программы

4.1. Материально-технические условия реализации программы

Наименование специализированных аудиторий, кабинетов, лабораторий	Вид занятий	Оборудование, программное обеспечение
1	2	3
Аудитория	Лекции	компьютер, мультимедийный проектор, экран,
Лаборатория	Лабораторные и практические занятия	учебные макеты для изучения основ
Компьютерный класс	Практические и лабораторные занятия	компьютеры, инструментальная система, компьютеры, SCADA-пакеты iFIX, GENESIS32

4.2. Кадровое обеспечение программы

К реализации программы привлекается профессорско-преподавательский состав института иностранных языков, института педагогики и психологии.

5. Составители программы

Вишератина Людмила Семеновна - старший преподаватель кафедры английского языка Институт иностранных языков специальные дисциплины;

Иванова Зинаида Николаевна – руководитель научно-образовательного центра «Инновации в образовании» Института Непрерывного образования

Оценочные средства

Задание №1.

Аудирование

Вы услышите 5 высказываний. Установите соответствие между высказываниями каждого говорящего 1 – 5 и утверждениями, данными в списке А – F. Используйте каждую букву, обозначающую утверждение, **только один раз**. В задании есть **одно лишнее утверждение**. Вы услышите запись дважды. Занесите свои ответы в таблицу.

- A. **She likes living the life of people of the country she is visiting.**
 B. **Travelling helped her to become a different person.**
 C. **Things she has learnt about the country will help her in her work.**
 D. **She likes doing sights in other countries more than at home.**
 E. **She enjoys doing sights in her own country.**
 F. She liked the relationships among people in the country she visited.

Говорящий	1	2	3	4	5
Утверждение					

Задание №2.

Лексико-грамматический тест. (Do the test)

Test 1

1. Раскройте скобки, употребите глаголы в нужном времени:

Barbara Cartland

Barbara Cartland is a famous love-story writer. According to the *Guinness Book of Records* she (she) is the best-selling author in the world.

Barbara Cartland (be born) ***was born*** at the beginning of the century. She (write) _____ her first book when she (be) _____ twenty-one and it sold out as soon as it (reach) _____ the shops.

Since then she (write) _____ over 450 books, and all of them (be) _____ about love.

This is what Barbara says about herself: "I (be) _____ very organized. I (have) _____ 5 secretaries. I (lie) _____ on my sofa, (shut) _____ my eyes and just (tell) _____ the story. I (make) _____ very few corrections, actually. I only (cut) _____ the paragraphs if they (be) _____ too long. When I (want) _____ a plot, I (say) _____ a prayer."

At the moment Barbara Cartland (hold) _____ the world record for the amount of books she (sell) _____ .

Plot – сюжет

Prayer – молитва

2. Задайте 5 вопросов к тексту "Barbara Cartland":

- 1) Barbara Cartland is the best-selling author in the world, isn't she?
- 2) When was she born?
- 3) How many books has she written?
- 4) Are all her books about love?
- 5) Does she hold the world record for the amount of books she has sold or for the amount of books she has written?
- 6) _____
- 7) _____
- 8) _____
- 9) _____
- 10) _____

3. Из четырех вариантов (A, B, C, D) выберите единственно правильный:

1. Mount Everest is D mountain in the world.
(A) high (B) highest (C) the higher (D) the highest

2. Many people go to Egypt B .
(A) in order see pyramids (C) so to see pyramids
(B) to see pyramids (D) seeing pyramids

3. She wants to be a doctor _____ .
(A) when she will leave school
(B) when she leaves school
(C) when she is leaving school
(D) when she left school

4. Ann is interested _____ foreign languages.
(A) for (B) about (C) in (D) on

5. I know Nora Norman. I _____ her at party a couple of weeks ago.
(A) met (B) have met (C) had met (D) was met

6. You have never been to Spain, _____ ?
(A) isn't it (B) is it (C) haven't you (D) have you

7. The earliest known manuscript of Beowulf _____ in the British Museum.
(A) keeps (B) kept (C) is keeping (D) is kept

8. I don't know _____ .
(A) where is the phone-book (C) where the phone-book is
(B) the phone-book where is (D) the phone-book is where

9. The four great deserts of central Australia _____ 2.000.000 square kilometers.
(A) covers (B) cover (C) covering (D) are covering

10. When I arrived, my sister _____ .
(A) had dinner (B) has had dinner (C) was having dinner (D) is having dinner

11. _____ Beethoven was completely deaf.
(A) In his latest years (C) In his lasting years

(B) In his last years (D) In his lasted years

12. Tom said that he _____ .

- (A) had never been to Disneyland
- (B) has never been to Disneyland
- (C) was never in Disneyland
- (D) was never been to Disneyland

13. Perhaps no great artist of the past had _____ many pupils and helpers as Rubens.

- (A) such (B) so (C) such as (D) so as

14. I _____ two tickets for *The Marriage of Figaro*.

- (A) just bought (B) bought just (C) just buy (D) have just bought

15. What do you want _____ ?

- (A) that I do (B) me to do (C) me do (D) what I do

4. Переведите следующие предложения на английский язык.

1) Я еще не видел этого фильма. – Я тоже.

I haven't seen this film yet. – Neither have?

2) Погода вчера была плохая, и нам пришлось остаться дома.

The weather was bad yesterday and we had to stay at home.

3) Перестаньте разговаривать! Я ничего не слышу.

4) У меня много английских книг. Ты можешь взять любую.

5) Будущей весной здесь построят новую больницу.

6) Том спросил меня, где я проведу свои летние каникулы.

7) Интересно, сколько в Москве театров?

8) Сколько вам требуется времени, чтобы добраться до центра? — Около часа.

9) Эта книга интереснее той.

10) Никто из нас не хотел смотреть этот фильм.

Test 2

1. Раскройте скобки, употребив глаголы в нужном времени.

Conversation

Ann: Do you like travelling?

Bill: Yes, I (like) _____ travelling very much. It (be) _____ my hobby. I always (take) _____ my camera with me and (take) _____ pictures of everything that (interest) _____ me: the ruins of ancient buildings, the sights of cities, views of mountains, lakes, valleys, waterfalls and even animals and birds.

Ann: What countries (visit, you) _____ ?

Bill: Well, I (be) _____ to Italy, Greece, Russia and India. Some day I (go) _____ to the United States. My cousin (live) _____ there. She (invite) _____ me several times already. When I (have) _____ enough money, I (go) _____ to the States.

Ann: I (be, never) _____ to any of these countries. When (be, you) _____ in Russia?

Bill: Two years ago.

Ann: Did you go there alone?

Bill: No, I (go) _____ there with my father. We (visit) _____ Moscow and St. Petersburg,

the most beautiful cities of Russia.

Ann: I (want, always) _____ to travel to other countries, but I (have, not) _____ the opportunity. I (go) _____ to Germany in my childhood, but I (be, not) _____ anywhere since then.

2. Задайте 5 вопросов к тексту «Conversation».

3. Из четырех вариантов (A, B, C, D) выберите единственно правильный.

1. In _____, there are a lot of car accidents in the streets of big cities.

(A) a rainy weather (C) the rainy weather

(B) rainy weather (D) rainy weathers

2. Our English lessons at school were very boring. We _____ long exercises and learn a lot of grammar rules by heart.

(A) must to write (B) must write (C) had to write (D) to write

3. Alice said that her parents _____ in a week.

(A) will come back (C) would come back

(B) comes back (D) had come back

4. Who _____ to take part in our concert?

(A) does want (B) do want (C) want (D) wants

5. The policeman asked me if I _____ the car accident.

(A) have seen (B) saw (C) has seen (D) had been seen

6. What _____ places of interest in St. Petersburg have you visited?

(A) another (B) other (C) else (D) others

7. You had to stay at home yesterday, _____?

(A) isn't it (B) had you (C) hadn't you (D) didn't you

8. I haven't seen the film yet and _____.

(A) neither has my brother (C) neither saw my brother

(B) my brother has neither (D) neither my brother

9. Mary has been shopping since morning, but she hasn't bought _____.

(A) any (B) something (C) nothing (D) anything

10. Isaac Newton is _____ men in the history of science.

(A) one of the greatest (C) the greatest one

(B) one of greatest (D) the one greatest

11. For breakfast they usually have cornflakes with _____.

(A) the milk and the sugar (C) milks and sugars

(B) a milk and a sugar (D) milk and sugar

12. Mrs. Black told us _____.

(A) clear up the table (C) that we clear up the table

(B) to clear up the table (D) we must to clear up the table

13. There are a lot of legends about the English king William I, who is known _____ William the Conqueror.

(A) for (B) as (C) like (D) to

14. By the time he was 25 Alexander the Great _____ the whole East from the Mediterranean Sea to the Indus River.

- (A) was conquered (C) conquered
(B) had been conquered (D) had conquered

15. Parents want their children _____ .

- (A) to be happy (C) happy
(B) be happy (D) being happy

4. Переведите следующие предложения на английский язык:

1. Волга – самая длинная река в Европе, не так ли?
2. Кто старше, Ольга или Маша? – Ольга. Она на три года старше Маши.
3. Два месяца назад мы получили квартиру в новом 16-этажном доме на 5 этаже. В нашей квартире 4 комнаты, кухня, ванная и маленькая прихожая.
4. на этой площади будет построен новый дом.
5. Когда мы с другом вышли на улицу, было холодно и дул сильный ветер.
6. Почему ты не ходил вчера в школу? – Я плохо себя чувствовал.
7. Мой младший брат Майк любит давать советы своим друзьям.
8. Если мы не поторопимся, мы опоздаем на поезд.
9. Фильм был лучше, чем мы ожидали.
10. Мама заставляет меня каждый день делать утреннюю зарядку.

Test 3

1. Раскройте скобки, употребив глаголы в нужном времени.

A letter to a girlfriend

One day a young man was writing a letter to his girlfriend who (live) _____ just a few miles away in a nearby town.

Among other things, he was telling her how much he (love) _____ her and how wonderful she (be) _____. The more he (write) _____, the more poetic he (become) _____. finally, he said that in order to be with her he (suffer) _____ the greatest difficulties, he (face) _____ the greatest dangers anyone (can) _____ imagine. In fact, to spend only one minute with her, he (climb) _____ the highest mountain in the world, he (swim) _____ across the widest river, he (enter) _____ the deepest forest and with his bare hands fight against the wildest animals.

He (finish) _____ the letter, (sign) _____ his name and then suddenly (remember) _____ that he (forget) _____ to mention something important. So, in a postscript below his name, he (add) _____:

“By the way, I (come) _____ to see you on Wednesday – if it (rain, not) _____.”

2. Задайте 5 вопросов к тексту “A Letter To a Girlfriend.”

3. Из четырех вариантов (A, B, C, D) выберите единственно правильный:

1. When _____ in London?

- (A) have you arrived (C) you have arrived
(B) did you arrive (D) you arrive

2. New York is _____ city of the USA.

- (A) the largest (B) the larger (C) largest (D) most largest

3. What _____ we are having today!

- (A) a nasty weather (C) nasty weather
(B) the nasty weather (D) weather is nasty
4. Which of you _____ to go to the *Tretyakov Gallery* on Saturday?
(A) does want (B) do want (C) want (D) wants
5. I enjoyed _____ very much at Ann's party.
(A) oneself (B) myself (C) self (D) me
6. It was a very difficult text. I _____ look up a lot of words in the dictionary.
(A) must (B) have to (C) had to (D) must to
7. You have never been to the USA, _____?
(A) isn't it (B) is it (C) haven't you (D) have you
8. Tell me _____ .
(A) where are the forks (B) where the forks are
(C) the forks where are (D) the forks are where
9. There aren't _____ easy ways of learning a foreign language.
(A) some (B) no (C) any (D) the
10. John F. Kennedy was the youngest president of the United States and _____ to be murdered.
(A) the fourth (B) fourth (C) four (D) the four
11. Many of Agatha Christie's novels _____ .
(A) made into films (C) have been made into films
(B) have made into films (D) into films were made
12. You can get to most places in London very quickly if you _____ the Underground (the *Tube*).
(A) will take (B) take (C) to take (D) taken
13. Tom _____ he could improve his test scores, but he didn't have enough time to study.
(A) knew to (B) knew how (C) knew how that (D) knew how to
14. My parents want _____ .
(A) me to become a lawyer (C) me become a lawyer
(B) my becoming a lawyer (D) that I become a lawyer
15. Her wedding dress is made _____ white silk.
(A) from (B) of (C) out of (D) for
16. She said that she _____ to Italy.
(A) was never (B) had been never (C) had never been (D) has never been
17. When my mother was young she _____ an actress.
(A) wanted to become (C) wanted become
(B) had wanted to become (D) wanted becoming
18. _____ television when I phoned you?
(A) Did you watch (C) Did you watching

(B) You were watching (D) Were you watching

19. He didn't even offer to help us, but I'm sure we can get ____ without him.

(A) along (B) away (C) through (D) across

20. You'd better _____.

(A) not to worry (B) to stop to worry (C) stop worrying (D) stop worry

21. Last night we went to Pete's birthday party, _____ we enjoyed very much.

(A) whose (B) which (C) where (D) when

22. I wonder if it has stopped raining _____.

(A) still (B) yet (C) any longer (D) already

23. I'm sorry I'm late. It's all my _____.

(A) fault (B) guilt (C) crime (D) shortcoming

24. I was angry _____ Bill for keeping me waiting.

(A) about (B) because (C) at (D) with

25. I have always wanted to _____ to play the piano.

(A) know (B) learn (C) make (D) understand

4. Переведите следующие предложения на английский язык:

- 1) В пятнадцатилетнем возрасте Джек Лондон стал моряком.
- 2) Анна всегда опаздывает на занятия. Вчера она на десять минут опоздала на урок английского языка.
- 3) В воскресенье я не смогу пойти с тобой в театр. Приезжает моя двоюродная сестра, и я должна буду ее встретить.
- 4) Не могли бы Вы объяснить мне это правило еще раз?
- 5) Когда мы вышли на улицу, дождь уже прекратился и снова ярко светило солнце.
- 6) Ничто не заставит меня выйти из дома в такую мерзкую погоду.
- 7) Что ты собираешься делать сегодня вечером? – Я иду с Линдой на выставку.
- 8) Тебе понравился фильм? – Нет. – Мне тоже.
- 9) Попроси его позвонить мне сегодня вечером.
- 10) Волга гораздо длиннее Темзы.

Test 4

1. Раскройте скобки, употребив глаголы в нужном времени.

An extract from Dr. Watson's diary

It was a dull and rainy day. The house (be) _____ as melancholy as the weather. Everything (be) _____ gloomy around and I had a feeling that something terrible (happen) _____ soon.

In the evening I decided to go for a walk on the moor. I wanted to see the rock where the stranger (stand) _____ the night before. When I (go out) _____ it (rain) _____, so I was glad I (put on) _____ my raincoat. All was silent there and I could not find any trace of the unknown man.

As I (walk) _____ back I was overtaken by Dr. Mortimer. He (return) _____ from one of the distant farms. He (tell) _____ me that he (be) _____ very much troubled, for his little spaniel

(disappear) _____ on the moor. I remembered the pony on the Grimpen Mire and (say) _____ nothing.

moor – открытое пространство пустынной необработанной земли, болотистое или поросшей вереском

rock – скала

the Grimpen Mire – Гримпенская трясина

2. Задайте 5 вопросов к тексту “An extract from Dr. Watson’s Diary”.

3. Из четырех вариантов (A, B, C, D) выберите единственно правильный.

1) When I arrived home my parents _____ .

- (A) were sleeping (C) have slept already
(B) slept (D) have been sleeping

2) _____ *Gone with the Wind* before?

- (A) Did you see (B) Did you saw (C) Have you seen (D) Had you seen

3) St. Petersburg _____ in 1703 by Peter the Great.

- (A) founded (B) is founded (C) was found (D) was founded

4) I’d like to buy this dictionary, but I haven’t got _____ money.

- (A) many (B) some (C) no (D) enough

5) I am fond _____ Oscar Wilde’s books.

- (A) to treat (B) reading (C) of reading (D) about reading

6) I think that he speaks English _____ than Anne.

- (A) bad (B) worst (C) badly (D) worse

7) You have never been to the Crimea, _____ ?

- (A) isn’t it (B) is it (C) haven’t you (D) have you

8) It’s the restaurant _____ serves Chinese food.

- (A) who (B) what (C) that (D) is

9) We’ll be late if the bus _____ .

- (A) doesn’t arrive (B) won’t arrive (C) hasn’t arrived (D) don’t arrive

10) Mozart _____ playing the piano at the ago of four.

- (A) began (B) has begun (C) had begun (D) begun

11) Many Scottish people _____ use some Scottish words when they speak English.

- (A) yet (B) already (C) still (D) else

12) I’m not sure _____ .

- (A) who’ll be elected president
(B) who’ll be elect president
(C) who elect president
(D) president who’ll be elected

13) Hamlet _____, “To be or not to be, that is the question.”

- (A) told (B) talked (C) said (D) spoke

- 14) Where does he want _____ after classes?
(A) to go (B) go (C) going (D) goes
- 15) It was _____ a nice day that we decided to go to the country.
(A) so (B) very (C) such (D) too
- 16) Mary _____ her music lesson now.
(A) has (B) having (C) has had (D) is having
- 17) Our teacher _____ the text again.
(A) made us to read (C) made us reading
(B) make us reading (D) made us read
- 18) My left arm is _____ than my right one.
(A) stronger (B) more stronger (C) more strong (D) strongest
- 19) _____, this painting is more impressive than that one.
(A) By my opinion (B) In my opinion
(C) For my opinion (D) To my opinion
- 20) I find it difficult to talk to Derek because we have so _____ in common.
(A) few (B) small (C) little (D) less
- 21) My father gave up _____ three weeks ago.
(A) to smoke (B) smoke (C) smoking (D) smokes
- 22) Parents want their children _____ .
(A) to be kind (B) be kind (C) being kind (D) kind
- 23) My father always gives me _____.
(A) good advices (B) the good advice (C) a good advice (D) good advice
- 24) Millions of people study English _____ a foreign language.
(A) for (B) like (C) as (D) because
- 25) If I were you, _____ at home.
(A) I would stay (B) I will stay (C) I stayed (D) I stay
4. Переведите следующие предложения на английский язык.
- 1) Я ее не видел целую вечность. Она сильно изменилась?
 - 2) Это известная картина. Она была написана Тернером (Turner).
 - 3) Я не смогу поехать завтра за город. – Я тоже.
 - 4) Эти деньги не мои. Я не могу их взять.
 - 5) Майкл сказал, что он уже просмотрел утренние газеты.
 - 6) Он попросил меня никому об этом не рассказывать.
 - 7) Текст совсем не трудный, правда? – Да, он очень легкий.
 - 8) Мы не ожидали, что он вернется так поздно.
 - 9) Сколько комнат в вашей квартире? – В нашей квартире 3 комнаты.—У вас есть телефон? – Да.
 - 10) Вы знаете, сколько пьес написал Шекспир? – Около 30.

1. Раскройте скобки, употребив глаголы в нужном времени.

The sailor and the monkeys

Once a sailor (come) _____ to South America. He (have) _____ a lot of red woolen caps with him. He (be going) _____ to sell them there. On his way to the nearest town he (must) _____ go through a forest in which there (be) _____ a lot of monkeys in the trees.

At noon, when the sun (shine) _____ brightly in the sky, the sailor (lie) _____ down on the grass to rest under a large tree. He (take) _____ one of the caps out of his bag and (put) _____ it on his head and almost immediately he (fall) _____ asleep.

When he (wake up) _____ he (find) _____ that all the caps (disappear) _____. Suddenly he (hear) _____ some strange noise over his head. He (look up) _____ and (see) _____ the trees full of monkeys and each monkey (wear) _____ a red woollen cap! They (steal) _____ all his red caps! The sailor (begin) _____ to shout and throw stones at them but the monkeys (be going, not) _____ to give the red caps back. They (be) _____ very pleased with themselves.

The sailor (get) _____ very angry with the monkeys. He (take off) _____ the cap which he (put on) _____ before going to sleep and (throw) _____ it angrily on the ground: "If you (keep) _____ my caps and (want, not) _____ to give them back to me, you may take this one too!"

At the same moment all the monkeys (take off) _____ the red caps and (throw) _____ them on the ground.

The sailor (take) _____ the caps, (put) _____ them into the bag and (go) _____ away.

2. Задайте 5 вопросов к тексту "The Sailor and the Monkeys."

3. Из четырех вариантов (A, B, C, D) выберите единственно правильный.

1) Shakespeare is _____ too understand than Agatha Christie.

(A) difficult (B) more difficult (C) most difficult (D) the most difficult

2) There is a marvellous collection _____ painting in the Tretyakov Gallery.

(A) in (B) for (C) of (D) with

3) The weather forecast said that _____ .

(A) it will rain in the afternoon (C) it rains in the afternoon

(B) it would rain in the afternoon (D) it will be raining in the afternoon

4) If you _____ to Paris you'll see the Eiffel Tower.

(A) go (B) will go (C) went (D) would go

5) Who _____ America?

(A) discovered (B) did discover (C) did discovered (D) discovers

6) She's got 3 children, and her _____ has just started school.

(A) oldest (B) eldest (C) the oldest (D) the eldest

7) The most striking feature of the giraffe is its long neck, _____ has always been a source of curiosity.

(A) who (B) whose (C) what (D) which

8) St. Basil Cathedral _____ in the mid-18th century in memory of the victory over Kazan.

(A) built (B) was built (C) was builded (D) had been built

9) I usually go to school _____ foot.

(A) in (B) with (C) on (D) by

10) _____ we had a lot of free time, we decided to go to the park.
(A) For (B) Thus (C) So (D) As

11) I _____ English since last December.
(A) will be learning (C) have been learning
(B) am learning (D) learn

12) Tell me _____ there is anything else you would like to see in London.
(A) that (B) so (C) which (D) if

13) A secretary is a person who _____ letters.
(A) is typing (B) types (C) typed (D) will type

14) Our planet is in grave danger _____ human activity.
(A) because (B) the reason why (C) for (D) as a result of

15) My parents have _____ lived in London.
(A) always (B) usually (C) from time to time (D) ever

16) It was _____ a boring film that I fell asleep in the middle of it.
(A) so (B) such (C) too (D) very

17) We ate _____ cake. It was delicious.
(A) the all (B) the whole (C) the very bit (D) each

18) If I were you, I _____ smoking.
(A) would stop (B) stopped (C) will stop (D) stop

19) _____ Jane look beautiful today?
(A) Aren't (B) Isn't (C) Doesn't (D) Hasn't

20) He _____ to go to the dentist because he has toothache.
(A) ought (B) must (C) should (D) have

21) James said that he _____ a horse before.
(A) never rode (C) had never ridden
(B) has never ridden (D) would never ride

22) Neither Alex nor Nick _____ German.
(A) know (B) are knowing (C) don't know (D) knows

23) _____ difficult work!
(A) Which (B) What (C) What a (D) How

24) This TV programme is popular _____ millions of people all over the world.
(A) with (B) for (C) between (D) to

25) Tom _____ Ann since childhood.
(A) is loving (B) was loving (C) has been loving (D) has loved

4. Переведите следующие предложения на английский язык.

- 1) Ты что-нибудь слышишь? – Я слушаю очень внимательно, но ничего не слышу.
- 2) Мы не ожидали, что он скажет правду.
- 3) Он всегда дает полезные советы, но я не всегда им следую.
- 4) В котором часу начинается фильм? – В восемь.
- 5) Ему пришлось остаться дома? – Да.
- 6) Этот праздник отмечается в Англии с XV века.
- 7) Я еще не читал этого романа. – Я тоже.
- 8) В Москве много исторических и архитектурных памятников.
- 9) Кто-нибудь видел, как он выходил из комнаты?
- 10) На вашем месте я бы с ним не спорил.

Test 6

1. Раскройте скобки, употребив глаголы в нужном времени.

Windsor Castle

Windsor (lie) _____ twenty-one miles west of London. If you (go) _____ there by train, it (take) _____ you an hour. If you (go) _____ there by bus, it (take) _____ you only a little longer.

Windsor (be) _____ famous for its ancient castle and beautiful countryside.

For ever 800 years Windsor Castle (be) _____ the residence of the British Royal Family. The Castle (start) _____ by William the Conqueror in the 11th century. The surrounding countryside (change) _____ little since the time when Chaucer (stand) _____ here looking at the country beneath.

The most important feature of the Castle (be) _____ the Round Tower. It (be) _____ eighty feet high and (can see) _____ from far away.

2. Задайте 5 вопросов к тексту "Windsor Castle".

3. Из четырех вариантов (A, B, C, D) выберите единственно правильный.

- 1) They _____ to the party last night.
(A) have gone (B) went (C) had gone (D) will go

- 2) My grandfather gave me _____.
(A) a good advice (C) some good advice
(B) good advices (D) some good advice

- 3) I wonder _____.
(A) what my younger brother is doing now (C) what does my younger brother do now
(B) what is my younger brother doing now (D) what is doing my younger brother

- 4) What is the first word most children learn to _____?
(A) talk (B) tell (C) say (D) retell

- 5) They haven't finished breakfast _____.
(A) yet (B) already (C) still (D) else

- 6) A hot lemon drink with honey is very good _____ a cold.
(A) to (B) from (C) with (D) for

- 7) I don't think I have _____ eaten Chinese food before.
(A) always (B) ever (C) sometimes (D) never

- 8) I'd like you to meet a very good friend of _____, Tom Brown.
(A) us (B) we (C) our (D) ours
- 9) The children _____ left alone. They are too young to look after themselves.
(A) mustn't (B) mustn't to be (C) shouldn't be (D) shouldn't to be
- 10) An elephant can lift _____ a ton with its tusks.
(A) so much that (B) them (C) most (D) as much as
- 11) Since early times, man _____ in flight.
(A) interested (B) has interested (C) is interested (D) has been interested
- 12) Nick bought a new tie. It _____ 10 dollars.
(A) costed (B) had costed (C) cost (D) was cost
- 13) There are only about 5 million Scots and _____ live in the Lowlands.
(A) most of them (B) most of they (C) most they (D) they most
- 14) On my _____ to school I often meet my neighbour, Nick Adams.
(A) going (B) way (C) road (D) walking
- 15) I've spoken to everyone except _____.
(A) he (B) his (C) him (D) himself
- 16) At 5 o'clock the guests _____ tea in the sitting room.
(A) had (B) had had (C) were having (D) had been having
- 17) Catherine the Great was one of Russia's _____ rulers.
(A) most famous (B) the most famous (C) famousest (D) much famous
- 18) Agatha Christie is known all over the world _____ the Queen of Crime.
(A) for (B) because (C) as (D) like
- 19) Last January, there _____ a fire on the second floor of my house.
(A) has been (B) had been (C) was (D) were
- 20) I _____ in Moscow before I moved to St. Petersburg.
(A) lived (B) live (C) had lived (D) has been living
- 21) He phoned _____ tell her about the party.
(A) for (B) to (C) and (D) because
- 22) The sun shone _____ brightly that I had to put on my sunglasses.
(A) so (B) such (C) very (D) to
- 23) They didn't know _____ book it was.
(A) which (B) who (C) whose (D) their
- 24) I'd like _____.
(A) that you help me (B) you helping me (C) you help me (D) you t help me
- 25) Tom is only interested _____ making money.

(A) for (B) about (C) in (D) on

26) How _____ letters are there in the Russian alphabet?
(A) much (B) few (C) a few (D) many

27) Would you mind _____ the window, please?
(A) to open (B) open (C) opening (D) I open

28) If I were you _____ .
(A) I won't argue with him (C) I don't argue with him
(B) I wouldn't argue with him (D) I wouldn't argued with him

29) I have worked as a secretary _____ 6 years.
(A) for (B) in (C) since (D) by

30) Mary is one _____ .
(A) of the brightest children in her class (C) child who is the brightest in her class
(B) of the brightest child in her class (D) of the bright child in her class

4. Напишите 10-15 предложений на одну из предложенных ниже тем:

1. Music in my life.
2. Knowledge is power.
3. My favourite holiday.
4. My English teacher.

Test 7

1. Раскройте скобки, употребив глаголы в нужном времени.

A Sad Story

Three men (come) _____ to New York. They (arrive) _____ at a very large hotel and (take) _____ a room there. Their room (be) _____ on the forty-fifth floor.

In the evening the three men (go) _____ to the theatre and (come) _____ back to the hotel very late.

"I (be) _____ very sorry," (say) _____ the clerk of the hotel, "but our lifts (work, not) _____ tonight. If you (want, not) _____ to walk upstairs to your room we (make) _____ beds for you in the hall."

"No, no," (say) _____ one of the three men. "No, thank you. We (want, not) _____ to sleep in the hall. We (walk) _____ up to our room."

Then he (tell) _____ his two friends, "It (be, not) _____ easy to walk up to the forty-fifth floor, but I (think) _____ I (know) _____ how to make it easier. On our way to the room I (tell) _____ you some jokes. Andy (sing) _____ us some songs. Then Peter (tell) _____ us some interesting stories."

So they (begin) _____ to walk upstairs to their room. Tom (tell) _____ them many jokes, Andy (sing) _____ some songs. At last they (come) _____ to the thirty-fourth floor. They (be) _____ tired and (decide) _____ to have a rest.

"Well," (say) _____ Tom, "now it (be) _____ your turn, Peter." "I (tell) _____ you a sad story," (say) _____ Peter. "We (leave) _____ the key to our _____ room in the hall."

2. Задайте 5 вопросов к тексту "A Sad Story".

3. Из четырех вариантов (A, B, C, D) выберите единственно правильный.

- 1) The English are famous ____ their tea and their weather.
 (A) of (B) for (C) in (D) about
- 2) I'd like ____.
 (A) you join us (B) you to join us (C) you joining us (D) your join to us
- 3) Oxford and Cambridge are ____ universities in Great Britain.
 (A) older (B) oldest (C) the oldest (D) the most oldest
- 4) The weather was fine and we ____ .
 (A) decided to go to the park (B) decided going to the park
 (C) have decided to go to the park (D) decided that we go to the park
- 5) John is studying contemporary art, ____?
 (A) doesn't he (B) isn't it (C) is he (D) isn't he
- 6) The Guinness Book of Records ____ in the 50's.
 (A) first published (C) was first published
 (B) has first been published (D) were first published
- 7) ____ is known of Julious Caesar's education except that he studied Greek and Latin literature with a tutor.
 (A) something (B) anything (C) nothing (D) no
- 8) John came to see me _____. It was last Monday, I think.
 (A) another day (B) the other day (C) other day (D) the day before other
- 9) Chopin began to take piano lessons ____ .
 (A) in the age of six (C) at 6 years old
 (B) at 6 ages old (D) at the age of 6
- 10) John Major ____ Prime Minister in November, 1990.
 (A) become (B) became (C) has become (D) had become
- 11) The Hermitage ____ a priceless collection of pictures.
 (A) contains (B) is contained (C) containing (D) is containing
- 12) Nick can't go to the cinema with us because ____ .
 (A) he must to prepare for the test (C) he will have prepare for the test
 (B) he must prepare for the test (D) of the must prepare for the test
- 13) People say that the Loch Ness Monster doesn't look like ____ other animal alive today.
 (A) some (B) no (C) any (D) anyone
- 14) When the teacher came in, the children ____ .
 (A) danced (B) have been dancing (C) had been dancing (D) were dancing
- 15) Though Christmas is celebrated on December 25, the actual date of Christ's birth _____.
 (A) not known (B) is not known (C) is known not (D) not to be known

- 16) Neither Olga nor her sister _____ to o to the disco tonight.
 (A) want (B) wants (C) are wanting (D) don't want
- 17) Is there _____ snow in England in winter?
 (A) many (B) much (C) few (D) large
- 18) His first novel is much more interesting _____ his second one.
 (A) than (B) then (C) as (D) before
- 19) Napoleon didn't succeed in conquering Russia and _____ .
 (A) Hilter didn't too (C) neither did Hilter
 (B) Hilter did neither (D) neither didn't Hilter
- 20) Romeo fell in love _____ Juliet at first sight.
 (A) for (B) about (C) on (D) with
- 21) Nobody _____ to the dentist.
 (A) enjoy to go (B) enjoys go (C) enjoy going (D) enjoys going
- 22) "Who _____ the window?" the teacher asked angrily.
 (A) did break (B) broke (C) broken (D) broke
- 23) If I don't know this or that word, I look it _____ in the dictionary.
 (A) at (B) in (C) up (D) for
- 24) Your behaviour makes your father _____ .
 (A) anger (B) angrily (C) angry (D) to be angry
- 25) _____ I wouldn't buy that coat.
 (A) If I were you (B) If I would be you (C) On your place (D) If I was instead of you
- 26) All Tom's friends were sorry _____ him when he failed his entrance exams.
 (A) for (B) about (C) with (D) at
- 27) My sister and I _____ visit our grandparents every Saturday.
 (A) sometimes (B) often (C) ever (D) usually
- 28) Where are you going to stay when _____ in London?
 (A) you be (B) you will (C) you are (D) you will be
- 29) Hurry up! The _____ train leaves in half an hour.
 (A) last (B) latest (C) least (D) latter
- 30) I've never seen _____ .
 (A) *her to dance* (B) *her dance* (C) *she dances* (D) *she is dancing*

4. Напишите 10-15 предложений на одну из предложенных ниже тем.

- 1) Television, its advantages and disadvantages.
- 2) Habit is second nature.
- 3) Russia is my Motherland.
- 4) My hobby.

Test 8

1. Из четырех вариантов (A, B, C, D) выберите правильный.

Daniel Defoe

Daniel Defoe ___1___ in 1661. He was the son ___2___. His father ___3___ a priest, but he took to trade instead.

He was a shopkeeper, a tile maker and a woollen draper by turns. He ___4___ satirical pamphlets, and he paid more attention ___5___ politics than ___5___ his business. His pamphlets often ___6___. He got fined and imprisoned again and again. He wrote about 200 works, and ___7___ were very successful. But he died in poverty in 1731.

Defoe was the founder of fiction. The numerous incidents which occur in his books ___8___ him. Defoe's most popular work is the delightful tale of Robinson Crusoe. It ___9___ the story of Alexander Selkirk, the sailor who ___10___ years of solitude on the island of Juan Fernandez. The narrative proceeds so naturally that it is difficult to believe we are pursuing a work of fiction. He describes scenes that ___11___ with ___12___ of truth that his book is always quoted as an authentic story.

1. _____ (A) born (B) was born (C) is born (D) has been born
2. _____
(A) of London's butcher (B) of a London's butcher (C) of a London butcher (D) of butcher of London
3. _____
(A) wanted to become (B) wanted him became (C) wanted him become (D) wanted him to become
4. _____ (A) started to write (B) has started writing (C) started write (D) has started to write
5. _____ (A) at (B) to (C) of (D) for
6. _____ (A) put him into trouble (B) took him into trouble (C) got him into trouble (D) troubled him
7. _____ (A) any of them (B) all them (C) some they (D) some of them
8. _____ (A) were inverted by (B) invented (C) were invented (D) invented by
9. _____ (A) found on (B) is founded on (C) is founded by (D) had been founded on
10. _____ (A) spent (B) has spent (C) is spending (D) had spent
11. _____
(A) have never taken place (B) never took place (C) never taken place (D) never take place
12. _____ (A) such air (B) a such air (C) so an air (D) such an air

2. Поставьте вопросы к следующим предложениям.

- 1) She's from Greece. (Where?)
- 2) He prefers horror films. (What kind of?)
- 3) He is only interested in making money. (What?)
- 4) She's been teaching for 20 years. (How long?)
- 5) He has just returned from the USA. (When?)
- 6) They had to wait for three hours. (How long?)
- 7) Bill failed his exams last summer. (Who?)
- 8) He'll do it when he comes home. (When?)
- 9) I'd like three tickets for Hamlet, please. (How many?)

10) He had lived in Paris before he moved to Rome. (Where?)

3. Ответьте на следующий вопросы:

- 1) What is the opposite of the word "late"?
- 2) Can you name at least two synonyms for the word "beautiful"?
- 3) What are comparative and superlative degrees of the word "little"?
- 4) What is the plural of "foot"?
- 5) Which of the following is a synonym for "boring": interesting, serious, dull, ugly?
- 6) Which of the following is a food: beach, bacon, basket, bull?
- 7) What is the opposite of the verb "to remember"?
- 8) What is the adverb form of the adjective "hard"?
- 9) When we get on a bus, which of the following do we pay: a fee, a charge, a salary, a fare?
- 10) Which of the following is never used in the plural: mile, page, information, language?
- 11) Which form is correct: The USA occupies the southern part of North America / the North America?
- 12) Which of the following verbs are never used in continuous tenses: write, read, listen, look, hear?
- 13) Which form is correct: I enjoy to sing to the guitar / singing to the guitar?
- 14) Can you form nouns from the adjectives "wide" and "long"?
- 15) Can you form verbs from the adjectives "wide" and "long"?
- 16) What language is spoken in Holland?
- 17) What is the singular of the word "people"?
- 18) Which form is correct: A new hotel is built / is being built in the centre of Moscow now?
- 19) What do we call a person who sells vegetables?
- 20) Which of the following is misspelt: comparison, commercial, complicated, convenient?

4. Из четырех вариантов (a, b, c, d) берите один, который ближе всего по значению к данному примеру.

- 1) Fewer people came to the concert than we had expected.
 - a. Too many people came to the concert.
 - b. There were not enough people to start the concert.
 - c. We had expected more people to come to the concert.
 - d. There were not enough seats for all the people.

- 2) Anna is quitting her job for good.
 - a. Anna is taking a sick-leave from her job because of her health.
 - b. Anna is not going to return to her job.
 - c. Anna is right to quit her job.
 - d. Anna did a very good job, but now she is quitting her job.

- 3) I should have painted the door yesterday, but I was very tired.
 - a. I painted the door yesterday, because I had to.
 - b. I tired to paint the door, but I had no paint.
 - c. I couldn't paint the door yesterday because I was very tired.
 - d. I painted the door yesterday because I was bored.

- 4) We're planning on spending the holiday in the country as long as the weather stays fine.
 - a. If the weather is fine, we intend to spend the holiday at home.
 - b. If the weather holds out, we'll spend the holiday in the country.
 - c. If the weather were better, we would spend the holiday in the country.
 - d. If the weather gets better, we'll spend the holiday in the country.

- 5) The teacher asked the students to hand in their test-papers.
- The teacher gave the students a test.
 - The teacher gave the students a hand with the test.
 - The teacher asked the students to turn in their test-papers.
 - The teacher asked the students to raise their hands if they wanted to ask a question about the test.
- 6) I usually get up at 8.15, but this morning I overslept.
- This morning I woke up after 8.15.
 - My alarm clock did not work this morning.
 - This morning I woke up at 8.15, but I usually wake up earlier.
 - I slept over at a friend's house last night.
- 7) It's been five years since I saw my grandmother.
- I saw my grandmother more than five years ago.
 - My grandmother arrived five years ago.
 - I haven't seen my grandmother for five years.
 - I see my grandmother every five years.
- 8) Tough Alex hasn't been to school for two months, he's sure he'll pass the exam.
- Alex studies every day, but he is not doing well at school.
 - Alex is so lazy that he rarely passes exams.
 - Alex hasn't studied for a while, but he thinks he'll pass the exam.
 - Alex probably won't pass the exam because he hasn't studied.
- 9) It's a quarter past two. They have an hour and a half to get to the station.
- They have to be at the station at 2.45.
 - They have to be at the station at 3.45.
 - They have to be at the station at 4.00.
 - They have to be at the station at 3.30.
- 10) I hardly knew the people I was going to meet.
- The people were total strangers.
 - I knew the people only slightly.
 - I knew the people very well.
 - I wasn't sure whether I knew the people or not.

Test 9

1. Из четырех вариантов (A, B, C, D) выберите единственно правильный.

A Dog on the Keys

We were sitting in the tea-room and facing me ___1___ a piano. A dog and his master were sitting at the table ___2___.

Having finished his tea the dog went up to the piano and ___3___. And what a wonderful pianist he was. He started off with some Chopin, my favourite composer, and next he switched over to Wagner and then to some jazz music.

___4___ the audience ___5___ into a storm of applause. I was ___6___ that I didn't know whether I was drinking tea or coffee. I stood up, went up to the dog's master and ___7___ ___8___ voice:

- My heartiest congratulations, sir! You've got a very talented dog here! It's the first time
___9___ ___10___ performance!

The dog's master smiled ___11___ me mysteriously and whispered:

- I can let you into a little secret: ___12___ the only three pieces he can play, but hush! Keep it dark!

1. _____ (A) it was (B) there has been (C) there was (D) there
2. _____ (A) near to mine (B) next to mine (C) next me (D) next mine
3. _____ (A) begin to play (B) began playing (C) began play (D) start play
4. _____
(A) When he had finished (B) when he was finished (C) When he has finished (D) When he finishes
5. _____ (A) have burst out (B) has burst out (C) burst out (D) was burst out
6. _____ (A) such an amazed (B) amazed such (C) such amazed (D) so amazed
7. _____ (A) told (B) said (C) said him (D) told to him
8. _____ (A) in a trembling (B) with trembling (C) at a trembling (D) of a trembling
9. _____ (A) I saw (B) I'm seeing (C) I had seen (D) I have seen
10. _____ (A) so (B) such a (C) such (D) so a
11. _____ (A) to (B) at (C) on (D) —
12. _____ (A) it is (B) there are (C) these are (D) they

2. Поставьте вопросы к следующим предложениям.

- 1) She doesn't like English food. (What?)
- 2) Something fell on the floor. (What?)
- 3) We used to live in a small village. (Where?)
- 4) He's been studying in London since November. (How long?)
- 5) I have already seen Dracula. (When?)
- 6) I'll have to borrow 10 pounds from Nick. (Who?)
- 7) There are a lot of words of French origin in English. (Why?)
- 8) I think he's at home now. (Where?)
- 9) The British national flag is called Union Jack. (What?)
- 10) The weather was nasty yesterday. (What?)

3. Ответьте на следующие вопросы.

- 1) What is the opposite of the word "dark"?
- 2) Which do we eat at the end of a meal: dessert or desert?
- 3) What are comparative and superlative degrees of the word "well"?
- 4) What is the plural of "mouse"?
- 5) Which of the following is a synonym for "just": kind, fair, modest, stubborn?
- 6) Which of the following is a bird: snake, whale, rabbit, parrot?
- 7) What is the opposite of the word "legal"?
- 8) What is the adverb form of the adjective "fast"?
- 9) Which of the following is a synonym for "gifted": ordinary, talented, blind, handicapped?
- 10) Which of the following is used only in the plural: screws, scissors, hammers, nails?
- 11) Which form is correct: I'm not looking forward to go to the dentist's / to going to the dentist's?
- 12) Which of the following verbs are never used in continuous tenses: buy, believe, become, increase?
- 13) Which form is correct: The British Prime Minister lives in the Dowling Street / Dowling Street?
- 14) Can you form nouns from the adjectives "deep" and "high"?
- 15) Which of the following is an adjective-forming suffix: -ness, -less, -ence, -ship?

- 16) When you want to make a phone call, do you pick up the receiver or hang up the receiver?
- 17) What is the singular of the word "children?"
- 18) Which of the following takes care of our teeth: a doctor, a priest, a dentist, a turner?
- 19) What is the noun form of the adjective convenient?
- 20) Where do you go if you want to have your clothes cleaned?

4. Из четырех вариантов (A, B, C, D) выберите один, который ближе всего по значению к данному примеру.

1. The books cost \$3.65, and he had only \$2.40.
 - a. He had more than enough money to pay for the book.
 - b. The book cost more than he had with him.
 - c. He had just enough money to pay for the book.
 - d. He needed two more dollars to pay for the book.

2. No one but Nick knew the answer to the question.
 - a. The question could not be answered by anyone.
 - b. Everyone knew how to answer the question.
 - c. Nick was the only one who couldn't answer the question.
 - d. Only Nick could answer the question.

3. Could you give me a hand with this exercise?
 - a. Please give me your hand.
 - b. Would you help me to do this exercise?
 - c. Please let me do this exercise myself.
 - d. Please do this exercise for me.

4. Helen exchanged the jeans for a different pair.
 - a. Helen returned the jeans and took a pair of shoes instead.
 - b. Helen took the jeans back to the shop and got some different ones.
 - c. The jeans didn't fit properly so Helen returned them.
 - d. Helen didn't like the jeans at home so she returned them.

5. My father broke his glasses so he couldn't read the newspaper.
 - a. My father was not able to read the newspaper because he had broken his glasses.
 - b. My father could have read the newspaper if he hadn't had to wash the glasses.
 - c. My father won't go to work tomorrow because he must go to the optometrist.
 - d. My father cut himself on some broken glass.

6. I found it very difficult to learn that poem by heart.
 - a. It was hard for me to learn the poem.
 - b. I learned that difficult poem.
 - c. I found the poem after a difficult search.
 - d. It was hard for me to find a good poem to learn by heart.

7. I would rather listen to Mozart than rock music.
 - a. I like listening to all kinds of music.
 - b. I prefer music to studying rocks.
 - c. I prefer Mozart to rock music.
 - d. I don't like Mozart as much as I like rock music.

8. Flats are very expensive and we can't afford to buy one.
 - a. The flats are too simple to cost so much.

- b. It is easy to pay for a nice flat.
 - c. We don't have enough money for a new because of the high price.
 - d. We can afford a new flat now, but not next year.
9. When the lesson began, there were a dozen students in the classroom, but by the end of the lesson the number doubled.
- a. After the lesson had begun, some of the students entered the classroom.
 - b. There were three dozen students by the end of the lesson.
 - c. There were 24 students in the classroom by the end of the lesson.
 - d. The dozen people in the classroom were doubling as students.
10. Mary could hardly find her mother in the overcrowded shop.
- a. Mary could easily find her mother in the overcrowded shop.
 - b. Mary couldn't find her mother in the overcrowded shop.
 - c. Because the shop was overcrowded, Mary and her mother couldn't enter it.
 - d. Mary had some difficulty finding her mother.

Задание №3.

Чтение.

(Read the text. Retell it. Prepare an extract for good reading. Translate the extract.)

Breakfast

This thing fills me with pleasure. I don't know why, I can see it in the smallest detail. I find myself recalling it again and again and each time remembering brings the curious warm pleasure. It was very early in the morning. The eastern mountains were black-blue, but behind them the light stood up faintly coloured at the mountain rims.

And it was cold, not painfully so, but cold enough so that I rubbed my hands and shoved them deep into my pockets. Down in the valley where I was, the earth was that lavender gray of dawn. I walked along a country road and ahead of me I saw a tent that was only a little lighter gray than the ground. Beside the tent there was a flash of orange fire showing out of the cracks of an old rusty iron stove. Gray smoke flew up out of the stove-pipe, flew up a long way before it spread out and disappeared.

I saw a young woman beside the stove, really a girl. She was dressed in a faded cotton skirt and waist. As I came close I saw that she carried a baby in her arm and the baby was nursing, its head under her waist out of the cold. The mother moved about, poking the fire, shifting the rusty lids of the stove to make a greater draft, opening the oven door; and all the time the baby was nursing, but that didn't interfere with the mother's works nor with the light quick gracefulness of her movements.

I was close now and I could smell frying bacon and baking bread, the warmest, pleasantest odours I know. From the east the light grew swiftly. I came near to the stove and stretched my hands out to it and shivered all over when the warmth struck me. Then the tent flap jerked up and a young man came out – and an older man followed him. They were dressed in new blue dungarees and in new dungaree coats with the brass buttons shining. They were sharp-faced men, and they looked much alike.

The younger had a dark beard and the older had a gray beard. Their heads and faces were wet, their hair dripped with water, and water stood out on their stiff heads and their cheeks shone with water. Together they stood looking quietly at the lightening east; they yawned together and looked at the light on the hill rims. They turned and saw me.

«Morning,» said the older man. His face was neither friendly nor unfriendly.

«Morning, sir» I said.

«Morning,» said the young man.

The water was slowly drying on their faces. They came to the stove and warmed their hands at it. The girl kept to her work, her face averted and her eyes on what she was doing. Her hair was tied back with a string and it hung down her back and swayed as she worked. She set tin cups on a big box, set tin plates and knives and forks out too. Then she took fried bacon out of the deep grease and laid it on a big tin platter. She opened the rusty oven door and took out a square pan full of high big biscuits.

The elder man turned to me, «Had your breakfast?»

«No. »

«Well, sit down with us, then. »

That was the signal. We went to the box and squatted on the ground about it. The young man asked, «Picking cotton?»

«No.»

«We had twelve days' work so far, » the young man said.

The girl spoke from the stove. «They even got new clothes.»

The two men looked down at their new dungarees and they both smiled a little.

The girl set out the platter of bacon, the brown high biscuits, a bowl of bacon gravy and a pot of coffee, and then she squatted down by the box too. The baby was still nursing, its head up under her waist out of the cold.

We filled our plates, poured bacon gravy over our biscuits and sugared our coffee. The older man filled his mouth full and he chewed and chewed and swallowed. Then he said, «God Almighty, it's good,» and he filled his mouth again.

The young man said, «We've been eating good for twelve days.»

We all ate quickly, and refilled our plates and ate quickly again until we were full and warm. The hot bitter coffee scalded our throats.

There was a reddish colour in the light now that made the air seem colder. The two men faced the east and their faces were lighted by the dawn, and I looked up for a moment and saw the image of the mountain and the light coming over it reflected in the older man's eyes.

Then the two men threw the grounds from their cups on the earth and they stood up together. «Got to get going,» the older man said.

The younger turned to me. «If you want to pick cotton, we could maybe get you on.»

«No, I've got to go along. Thanks for breakfast.»

The older man waved his hand in a negative. «O. K. Glad to have you.» They walked away together. The air was blazing with light at the eastern skyline. And I walked away down the country road.

shove [ʃʌv] – совать, засовывать

dawn [dɔ:n] – рассвет

rusty ['rʌstɪ] – ржавый

draft [dra:ft] – сквозняк, тяга

odour ['zudə] – запах

dungaree [ˌdʌŋgə'ri:] – рабочие брюки из грубой ткани

yawn [jɔ:n] – зевать

squat [skwɒt] – сидеть на корточках

DON'T DELVE TOO DEEPLY

after A. Moravia

Agnes could surely have given me some warning instead of going away like that, without telling me. And even now, six months after she left me, I don't understand why it was.

That morning after doing the household shopping I had gone out again to buy a yard and a half of fringe to sew on to the curtain in the dining-room. It was about twenty past eleven when I got home, I went into the dining-room to compare the colour of the fringe with the colour of the curtain, and I at once saw, on the table, the inkstand and the pen and a letter. To tell the truth, what struck me most of all was an ink-stain on the table-cloth. "Why in the world," I thought, "does she have to be so clumsy? She's made a stain on the tablecloth." I took up the table-cloth, went with it into the kitchen, and there, by rubbing it hard with a lemon, managed to take out the stain. Then I went back into the dining-room and replaced the tablecloth, and only then I did remember the letter. I opened it and read: "Alfredo, I've done the housework. You can cook the lunch yourself, you are quite accustomed to it. Good-bye. I'm going back to Mother's. Agnes."

For a moment I understood nothing, then it dawned upon me: Agnes had left me after two years of married life. From force of habit I put the letter into the drawer of the sideboard, where I keep receipts and correspondence, and sat down on a chair beside the window. I did not know what to think, I was quite unprepared. As I sat reflecting this, I saw a little white feather which must have come off the feather-brush when Agnes was doing the dusting. I picked it up and threw it out. Then I took my hat and went out of the house.

As I walked along I began to ask myself what I could have done to Agnes that she should leave me.

"Let us see," I thought, "whether Agnes could find fault with me." I at once answered myself: none whatever. I've never been crazy about women, I don't understand them and they don't understand me. With regard to money it is true that I never gave her any, but then what need had she of money? I myself was always at hand, ready to pay. As for the way I treated her, there was nothing unkind about that: the cinema twice a week, twice a week to a cafe, and it did not matter whether she had an ice or just a cup of coffee every day. So much for amusements. When Agnes needed something in clothes whether it was a pair of stockings or a handkerchief, I was always ready: I went with her to the shops, I helped her choose the article, I paid without any press. It was the same with dressmakers and milliners. So it had nothing to do with affairs of the heart or money.

Agnes never contradicted me, in fact, she never spoke. During some of the evenings she hardly opened her mouth. It was I who did the talking. I like talking and hearing myself speak. And the subjects I prefer are domestic ones: about the prices of things and special offers, about arrangements of the furniture, about the cooking and the heating, really, I should never get tired of talking about these things. And what would one talk about with a woman? Once she said to me – just a joke: "You made a mistake in being born a man. You're really a woman – a housewife, in fact." There was some truth in that remark: I like cooking, washing, ironing, sewing and even embroidering handkerchiefs in my leisure moments.

I reflected that the only person who could explain to me the mystery of her departure was Agnes herself, so I went there.

I ran upstairs and met her mother. She said cordially: "Oh Alfredo, what are you doing here?" "You know why I've come," I answered. "My dear boy," she said calmly, "these are things that just happen. Don't delve too deeply." "But why is it she's left me?" I exclaimed. "What have I done to her?"

While I was speaking, my eye fell on the table. It was covered with a cloth and on the cloth was an embroidered centre-piece and on it stood a vase of flowers. But the centre-piece was crooked. Automatically I lifted the vase and put the centre-piece in place. Then she said: "Well done, I hadn't noticed it but you saw it at once ... and now you had better go, dear boy."

From that day to this I've never seen my wife. Some day, perhaps, she'll come back. But she is not going to cross the threshold of my house unless she first explains to me why it was that she left me.

to delve – копать
fringe – бахрома

stain – пятно
to embroider – вышивать
to dawn upon smb – приходиться в голову
threshold ['θreʃhəʊld] – порог
Agnes ['æɡnis]

FAMILY FUNCTION

It was the Golden Wedding of Grandmother and Grandfather. I knew that all the family would gather together to celebrate. Luckily, Grandfather's house was, large, for besides our family of four children, and my uncle's family of three, there were several aunts and remote cousins that we didn't really know.

We four know our three cousins — Uncle Jim's children — very well, for we live near enough to visit each other frequently. Several weeks before the day of the Golden Wedding we had got together and decided that we should do something special to mark the occasion, and after much thought, we decided to act a play. We wrote the play ourselves, and I was to take the part of Grandmother.

We took great pains over that play. Our costumes were really quite impressive, and we knew our lines beautifully. The only worrying thing was my obstinately youthful appearance. I have very dark hair, and do what I would, I could not make it look grandmotherly.

My brother Tom said that I ought to wear a wig if I wanted to get my hair look like an old lady's. "But wigs are so expensive," I sighed. "None of us has enough money even to hire, let alone to buy one." So we left it at that. We understood that it would be impossible for us to get a wig.

The day before the celebration, we all travelled to Grandfather's house. It was late afternoon when we arrived, and the evening was full of meeting strange uncles and aunts, and finding our way about the house. There were so many people there that we were all rather vague about who everybody was. There was one rather strict maiden lady, Aunt Mary, who none of us children had met before as she had been living abroad for some 20 years. She was my father's eldest sister. The eldest daughter has always been called Mary in our family: and so I, as the eldest in our branch of the family, was called after her. We were all a little frightened of her.

On the morning of the celebration, we children were all up early. We knew that we should be giving the play just after the family luncheon where the presents and speeches and health-drinking would take place. And we were all very much excited. I was talking to one of my cousins in the hall when the postman came, and to my surprise, there was a parcel for me. It had a type-written label: Mrs Mary Scott. I ran off to my room to open it, and revealed a cardboard box in which there was a most beautifully curled grey wig. Delightedly I showed it to my sister. I felt all up in the air. "Look," I said. "Some one heard us saying we needed a wig. It's the very thing I want. Now I shall really look the part when we do the play." She suggested that we shouldn't tell the others anything. "Let it be a surprise when you appear," she added.

The luncheon was magnificent, and when it was over, we all gave presents to our grandparents, and several of the elders made speeches. But for us children, the high-light of the day was our play. We left the older people to their coffee and cigarettes, and went to prepare.

In the play I was the last to appear. At last it was my turn. I came in slowly, leaning on my stick, and feeling really old and grandmotherly in a long grey dress and a beautiful wig. But no sooner had I appeared than an irate voice spoke from the audience: "Good gracious! The child's got my new wig. Where on earth ...?"

Then someone said "Sh-sh!" and there was a whispered conversation, and then silence. The play went on. You can guess what had happened. I had entirely forgotten that I was not the only Miss Mary in the household. Aunt Mary, who had lost her hair in a serious illness and had to wear a wig, had ordered a new one for this occasion, and had been very cross that it was not delivered in time. I had to make my very humble apologies, but it was some time before Aunt Mary was mollified.

It was grandfather who put my mind at rest after that very awkward situation.

"You've made a very good grandmother, Mary," he said, "and I for one, am glad that your part wasn't spoilt for lack of the proper costume, even if you did acquire it by mistake."

remote [rɪ'məʊt] – дальний

a wig [wɪɡ] – парик

high-light – основной момент

to mollyfy ['mɒlɪfaɪ] – успокаивать

Herbert is in Love

Then an unfortunate thing happened. Herbert began to go out after supper. Mrs. Sunbury didn't like it much, but Mr. Sunbury reasoned with her. After all, the boy was twenty-two, and it must be dull for him to stay at home all the time. If he wanted to go for a walk or see a movie there was no great harm. Herbert had fallen in love. One Saturday evening, after they'd had a wonderful time on the common, while they were at supper, out of a clear sky he said suddenly:

"Mum, I've asked a young lady to come in to tea tomorrow. Is that all right?"

"You done, what?" asked Mrs Sunbury, for a moment forgetting her grammar.

"You heard, Mum."

"And may I ask who she is and how you got to know her?"

"Her name's Bevan, Betty Bevan, and I met her first at the pictures one Saturday afternoon when it was raining. It was an accident like. She was sitting next to me and she dropped her bag and I picked it up and she said thank you and so naturally we got talking."

"And d'you mean to tell me you fell for an old trick like that? Dropped her bag indeed!"

"You're making a mistake, Mum, she's a nice girl, she is really, and well educated too."

"And when did all this happen?"

"About three months ago."

"Oh, you met her three months ago and you've asked her to come to tea tomorrow?"

"Well, I've seen her since of course. That first day, after the show, I asked her if she'd come to the pictures with me on the Tuesday evening, and she said she didn't know, perhaps she would and perhaps she wouldn't. But she came all right."

"She would. I could have told you that."

"And we've been going to the pictures about twice a week ever since."

"So that's why you've taken to going out so often?"

"That's right. But, look, I don't want to force her on you, if you don't want her to come to tea I'll say you've got a headache and take her out."

"Your Mum will have her to tea all right," said Mr Sunbury. "Won't you, dear?..."

Mrs. Sunbury arranged the tea very stylishly. She took the knick-knacks off a little table in the sitting-room, which they never used, and put a tea-cloth on it. She got out the tea service and the tea-kettle which they never used either, and she baked a cake, and cut thin bread-and-butter.

"I want her to see that we're not just nobody," she told her Samuel.

knick-knacks ['nɪknæks] – безделушки

MUM AWAY

When the operation was safely over and Mum began to recover, the family returned to normal life. But the flat seemed so quiet and dull without Mum there, laughing and drinking tea, and chatting with her friends.

At first Ally did her best. She got up early and made the boys wash and then cooked breakfast. In the evening she hurried home after school to make tea and do all the work that Mum had used to do. Val and Doreen also tried to help, and even offered to do shopping. But after a few days the

children got tired of it all. Dad and Auntie Glad had not changed their ways. They just did their own work and never tried to help in the flat. So all the housework was left to Ally. She thought there could be glamour in such a role. But for that she needed praise from the family and got none. They only grumbled.

They all took it for granted that Ally had to stay at home every evening and couldn't play in the play at school or go to the pictures. All the other girls at school were in the play and they told Ally about the rehearsals and the wonderful costumes that they would wear, so that very soon Ally began to sulk and feel unhappy. "Glamour!" she said to herself, as she washed up piles of dirty dishes. No one had stayed to help her in spite of her grumbling. Val just said, "Washing up is a woman's job." As to Dad, he had gone to the "Cock" as usual on his way to visit Mum. Len was too young to be of much use, and Doreen had said she had to finish an essay.

Things were going from bad to worse. Doreen got sick eating too many sweets, Val came home very late every evening and Len was always whining and asking for Mum.

Finally, Ally gave up trying. She stopped cooking proper meals, and just went out and bought fish and chips. She stopped cleaning the flat. It was not only laziness, it was tiredness as well. During the last few months she had been getting fatter, and the girls at school laughed at her and called her "Fatty". So she had started to diet, giving up bread and potatoes and margarine.

In spite of her constant tiredness Ally tried to do her morning exercises, but it was not an easy thing (it was no easy thing to do) in the small flat crowded with furniture.

"Oh, dear, you can't have glamour if you're fat," Ally kept saying to herself. "I must grow thin." So she went on dieting, and in the evening she had dizzy fits and so could not even mend the children's clothes.

Until now, Ally had no idea how many clean clothes were needed by seven people in a week. Mum had told her to take the washing to the laundry on Saturdays. Ally took it there and brought damp things back home because they didn't do any ironing at the laundry. And the damp clothes lay about in piles, getting dirty again, as Ally had not the energy to dry and iron them.

After Ally had visited Mum, she usually felt some remorse about the flat. "I'll give the place a proper clean out on Saturday," she promised herself.

But on Saturday, by the time she had done the shopping and brought the washing home, and prepared some slices of bread and jam for ten, she just sank into the armchair and looked at the untidy room without enthusiasm. The breakfast things were still on the table, last week's washing was still unironed. Piles of un-ironed washing had been lying in the wardrobe since the previous Saturday. Everywhere you could see matches, shoes, Len's toys and newspapers. Ally knew that the kitchen was full of dirty supper dishes from yesterday, and that out of all the beds, only Auntie Glad's had been made.

Dad came in at that moment and for the first time he realized the terrible disorder in the flat.

"Be glad when Mum's back," he said. "So'll I," said Ally, "Look at it!" "Can't you clean up a bit?" asked Dad. "What's the use?" asked Ally in a hard voice but not moving an inch. "As soon as I make it clean, the boys make it dirty again. And no one helps me." And Ally burst out sobbing. "Here, cheer up," said Dad, quite worried. "Well, Dor and Val must help you." Ally sniffed, "You tell them," she said. "I'm tired of asking. You make them help me."

Dad sat a moment thinking.

TEXTS

For Missing a Television Show

A young teacher, who teaches electronics at the local high school, sometimes picks up a little extra money repairing television sets. One evening, when Mr. Brown's set broke down, he drove to the teacher's house and brought him back to fix it. After working on it for a couple of hours he had it going again, and Mr. Brown asked him to have some coffee and cake with his family. While they were eating, Mr. Brown asked the teacher how much he owed him.

"Well", the teacher said thoughtfully, "you came after me and you're taking me home. You gave me coffee and a piece of cake. I won't charge you for the work. "But", he added, "it will be two dollars for missing the sport news."

A Mistake

A train stopped at a French border station. The passengers opened their suit-cases and waited for the inspection of their things. One of the passengers of a first-class carriage took many boxes of cigarettes out of his suit-case and wanted to put all of them into his pockets.

When his pockets were already full of cigarettes and he could not put any more boxes into them, he said to another passenger who was sitting at the window.

"Will you please take some of these boxes and put them into your pockets?"

"Why don't you leave them in your suit-case?" asked the other passenger.

"You see, I am afraid of the inspectors," said the man.

"Give them to me. But I must tell you now that I shall not return them to you," said the passenger at the window.

"Why so?" asked the man.

"Because I am an inspector of the French Customs," answered the passenger at the window.

A Clever Answer

A boy once went into a shop to buy some oranges. He said to the shopman, "Please give me oranges for fivepence."

When the shopman gave him the oranges, the boy counted them and then said, "My mother bought some oranges here last week, and she also paid you fivepence, but she got more than I have. Why did you give me so few?"

"Don't ask questions," said the shopman in an angry voice. "I am a busy man and I have little time to waste."

"I am sorry, sir, but ..."

"It's quite all right, my boy," said the shopman. "Don't you understand? The fewer oranges you get, the less you will have to carry."

"Very well", said the boy, and he put four pennies on the counter. Then he turned to go.

"Come back!" cried the shopman. "This is not enough money."

"That's quite all right," said the boy. "Don't you understand? The fewer pennies you get, the less you will have to count."

An American in Japan

An American who went to Japan had a Japanese servant who was very polite. One morning the American wanted to get up very early and said to the servant: "Wake me at six o'clock, please. Don't forget to do it."

At six o'clock the servant entered the American's room very quietly and, seeing that the American was sleeping, took a sheet of paper and wrote on it some words. Then he left the room as quietly as he had entered it.

The American woke up at eleven o'clock, jumped out of bed, looked at his watch and saw the sheet of paper on the table. He read these words on it: "Dear Sir, it is now six o'clock. Please get up at once."

The Millionaire at the Hotel

This is a story about the well-known millionaire who did not like to spend even small sums of money.

One day he went to stay at a hotel in New York. He asked for the cheapest room they had. He said: "What is the price of the room?"

The manager told him.

And which floor is it on? he asked the manager again.

The manager told him.

"Is that the cheapest room you have? I am staying here by myself and only need a small room."

The manager told him that that was the smallest room they had and added: "But why do you take the cheapest room like that? When your son stays here he always has the most expensive room."

"Yes," answered the millionaire, "but his father is a wealthy man, and mine is not."

A Mushroom

A Frenchman was travelling in England. He couldn't speak English at all. He knew only a few English words and it was difficult for him to make himself understood. One day he came to a country inn. He felt hungry and decided to have lunch there. He wanted to order some mushrooms which he liked very much. So he called the waiter and spoke to him in French. The waiter couldn't understand a single word.

What was the Frenchman to do?

At last he had a good idea. "If I show him a picture of a mushroom, he will understand what I want," he said to himself.

So he took a piece of paper and a pencil and drew a picture of a mushroom. The waiter looked at it and ran out of the room. A few minutes later the waiter returned with an umbrella, for this was how he had understood the picture.

A Frenchman in England

A Frenchman was once travelling in England. He could not speak English well and his vocabulary was not large.

Once when he was eating in a small country inn, he wanted some eggs. But he did not remember the word for eggs. Suddenly through the window he saw a cock. The Frenchman asked what the cock's wife was called. The waiter told him that she was called a hen. The Frenchman then asked what the hen's children were called. The waiter told him that they were called chickens. The Frenchman then asked what the chickens were called before they were born. The waiter told him that they were called eggs. "Fine," said the Frenchman. "Please, bring me two eggs and a cup of tea with some cakes."

A Miraculous Return

In summer Mrs. Brown usually sent her daughters to their grandmother who lived on a farm a hundred kilometres from London. She had a cat and she decided that it must go to the country too. The girls put the cat into a basket and they left London by the morning train.

Two days later Mrs. Brown got a letter from her mother, which said that the girls were on the farm, but the cat ran away the same evening.

A month later a tired dirty cat ran into Mrs. Brown's kitchen. It went up to Mrs. Brown. It was her cat. They tried to understand how the cat could run a hundred kilometres and find its way in the streets of London.

Good Friend

Three men were travelling in South Africa. For about a week they had almost no food. At last one of them said that he would go out of the hut, where they were staying, and bring back something to eat, even if it were a lion. He had not gone far when he met a lion. As the lion

rushed towards him, he turned and ran in the direction of the hut. When he ran up to the hut door, which was open, he stumbled and fell and the lion burst into the hut. The man jumped to his feet, closed the door, and shouted to his friends inside, "Here you are, mates. Skin that one, while I'll be looking for another."

A Naughty Boy

One day an old gentleman was walking along a street. He saw a little boy near the door of a house. The boy was standing at the door and trying to reach the door-bell which was too high for him. The old gentleman was a kind-hearted man so he stopped to help the boy. "I'll ring the bell for you," he said and pulled the bell so hard that its ringing could be heard all over the house. The little boy looked up at him and said laughing: "Now we must run away. Come on." Before the old gentleman knew what was happening the naughty boy had disappeared round the corner of the street. The old man had to explain to the angry owner of the house why he had rung the bell.

Taking No Risks

A man walked into a village cafe, selected a table and told the waiter to bring him half a duck. Fifteen minutes went by, then another fifteen, and yet another, and the man at the table began to show signs of impatience.

"What can I do for you, sir?" asked the waiter, going over to the table in response to an imperative call. "What about my order?" demanded the visitor. "How soon do I get that half a duck?... Lost time is never found again"

"Just as soon as somebody comes in and orders the other half," was the calm answer of the waiter. "You don't think we can go out and kill half a duck, do you?"

Swift and the Boy

Swift, had a friend, who often sent him little presents. These presents were usually brought by the same servant, a boy. Swift was rather mean, and he never gave the boy anything for his trouble.

One day the boy brought a present from his master to Swift. Swift's servant let the boy into the house, and the boy walked quickly up to the door of the study, pushed it rudely open, and called out, "Master has sent you a present."

Swift, who was writing at a table, turned round and said: "My boy, that is not the way to deliver a present. I shall show you how it ought to be done. You sit down in my chair."

The boy sat down, and Swift went out of the room. Presently he came and knocked at the door. "Come in," said the boy. Swift came in and said, "If you please, sir, Master presents his compliments to you and begs you to accept a small present he has sent you."

"Does he?" replied the boy. "Then return my best thanks to him, and here's half a crown for yourself." A word to the wise is enough. ... Swift understood the boy's hint and began to laugh.

The Poet and the Porter

One night a French poet reached a quiet boarding-house very late, and the porter refused to let him in. "The master will be angry if I let anyone in so late as this," he said. The poet tried in vain to persuade him. At last he put a small gold coin under the door.

"That is a horse of another colour," said the porter and immediately let the poet in. The latter pretended that he had left his suitcase outside and asked the porter to bring it. The porter, whose heart was softened by the money, ran out half-dressed to get it for him.

The poet at once shut the door and locked it. The porter began to knock. "You can't come in," said the poet, "the master will be very angry if I let anyone in so late as this!" The porter, shivering with cold, said indignantly, "But I let you in, didn't I?" "All right," replied the poet, "I will let you in just in the same way."

Joke

William Thompson was very deaf but he did not like people to know this. One evening he had invited several friends to dinner, and while they were sitting at the table, one of his friends told a funny story. Everyone laughed, and William who had laughed as loudly as anyone said, "That was a very funny joke, but I know a funnier one. Would you like to hear it?" They all said they would, so Thompson began his story. When he finished it everyone laughed louder than ever and Thompson smiled happily. But he did not know the reason for their laughter. He had told the very same story that his friend had just told.

THE COOK

by John Willington Ward

(Abridged)

Peter Merrill stood at the door of the passenger-reception building of Rome Airport, Susan and he had been married three weeks before. When Susan appeared he walked quickly to her.

"Hello, darling," she said breathlessly. "How are you?"

"Fine – now. You?"

"Yes. And very happy to be back. I've taken a furnished flat for us."

Her eyes opened wide. "A flat? Good heavens!" She frowned a little.

He said: "You don't seem very happy about it."

"Oh, darling," she said at once, "of course I'm happy about it. It's just that I'm a bit frightened."

He stared at her. "Frightened? Whatever of?"

"The cooking. I wasn't brought up very well. I can't cook."

He laughed. "Is that all? I know you can't. You told me when we got engaged. It doesn't matter at all. I'll teach you."

It took them an hour to get from the airport.

"You have a look round," said Peter, as he put the suitcases down in the hall. "Lunch'll be ready in no time." He went into the kitchen and shut the door. Then he took a frying-pan from its hook and put it on a table. He opened the refrigerator and took out a packet of butter and the plate with the raw rissoles that he had rolled into shape before leaving for the airport. He tipped the rissoles into the pan. He opened the packet of butter and dug out a large spoonful.

Susan ran into the kitchen. "Darling, it's a wonderful flat! And a lovely surprise. Thank you." She looked at the rissoles in the frying-pan. "Those look as though they're going to be very nice. But you shouldn't be cooking without an apron or something. You'll ruin your suit."

"Oh, I don't think so," he said. "I've nearly finished." He dropped the spoonful of butter among the raw rissoles.

"Good heavens!" she said.

He looked up. "What is it?"

"Is that how you do it? You needn't melt the butter first, then? I always thought that you mustn't start frying till the pan is hot."

"Don't you believe it," he said airily. He took the pan to the electric stove and put it on the large ring. He turned the switch to "High". "There," he said, stepping back and rubbing his hands.

"That's all there is to it. Logic and common sense. It'll cook itself now. We can go and have a beer in the living-room. What's the sense in the standing over it?"

She regarded the frying-pan thoughtfully. Then she looked at him and smiled. "It must be so, if you say so. You're the cook." She went out of the kitchen. He took two bottles of beer from the

refrigerator and followed her into the living-room. They sat down and began to exchange news again.

Twenty minutes passed. Susan looked at her watch.

"Don't you think those rissoles may burn?"

"Help!" said Peter, and jumped out of his chair. "I'd forgotten them." He ran into the kitchen.

Susan lit a cigarette and waited for a moment or two. Then she went slowly into the kitchen.

He was standing at the stove, frowning down at the frying-pan. "Something's gone wrong with them," he said, as he heard her steps. "They've lost their shape."

She smiled gently. "Darling, have you ever cooked rissoles before?"

He looked at her sheepishly. "Well, as a matter of fact, I haven't. But they're easy, aren't they? You just get some minced meat and bread-crumbs and chopped onions, mix everything up together, roll it into balls, throw the balls into the frying-pan, and there you are." He regarded the mess in the pan again, and turned back slowly to her, red in the face. "At least, that's what I thought."

She began to shake with laughter. "And the other things you cook? Do you use the same principle of logic and common sense?"

He went even redder. He nodded his head guiltily.

She went up to him and put her hands on his shoulders. "I love you so much," she said. "Come on. Let's go. As you said a little while ago, we have the restaurant up our sleeve."

rissoles [ˈrɪsʊlz] – рубленые котлеты

to frown [fraʊn]– хмурить брови

up one's sleeve – про запас

The Dinner Party

After Nicolas Monsarrat

Let me tell you about a problem, which put my uncle Octavian in a difficult position thirty years ago.

Thirty years ago I myself was fifteen. That is not really important though it was important to me at that time. More important to this story is that my uncle Octavian was then (in 1925) a rich man in the best part of his life and his villa at the sea was a meeting place of rich people. He was a hospitable and most pleasant man – until January 3, 1925.

There was nothing special about that day, in the life of my uncle Octavian, except that it was his fifty-fifth birthday. As usual on such a day, he was giving a dinner party, a party for twelve people. All of them were old friends. I was staying with my uncle at his beautiful villa near the sea and on that happy day my uncle invited me to dinner. I was glad to be in such a company. The company included two rich ladies and their husbands, a newspaper owner and his beautiful American wife, a minister of France, a statesman of Germany, a Habsburg prince and princess.

At that age, on holiday from school, you will understand that I was very glad. Even today, thirty years later, I can tell you that the company was excellent. And I tell you that they were all old and close friends of my uncle Octavian.

Towards the end of that wonderful dinner when the servants had left, my uncle turned to the princess to see a wonderful diamond ring on her hand. I remember that the diamond in her ring shone in the light as she turned her hand towards my uncle.

Across the table, the newspaper owner said: «May I also have a look, Therese!» She smiled. Then she took off the ring and gave it to him. «It was my grandmother's ring,» she said. «I have not worn it for many years.»

Everybody in the room wanted to see the ring. The ring was passed from hand to hand. For a moment it stayed in my own hand. Then I passed it on to my neighbour. I remember that she passed it on. I was almost sure of that.

Twenty minutes later the princess stood up; it was the signal for the ladies to leave the room. She looked round us with a pleasant smile. Then she said: «Before we leave you, may I have my ring back?»

I remember that my uncle Octavian said: «Oh, yes – that wonderful ring!» I remember that the newspaper owner said: «Oh, you must not forget that!» And one of the women laughed.

Then there was a pause. Each of us looked at his neighbour. Then there was silence. The princess was still smiling, though less easily. She did not like to ask for things twice. «If you please,» she said proudly. «Then we can leave the gentlemen to their wine.»

When nobody answered her, and the silence continued, I still thought that it could only be a joke and that one of us – probably the prince himself – would show the ring. But when nothing happened at all, I knew that the rest of the night would be terrible. Nobody knew what to do or say. Then all the guests examined the whole room, but they did not find the princess's ring – a thing which probably cost two hundred thousand pounds. It had disappeared in the room where there were only twelve people who knew each other very well.

No servants had entered the room. Nobody had left it for a moment. The thief was one of us, one of uncle Octavian's dear old friends.

I remember that the French minister began to turn out his pockets, but my uncle stopped him.

Uncle Octavian's face was pale. «There will be no searching,» he said. «Not in my house. You are all my friends. The ring is lost. If it is not found, he bowed towards the princess, «I shall pay for it myself.»

The guests began to look for the ring again. It was never found, though the guests stayed till morning. Nobody wanted to leave the house first. They still hoped to find the ring. The ring was never found.

I myself went back to England, and school, a few days later. I don't know how much my uncle Octavian paid for the ring. I know that he never came back to his house near the sea, and that he lived alone for the rest of his days. I know that, to our family's surprise, he was almost a poor man when he died. He died, in fact, a few weeks ago, and that is why I feel I can tell the story.

He died a sad man with the special sadness of a hospitable man who never gave a lunch or a dinner party for the last thirty years of his life.

diamond [ˈdaɪəmənd] – алмаз

Octavian [ɒkˈteɪvɪən] –

Therese [təˈriːs]

The Last Leaf

After O. Henry

Sue and Johnsy were poor artists. They lived in a street where many art people lived. The girls had a studio at the top of a three-story brick house.

In autumn Johnsy fell ill. It was pneumonia. There were many cases of pneumonia that year. Johnsy lay in bed and looked through the window at the brick wall of the next house.

One morning the doctor invited Sue into the corridor.

«The girl is seriously ill,» he said, «she has one chance in ten. And that chance is for her to want to live. The little lady thinks that she cannot get well. I promise to do all that I can. You must help me. Make her think not of her illness but of some other things.»

Sue came back into Johnsy's room. Johnsy lay with her face towards the window. Sue thought she was asleep and began to draw pictures for a magazine story. Suddenly she heard a low sound. She went quickly to the bed. Johnsy's eyes were open wide.

«Twelve, eleven, ten, she counted, «Nine, eight, seven.»

Sue looked out of the window. «What is Johnsy counting?» She could see only a yard and the brick wall of the next house. An old, old ivy vine climbed up the brick wall. There were only a few leaves on it.

«What is it, dear?» asked Sue.

«Six,» said Johnsy. «Three days ago there were almost a hundred leaves on the ivy vine. Now they are falling faster. There are only five leaves now. When the last leaf falls I must go too. Didn't the doctor tell you?»

«Oh, I never heard of such nonsense,» said Sue. «What have old ivy leaves to do with your illness? Don't be silly. Try to take some soup now and let me draw my pictures.»

But Johnsy did not turn her head from the ivy vine. «No, I don't want any soup. There are four leaves now. I want to see the last leaf. I know it must fall soon, and then I must die too.»

«Johnsy, dear,» said Sue, «close your eyes and don't look out of the window. I must finish my pictures by tomorrow and send them. I need the light and cannot draw the curtains down.»

«Can you draw in the other room?» asked Johnsy, coldly.

«I want to be near you,» said Sue.

Johnsy closed her eyes and lay white and still. «I am tired of waiting, I am tired of thinking,» said she. «I want to go down, down, like one of those poor, tired, leaves.»

«Try to sleep,» said Sue. «I must call Behrman. I want to ask him to pose for me.»

Old Behrman was an artist too. He lived on the ground floor in the same house. He was over sixty. Behrman was a failure in art, but he still hoped to paint a masterpiece. Now he painted only advertisements. Sometimes he served as a model to young artists.

Sue found Behrman in his little room. She told him about Johnsy's illness.

«My friend is very ill and weak,» she said. «She thinks that she must die when the last leaf falls from the ivy vine.»

They went upstairs. Johnsy was asleep. Sue drew the curtain down and invited Behrman into the other room. There they looked out of the window. They looked at the ivy vine. Then they looked at each other for a moment but said nothing. It was a cold autumn night, a cold rain began to fall. Behrman, in his old shirt, took his seat to pose for Sue.

When Sue got up the next morning and came up to Johnsy's bed, Johnsy was not asleep.

«Draw the curtain up,» said Johnsy. «I want to see.» After the heavy rain and the strong wind that blew all night long there was still one leaf on the ivy vine.

«It is the last leaf,» said Johnsy. «It must fall today and I must die at the same time.» «Dear, dear!» said Sue, «think of me, if you don't want to think of yourself. What would I do?»

But Johnsy did not answer.

The day passed and even in the evening they could see one leaf on the ivy vine.

At night the weather was bad again, a cold wind blew again, and it rained. In the morning the girls looked out of the window. The ivy leaf was still there.

Johnsy lay for a long time and looked at the leaf. Then she said: «I was a bad girl, because I wanted to die, Sue. You may bring me a little soup now and some milk. But first bring me a mirror and help me to sit up. I want to watch you cook.»

An hour later she said, «Sue, some day I hope to paint a beautiful picture.»

The doctor came in the afternoon. In the corridor he said to Sue, «She is much better now, she is getting well. Now I must go downstairs. Behrman, an artist, is seriously ill. Pneumonia too. He is an old weak man. There is no hope for him.»

The next day the doctor said to Sue, «She is out of danger. Good food and care now – that's all.»

And that afternoon Sue came to the bed where Johnsy lay.

«I have something to tell you, dear,» she said. «Mr. Behrman died of pneumonia today in the hospital. He was ill only two days. They found him in the morning of the first day in his room seriously ill. His shoes and clothes were wet and very cold. They also found a lamp and a ladder, some brushes and some yellow and green colours. Now look out of the window, dear, at the last ivy leaf on the wall. Didn't you wonder why it never moved when the wind blew? Ah, dear, it's Behrman's masterpiece – he painted it there the night that the last leaf fell.»

pneumonia [nju: 'mounjə] – воспаление легких

ivy vine ['aɪvi vaɪn] – плющ

masterpiece ['mɑ:stəpi:s] – шедевр

to serve as a model – позировать

THE LUNCHEON

W.S. Maugham

It was 20 years ago and I was living in Paris. I was earning barely enough money for my food and room. One of my readers, a lady, had read a book of mine and written to me about it. I answered and then received another letter from her. She wrote that she was passing through Paris and would like to have a talk with me. She asked me if I should give her a little luncheon at a restaurant.

I was too young to say "no" to a woman. I had 80 francs to live on till the end of the month. I answered that I should meet her at the restaurant on Tuesday at half past twelve.

She was not so young as I expected. In fact she was a woman of 40 and not very attractive. At the restaurant I was frightened by the prices on the menu, they were higher than I had expected. But she said: "I never eat anything for luncheon, I never eat more than one thing. A little fish, perhaps. I wonder if they have any salmon."

They had and I ordered it for my guest. The waiter asked her if she would have something while it was being cooked.

"No," she answered. "I never eat more than one thing. Unless you had a little caviar."

I knew I could not buy caviar, but I could not tell her that. For myself I chose the cheapest dish on the menu and that was a chop and fried potatoes.

"I think you are unwise to eat meat," she said. "I don't know how you can work after eating heavy things like that."

Then came the question of drink. "I drink no wine for luncheon, she said.

"Neither do I," I answered quickly. "Except white wine," she went on. "These French wines are so light. My doctor does not let me drink anything but champagne."

I think I turned pale. I ordered half a bottle of wine, saying that my doctor had never let me drink anything but water.

"Pass me some bread, please." "Here you are," I said passing her the bread. She ate the caviar and she ate the salmon. She talked gaily of art, literature and music. But I was thinking about the coming bill. "No, no" she said, as the waiter came again, "I never eat anything for luncheon. I can't eat anything more unless they had some of those giant asparagus." I was terribly frightened. I knew they were very expensive. I hoped the waiter would say no, but he said that they had some. I ordered them. Panic seized me. Now the question was whether I had enough money to pay the bill. I knew how much money I had and if the bill came to more I made up my mind that I should leave my watch and say I should come back and pay later.

At last she finished the asparagus.

"Coffee?" I said.

"Yes, just an ice-cream and coffee," she answered.

It was just the same for me now, so I ordered an ice-cream and coffee for her. Then a terrible thing happened. While we were waiting for coffee, the waiter came up to us carrying a large basket full of big peaches. My guest absent-mindedly took one. "You see, you have eaten a lot of meat and you can't eat any more. But I have just had a snack and I shall enjoy a peach."

The bill came and when I paid it I had the whole month before me and not a penny in my pocket.

"Follow my example," she said as we shook hands, "and never eat more than one thing for luncheon."

"I'll do better than that," I answered, "I'll eat nothing for dinner and supper tonight."

"You are quite a humorist," she said.

I saw the woman at the theatre the other day. Now I know I have had my revenge at last. Today she weighs twenty-one stone.

salmon ['sæmən] – лосось

luncheon – lunch

caviar ['kæviɑ:] – икра

champagne [ʃæm'peɪn] –

asparagus [æs'pærəgəs] – спаржа

peach – персик

to have one's revenge [rɪ'vendʒ] – отомстить

stone = 6,33 kg. 21 stone = 133 kg.

The Puny Child

«Oh, he's puny!»

«Poor little thing! He'll never live the year out.»

«What a shame!»

That was how the neighbours talked when they came to the Clemens cottage to look at baby number five on November 30, 1835. And no wonder! Because Samuel Clemens was a weak and puny baby, and he stayed weak and puny until he was several years old.

The household was in a bustle the day he was born. The maid, Jennie, ran around doing things. She had to look after Samuel, look after Mrs. Clemens, and look after the other four Clemens children – Orion, aged ten; Pamela, aged eight; Margaret, aged five and Benjamin, aged three.

Mr. Clemens walked up and down outside. The house had only two rooms, and there wasn't enough space for him to pace the floor inside.

«This house is too small, now,» he said. «I'll have to build a bigger one.»

There was plenty of empty land in Florida, Missouri, where the Clemenses lived. The town had only about twenty houses, made of logs or flat boards. Its two streets were plain unmetalled roads.

Mr. Clemens was part owner of a store in Florida. His partner was Uncle John Quarles. He and Uncle John earned their living selling groceries and yard goods, needles and nails, and whatever else their neighbours needed.

Mr. Clemens knew law, too, but there wasn't enough law business in a town as small as Florida.

Sam Clemens's father started to build his family a new house straight away. At the end of a year, puny Samuel was still alive and the new house was ready.

«Now I have room to move around in!» sighed Mrs. Clemens happily.

Even though Mrs. Clemens and Jennie had five children to take care of, baby Samuel seemed to get the most attention. He was always getting ill, always catching something. He needed as much care as everyone else put together. There was always a good supply of medicines in the house – just in case.

When Sam was almost three, the last Clemens baby was born. That was Henry. Sam felt terribly neglected while everybody made a fuss over the new baby.

But Jennie was able to cheer him up. Samuel was still Jennie's favourite, and Jennie was Samuel's favourite. Jennie knew wonderful ghost stories. When her day's work was done, she used to sit in front of the fire-place with the Clemens children and tell stories. The fire-place made big shadows that danced on the walls. The candles made small shadows. And Jennie's stories made all the shadows seem like ghosts and spirits.

«Once upon a time,» Jennie used to start, in a low tone, «there was a man, and he had a wife, and she had an arm of pure gold; and she died, and they buried her in the graveyard; and one night her husband went and dug her up and cut off her golden arm and took it home; and one night a ghost all in white came to him; and she was his wife; and she says: 'W-h-e-r-r's my golden arm? W-h-e-r-r's my golden arm? W-h-e-r-r's my golden arm?」

The children sat breathless while Jennie pretended she was the ghost, looking around to see who had her arm. Suddenly she pointed at one of them: «You've got it!» It made everybody scream and scream. Next evening, when Jennie sat down with them again, she asked, «What story do you want to hear?»

«Tell us about the golden arm!» the Clemens children cried. There was fun and excitement in the day-time too. The Clemens children had the whole out-of-doors to run in – barefoot. No shoes all summer!

Sam and his brothers could run and run and never seem to reach the end of Missouri. They could run as far as Uncle John's farm – four miles away.

There were plenty of fields and woods around Florida, and the fields and woods were full of wild strawberries and huckleberries and walnuts and hazelnuts. It was fun to bring home big baskets full of berries for Mrs. Clemens to make jam and pies. And they could save the nuts for use in winter.

As Sam grew, he seemed to have mysterious powers. He had strange dreams, and he sometimes walked in his sleep. His family first noticed this when Sam was only four – at the time when his sister, nine-year-old Margaret, died.

Margaret grew feverish and said she didn't feel like eating. Mrs. Clemens put Margaret to bed, and Orion, Pamela, Benjamin, and Samuel stood around looking at her. Henry was still too little to stand.

«Go to bed,» Mrs. Clemens said to Pamela, Benjamin and Sam as soon as it was night.

Orion was fourteen; so he sat up with Margaret and watched beside her bed. Orion began to feel sleepy himself. His head nodded. Suddenly he looked up and stared with fear. There was a ghost standing in the door. Only it wasn't a ghost. It was Sam, in his long white night-gown, walking in his sleep. Sam walked into the room, still sound asleep, and went to Margaret's bed and touched her blanket.

Then he woke up, and Orion took him back to his own bed.

Sam really frightened his family doing this. They were superstitious, and they thought his sleep-walking was an omen.

The next day when Margaret began to grow worse instead of better, they were sure it was an omen. Margaret died a few days later, and they were convinced that four-year-old Sam had strange powers.

puny ['pju:ni] – слабый

Missouri [mi'zuəri]

unmetalled road – немоощеная дорога / улица

yard goods – пиломатериалы

neglected – заброшенный

ghost stories – рассказы о приведениях

barefoot – босиком

superstitious [ˌsjʊərə'stɪʃəs] – суеверный

omen ['oumen] – предзнаменование

The Two Gifts

After O. Henry

Jim and Della were very poor. They lived in New York in a small room on the top floor of a high building. Jim was twenty-two years old, Della was twenty-one.

Both husband and wife worked very hard, but there never was any money in the house: for all they got went to pay for food. And the rent was \$8 a week.

And yet they owned two treasures of which they were very proud. These treasures were Jim's gold watch which he had got from his father, and Della's beautiful golden hair.

It was the eve of New Year's Day. Della wanted to give Jim a present. She counted her money. One dollar and eighty-seven cents. That was all she had. Only \$1.87 to buy a present for Jim. So she sat down on the sofa and wept. Suddenly she got up and went to the looking-glass. Her eyes shone brilliantly. Quickly she undid her hair. It fell to its full length. It reached below her knees and covered her like a cloak. And then she did it up again quickly and nervously. She put on her old brown jacket and her old brown hat. Then she ran out of the door and down the stairs to the street.

She stopped before a sign and read the words: «M-me Sofronie. Hairgoods of all kinds.» Then she entered the shop. Madame was sitting at the counter.

«Will you buy my hair?» asked Della.

«Let me see it,» said Madame,

Della took off her hat and undid her hair.

«Twenty dollars,» said Madame, lifting the mass of Della's golden hair with a practised hand.

«Give me the money,» said Della...

The next two hours were like a happy dream. Della was hurrying from shop to shop looking for Jim's present.

She found it at last. It was a watch chain for which she paid \$21. And then she hurried home with the chain and the remaining 87 cents.

Jim was not at home. Della got out her curling irons and lighted the gas and went to work; in forty minutes her head was covered with tiny curls. She looked like a schoolboy. She said to herself:

«I hope Jim will not kill me. But what could I do? Oh, what could I do with a dollar and 87 cents?»

At 7 o'clock the coffee was ready. Della sat waiting for Jim. She heard his steps on the stairs, and she turned white for just one moment. The door opened and Jim entered the room. He looked thin and very serious ... and suddenly Jim stopped. His eyes were fixed upon Della, and there was an expression in them that she could not understand, and it terrified her.

«Jim, darling!» she cried. «Don't look at me like that! I sold my hair because I wanted to give you a present. My hair will grow again. It grows very fast Say 'A Happy New Year', Jim, and let us be happy; You don't know what a beautiful present I have for you.»

Jim said nothing. He drew a package from his overcoat pocket and put it on the table.

«If you open that package, you will understand,» he said.

Della took off the paper. There lay the beautiful combs that Della had seen in a Broadway shop window. Now they were hers, but her hair was gone.

Suddenly Della jumped and cried: «Oh, Jim, you have not yet seen your present!» She held it out to him.

«Isn't it a beautiful chain? Give me your watch! I want to see how it looks on it.»

Jim fell on the sofa and put his hands behind his head and smiled.

«Della,» said he, «I sold the watch to get the money to buy your combs. Is the coffee ready?»

curling irons – щипцы для завивки волос

Witches' Loaves

Miss Martha Meacham kept the little bakery on the corner.

Miss Martha was forty, she had two thousand dollars in a bank, two false teeth and a kind heart.

Many people have married who had less possibilities to do so than Miss Martha.

Two or three times a week a man came into her shop to buy bread and very soon she began to take an interest in him. He was a man of middle age with spectacles and a short brown beard. His clothes were poor, but he looked clean and had very good manners.

He always bought two loaves of stale bread. Fresh bread was five cents a loaf. Stale loaves were two for five. He never bought anything but stale bread.

Once Miss Martha saw red and brown stains on his fingers. She was sure then that he was an artist and very poor. Of course he lived in a little room, where he painted pictures and ate stale bread, and thought of the good things in Miss Martha's bakery.

Often when Miss Martha sat down to eat her good dinner, she thought about the poor artist and wanted him to share her meal instead of eating his stale bread.

Miss Martha's heart, as you have been told, was a very kind one.

In order to find out his profession, she brought from her room one day a painting that she had once bought and put it against the shelves behind the bread counter.

It was an Italian painting. A beautiful palace stood near a lake. Miss Martha was sure that an artist would notice it.

Two days later the man came into the shop.

«Two loaves of stale bread, if you please.»

«You have a fine picture here, madam,» he said while she was getting the bread.

«Yes?» said Miss Martha. «I love art and» (she could not say ‘artists’) «and paintings», she added. «You think it is a good picture?»

«The palace,» said the man, «is not in good drawing. The perspective of it is not true. Good morning, madam.»

He took his bread and hurried out.

Yes, he must be an artist. Miss Martha took the picture back to her room.

How kind his eyes were behind his spectacles! What a broad forehead he had! To be an artist – and to live on stale bread! But genius often has to struggle before it is recognized.

How good would it be for art if genius was helped by two thousand dollars in the bank, a bakery, and a kind heart too – but these were only dreams, Miss Martha.

Often now when he came, he talked for some time with Miss Martha. And he continued buying stale bread, never anything else.

She thought he was looking thinner. She wanted to add something good to eat to his stale bread, but she had no courage to do it. She knew the pride of artists.

Miss Martha began to wear her best blue silk blouse almost every day. In the room behind the shop she cooked some mixture for her face.

One day the man came as usual, and asked for his stale loaves. While Miss Martha was getting them, there was a great noise in the street and the man hurried to the door to look. Suddenly Miss Martha had a bright idea. On the shelf behind the counter was some fresh butter. With a bread knife Miss Martha made a deep cut in each of the stale loaves, put a big piece of butter there, and pressed the loaves together again.

When the man turned to her, she was putting the loaves into a paper bag.

When he had gone, after a very pleasant little talk, Miss Martha smiled to herself, and her heart beat very fast.

For a long time that day she could not think of anything else. She imagined his face when he would discover her little secret. He would stop painting and lay down his brushes. There would stand his picture in which the perspective was perfect. He would prepare for his meal of stale bread and water. He would take a loaf – ah!

Miss Martha blushed. Would he think of the hand that had put it there as he ate? Would he –

The front bell rang loudly. Somebody was coming in, making very much noise.

Miss Martha hurried into the shop. Two men were there. One was a young man smoking a pipe – a man she had never seen before. The other man was her artist.

His face was very red, his hat was on the back of his head, his hair was falling all over his face. He shook his two fists angrily at Miss Martha. At Miss Martha!

«Fool!» he shouted very loudly.

The young man tried to draw him away.

«I shall not go,» he said angrily, «before I tell her.» He beat his fists on Miss Martha's counter.

«You have spoilt my work,» he cried, «I will tell you. You are a stupid old cat!»

Miss Martha stood back against the shelves and laid one hand on her heart. The young man took his companion by the arm.

«Come on,» he said, «you have said enough.»

He drew the angry man out into the street, and then came back.

«I think I must tell you, ma'am,» he said, «why he is so angry. That is Blumberger. He is a draughtsman. I work in the same office with him.

«He worked very hard for three months drawing a plan for a new City Hall. It was a prize competition. He finished it yesterday. You know, a draughtsman always makes his drawing in pencil first. When it is finished he rubs out the pencil lines with stale bread. That is better than India-rubber.

«Blumberger always bought the bread here. Well, today – well, you know, ma'am, that butter isn't – well, Blumberger's plan isn't good for anything now.»

Miss Martha went into the back room. She took off the blue silk blouse and put on the old brown one she had worn before, then she poured the mixture for her face out of the window.

stale [steɪl] – черствый
perspective [pə'spektɪv] – вид, перспектива
to blush [blʌʃ] – вспыхнуть
fist – кулак
draughtsman ['dra:ftsmən] – чертежник
to rub out – стереть

Задание №4.

Монологическая речь.
(Speak on the topic)

1. Family life
2. My daily programme.
3. My living conditions
4. Environment
5. The Russian Federation
6. The USA
7. The United Kingdom
8. Travelling
9. Leisure activities
10. Problems of young people
11. My day off
12. Famous people
13. Healthy life-style
14. Sports in my life