Министерство культуры, туризма и архивного дела Республики Коми

Государственное профессиональное образовательное учреждение Республики Коми

«Колледж искусств Республики Коми»

**Комплект**

**контрольно-оценочных средств**

**дисциплины**

**ОГСЭ.04. ИНОСТРАННЫЙ ЯЗЫК**

**(АНГЛИЙСКИЙ)**

**общего гуманитарного и социально-экономического**

**учебного цикла**

**программы подготовки специалистов**

**среднего звена**

**по специальностям**

53.02.03 Инструментальное исполнительство

53.02.04 Вокальное искусство

53.02.06 Хоровое дирижирование

53.02.05 Сольное и хоровое народное пение

53.02.02 Музыкальное искусство эстрады

53.02.07 Теория музыки

52.02.04 Актерское искусство

54.02.01 Дизайн

Сыктывкар, 2017

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| СОГЛАСОВАНО  предметно-цикловой комиссией «Общеобразовательные и социально-гуманитарные дисциплины»  Протокол № \_\_\_\_от\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_20\_\_\_г.  председатель предметно-цикловой комиссии  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Пшеницына Г.А. | УТВЕРЖДАЮ  Заместитель директора  по учебной работе  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Л.В.Беззубова  «\_\_\_\_»\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_20\_\_\_\_ г. |

Организация-разработчик:

государственное профессиональное образовательное учреждение Республики Коми «Колледж искусств Республики Коми».

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**1. Общие положения**

Контрольно-оценочные средства (КОС) предназначены для контроля и оценки образовательных достижений обучающихся, освоивших программу учебной дисциплины ОГСЭ.04 Иностранный язык (английский).

КОС включают контрольные материалы для проведения текущего контроля и промежуточной аттестации в форме дифференцированного зачета.

КОС разработаны на основании:

* программы подготовки специалистов среднего звена по специальностям:

52.02.04 Актерское искусство

53.02.02 Музыкальное искусство эстрады (по видам)

53.02.03 Инструментальное исполнительство (по видам инструментов)

53.02.04 Вокальное искусство

53.02.05 Сольное и хоровое народное пение

53.02.06 Хоровое дирижирование

53.02.07 Теория музыки

54.02.01 Дизайн (по отраслям)

* рабочей программы дисциплины учебной дисциплины ОГСЭ.04 Иностранный язык (английский).

**2. Результаты освоения дисциплины, подлежащие проверке.**

|  |  |
| --- | --- |
| **Результаты обучения**  **(освоенные умения, усвоенные знания)** | **Формы и методы контроля и оценки результатов обучения** |
| У1 общаться (устно и письменно) на иностранном языке на профессиональные и повседневные темы | Составление диалогов, написание сочинения, монологические высказывания. |
| У2 переводить (со словарем) иностранные тексты профессиональной направленности | Домашнее чтение, перевод текста, лексические диктанты. |
| У3 самостоятельно совершенствовать устную и письменную речь, пополнять словарный запас. | Самостоятельная работа студентов (чтения, переводы, сочинения, составление диалогов, грамматические упражнения). Контрольные работы, грамматические тесты, лексические диктанты, |
| З1 Лексический (1200-1400 лексических единиц) и грамматический минимум, необходимый для чтения и перевода (со словарем) иностранных текстов профессиональной направленности. | Грамматические тесты, лексические диктанты, домашнее чтение, монологические и диалогические высказывания. |

**3. Распределение оценивания результатов обучения по видам контроля.**

|  |  |  |
| --- | --- | --- |
| **Наименование элемента умений или знаний** | **Виды аттестации** | |
| Текущий контроль | Промежуточная аттестация  (зачет, экзамен) |
| У1 общаться (устно и письменно) на иностранном языке на профессиональные и повседневные темы | Составление диалогов по пройденным темам, монологические высказывания, написание сочинений, беседа, вопросно-ответная форма работы. | зачет |
| У2 переводить (со словарем) иностранные тексты профессиональной направленности | Домашнее чтение, перевод текста, лексические диктанты | зачет |
| У3 самостоятельно совершенствовать устную и письменную речь, пополнять словарный запас | Самостоятельная работа студентов: сочинения, составление диалогов, монологических высказываний, грамматические упражнения, переводы, домашнее чтение. |  |
| З1 Лексический (1200-1400 лексических единиц) и грамматический минимум, необходимый для чтения и перевода (со словарем) иностранных текстов профессиональной направленности | Грамматические тесты, лексические диктанты, домашнее чтение, монологические и диалогические высказывания. | зачет |

**4. Распределение типов контрольных заданий по элементам знаний и умений текущего контроля (Приложение 1).**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Содержание  учебного материала  по программе УД | | Тип контрольного задания | | | | | | | | | | | | | | | | | | | | |
| У1 | У2 | | У3 | У4 | У5 | У6 | | У7 | У8 | У9 | У10 | У11  (ГМ) | У12  (ГМ) | У13  (ГМ) | З1 | З2 | З3 | З4 | З5 | З6 (ГМ) |
| 3 курс  Тема 1.1  My summer holidays. | | Д  М  ВО | М  Д  С | | А  ПТ | ПТ  ПСЗ  СП | ЧТ  СП | М | |  | А  ПСЗ  СП | П | ВО | С  Д  М |  | СР | ПТ |  | ГУ  ГТ | ЧТ |  | ГУ  М  Д  ГТ |
| Тема 1.2.  Времена английского глагола | |  |  | |  |  |  |  | |  |  |  |  |  |  |  |  |  | ГУ  ГТ |  |  | ГУ  ГТ |
| Тема 1.3.  Sport in our life. | | Д  М  ВО | С  Д  М | | М  Д  А  ПТ | ПТ  ВО  СП | ЧТ  C | М | |  | А  ПСЗ | П | ВО  Д | Д  М  ВО |  | СР | П |  |  | ЧТ |  | ГУ  Д  М |
| Тема 1.4  The Olympic games. | | Д  М  ВО |  | | М  Д  А  ПТ | ПТ  ВО  СП | ЧТ  C | М | |  | А  ПСЗ | П | ВО  Д | Д  М  ВО |  | СР | П |  |  | ЧТ |  | ГУ  Д  М |
| Тема 1.5.  Future in the Past | |  |  | |  |  |  |  | |  |  |  |  |  |  |  |  |  | ГУ  ГТ |  |  | ГУ  ГТ |
| Тема 1.6  Распространенные фразовые глаголы. | |  |  | |  |  |  |  | |  |  |  |  |  |  |  |  |  | ГУ  ГТ |  |  | ГУ  ГТ |
| Тема 1.7.  Environment | | Д  М  ВО | Д  М  С | | М  Д  А  ПТ | ПТ  ВО  СП | ЧТ  C | М | |  | А  ПСЗ | П | ВО  Д | Д  М  ВО |  | СР | П |  |  | ЧТ |  | ГУ  Д  М |
| Тема 1.8.  Работа над текстом:  «The tattoo». | | ВО  Д  М |  | | ПТ  М | ПСЗ  СП  П  ВО | ЧТ | М | | ВЧТ | ПСЗ  ВО | П | ВО  Д | Д  М  ВО |  | СР | П |  | ЧТ |  |  | Д  М |
| Тема 1.9.  Passive Voice | |  |  | |  |  |  |  | |  |  |  |  |  |  |  |  |  | ГУ  ГТ |  |  | ГУ  ГТ |
| Тема 1.10.  Youth's problems. | | Д  М  ВО |  | | М  Д  А  ПТ | ПТ  ВО  СП | ЧТ  C | М | |  | А  ПСЗ | П | ВО  Д | Д  М  ВО |  | СР | П |  |  | ЧТ |  | ГУ  Д  М |
| Тема 1.11.  Conjunction. | |  |  | |  |  |  |  | |  |  |  |  |  |  |  |  |  | ГУ  ГТ |  |  | ГУ  ГТ |
| Тема 1.12.  Education in Russia. | | Д  М  ВО |  | | М  Д  А  ПТ | ПТ  ВО  СП | ЧТ  C | М | |  | А  ПСЗ | П | ВО  Д | Д  М  ВО |  | СР | П |  |  | ЧТ |  | ГУ  Д  М |
| Тема 1.13.  Education in Great Britain. | | Д  М  ВО |  | | М  Д  А  ПТ | ПТ  ВО  СП | ЧТ  C | М | |  | А  ПСЗ | П | ВО  Д | Д  М  ВО |  | СР | П |  |  | ЧТ |  | ГУ  Д  М |
| Тема 1.14.  Повторение пройденных тем. | | А | М  А | | ПТ | ПТ | ЧТ |  | | ВЧТ |  | П |  |  |  |  |  |  | ГУ | ЧТ |  | М |
| Тема 1.15  Контрольная работа. | |  |  | |  |  |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Тема 1.16  My College Life. | | Д  М  ВО | Д  М  С | | М  Д  А  ПТ | ПТ  ВО  СП | ЧТ  C | М | |  | А  ПСЗ | П | ВО  Д | Д  М  ВО |  | СР | П |  |  | ЧТ |  | ГУ  Д  М |
| Тема 1.17.  Прямая и косвенная речь. | |  |  | |  |  |  |  | |  |  |  |  |  |  |  |  |  | ГУ  ГТ |  |  | ГУ  ГТ |
| Тема 1.18.  Повелительное наклонение. | |  |  | |  |  |  |  | |  |  |  |  |  |  |  |  |  | ГУ  ГТ |  |  | ГУ  ГТ |
| Тема 1.19  Family Life | | Д  М  ВО | Д  М  С | | М  Д  А  ПТ | ПТ  ВО  СП | ЧТ  C | М | |  | А  ПСЗ | П | ВО  Д | Д  М  ВО |  | СР | П |  |  | ЧТ |  | ГУ  Д  М |
| Тема 1.20.  Работа над текстом «A Friend in need». | | ВО  Д  М |  | | ПТ  М | ПСЗ  СП  П  ВО | ЧТ | М | | ВЧТ | ПСЗ  ВО | П | ВО  Д | Д  М  ВО |  | СР | П |  | ЧТ |  |  | Д  М |
| Тема 1.21.  Повторение пройденных тем. | | А | М  А | | ПТ | ПТ | ЧТ |  | | ВЧТ |  | П |  |  |  |  |  |  | ГУ | ЧТ |  | М |
| Тема 1.22.  Контрольная работа | |  |  | |  |  |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 4 курс | |  | | | | | | | | | | | | | | | | | | | | |
| Спец. дизайн | Муз.отделения |
| Тема 1.23  My Future Profession | | Д  М  ВО | | Д  М  С | М  Д  А  ПТ | ПТ  ВО  СП | ЧТ  C | М |  | | А  ПСЗ | П | ВО  Д | Д  М  ВО |  | СР | П |  |  | ЧТ |  | Д  М |
| Тема 1.24  The Gerund | |  | |  |  |  |  |  |  | |  |  |  |  |  |  |  |  | ГУ  ГТ |  |  | ГУ  ГТ |
| Тема 1.25  Museums and Art  Galleries | Различные муз.  направления. | Д  М  ВО | |  | М  Д  А  ПТ | ПТ  ВО  СП | ЧТ  C | М |  | | А  ПСЗ | П | ВО  Д | Д  М  ВО | П | СР | П | П |  | ЧТ |  | Д  М |
| Тема 1.26  Participle 1 | |  | |  |  |  |  |  |  | |  |  |  |  |  |  |  |  | ГУ  ГТ |  |  | ГУ  ГТ |
| Тема 1.27  Различные виды живописи | Мое любим.направление в муз. | Д  М  ВО | |  | М  Д  А  ПТ | ПТ  ВО  СП | ЧТ  C | М |  | | А  ПСЗ | П | ВО  Д | Д  М  ВО | П | СР | П | П |  | ЧТ |  | Д  М |
| Тема 1.28  Контрольная работа. | |  | |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |
| Тема 1.29  Портрет.  Опис.  портрета. | Муз. инструменты. | М  ВО | |  | М  Д  А  ПТ | ПТ  ВО  СП | ЧТ  C | М |  | | А  ПСЗ | П | ВО  Д | Д  М  ВО | П | СР | П | П |  | ЧТ |  | Д  М |
| Тема 1.30  Пейзаж. Опис.  пейзажа. | Муз. традиции в России. | Д  М  ВО | |  | М  Д  А  ПТ | ПТ  ВО  СП | ЧТ  C | М |  | | А  ПСЗ | П | ВО  Д | Д  М  ВО | П | СР | П | П |  | ЧТ |  | Д  М |
| Тема 1.31  Participle 2 | |  | |  |  |  |  |  |  | |  |  |  |  |  |  |  |  | ГУ  ГТ |  |  | ГУ  ГТ |
| Тема 1.32  Russian Art History | Муз. традиции Британии и Америки. | Д  М  ВО | |  | М  Д  А  ПТ | ПТ  ВО  СП | ЧТ  C | М |  | | А  ПСЗ | П | ВО  Д | Д  М  ВО | П | СР | П | П |  | ЧТ |  | Д  М |
| Тема 1.33  Russian Painters | Великие рус. композиторы. | М  ВО | |  | М  А  ПТ | ПТ  ВО  СП | ЧТ  C | М |  | | А  ПСЗ | П | ВО | М  ВО | П | СР | П | П |  | ЧТ |  | М |
| Тема 1.34  The History of British Art | Великие зарубежные композиторы. | Д  М  ВО | |  | М  Д  А  ПТ | ПТ  ВО  СП | ЧТ  C | М |  | | А  ПСЗ | П | ВО  Д | Д  М  ВО | П | СР | П | П |  | ЧТ | М | Д  М |
| Тема 1.35  Работа над текстом  «The adventure of Shoscombe old place». | | ВО  Д  М | |  | ПТ  М | ПСЗ  СП  П  ВО | ЧТ | М | ВЧТ | | ПСЗ  ВО | П | ВО  Д | Д  М  ВО |  | СР | П |  | ЧТ |  |  | Д  М |
| Тема 1.36  Контрольная работа | |  | |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |
| Тема 1.37  British and American painters. | Рок-н- ролл. Джаз. | М  ВО | |  | М  А  ПТ | ПТ  ВО  СП | ЧТ  C | М |  | | А  ПСЗ | П | ВО | М  ВО | П | СР | П | П |  | ЧТ | М | М |
| Тема 1.38  My Favourite Painter. | Рус. народная муз. | Д  М  ВО | | Д  М  С | М  Д  А  ПТ | ПТ  ВО  СП | ЧТ  C | М |  | | А  ПСЗ  ТТ | П | ВО  Д | Д  М  ВО |  | СР | П |  |  | ЧТ |  | Д  М |
| Тема 1.39  Conditional  Sentences. | |  | |  |  |  |  |  |  | |  |  |  |  |  |  |  |  | ГУ  ГТ |  |  | ГУ  ГТ |
| Тема 1.40  Современная живопись | Современная муз. | Д  М  ВО | |  | М  Д  А  ПТ | ПТ  ВО  СП | ЧТ  C | М |  | | А  ПСЗ | П | ВО  Д | Д  М  ВО | П | СР | П | П |  | ЧТ |  | Д  М |
| Тема 1.41  Complex Object | |  | |  |  |  |  |  |  | |  |  |  |  |  |  |  |  | ГУ  ГТ |  |  | ГУ  ГТ |
| Тема 1.42  Живопись в моей жизни | Муз. в моей жизни. | Д  М  ВО | | Д  М  С | М  Д  А  ПТ | ПТ  ВО  СП | ЧТ  C | М |  | | А  ПСЗ | П | ВО  Д | Д  М  ВО |  | СР | П |  |  | ЧТ |  | Д  М |
| Тема 1.43  Работа по тексту: «The Knight's Tale». | | ВО  Д  М | |  | ПТ  М | ПСЗ  СП  П  ВО | ЧТ | М | ВЧТ | | ПСЗ  ВО | П | ВО  Д | Д  М  ВО |  | СР | П |  | ЧТ |  |  | Д  М |
| Тема 1.44  Повторение пройденных тем | | А | | М  А | ПТ | ПТ | ЧТ |  | ВЧТ | |  | П |  |  |  |  |  |  | ГУ | ЧТ |  | М |
| Тема 1.45  Дифференцированный зачет | |  | |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |

**5. Структура контрольного задания.**

**5.1. Текст задания.**

**5.1.1 Контрольная работа за 1-й семестр.**

**Вариант 1**

1. **Исправьте ошибки, принимая во внимание Future in the Past.**
2. Last time I see you, you are going to find a new flat.
3. I knew he will come to my party soon.
4. Yesterday I am to see my boss at 11 in the morning.
5. He promised that he will have read the book by the time I need it.
6. I am going to see him the next day.
7. Somehow I knew my car will not be ready the next week.

**2. Передайте следующие предложения в Passive Voice***.*

1. One of my friends took me to the cinema last week.
2. We shall finish this work in time.
3. They built this house in **2001.**
4. They were selling new children's books in that shop when I entered it yes­terday.
5. A large group of young people joined us on our way to the station.
6. A young teacher start­ed a school in this village.
7. They are translating this article now.
8. Galsworthy wrote "The Forsyte Saga."
9. Thousands of people attended this meet­ing.
10. He has just interrupted me.
11. The teach­er has explained it to us.
12. We turn on the light when it is dark.
13. The students finished their translation in time.
14. Helen washed the dishes.
15. Betty often took her younger brother for a walk.
16. Mother has made some coffee.
17. Have you ironed your dress yet?
18. Nina mispronounced this word.
19. They have told her the truth.
20. She promised us an interesting entertainment.
21. One uses chalk for writing on the blackboard.
22. I shall finish my work about seven o'clock.

**3. Заполните пропуски.**

1. Put your shoes … - it's too cold to walk around barefoot.
2. You must get …now or you will be late for school.
3. Sit … , please. I'll be with you in a minute.
4. Could you write this word … for me, please?
5. Don't give … singing. You are very talented.
6. Where is the fitting room? I'd like to try … these trousers.
7. Have you tidied … the kitchen, yet?
8. My little sister woke me … in the middle of the night.
9. Don't put the vase there, it will fall … .
10. Adam switched … his torch, so we could find our way home in the dark.

**4. Выберите наиболее подходящий по смыслу союз.**

1. We ate a pizza\_\_\_\_\_\_\_\_\_\_a kebab.
2. (BUT / AND / SO)
3. We had some cake\_\_\_\_\_\_\_\_\_\_we didn’t have any coffee.
4. (UNLESS / UNTIL / BUT)
5. I had a headache\_\_\_\_\_\_\_\_\_\_I didn’t go to the party.
6. (WHEN / SO / WHEREAS)
7. You can have a coffee\_\_\_\_\_\_\_\_\_\_a tea but not both.
8. (OR / TILL / BUT)
9. I can’t come to school\_\_\_\_\_\_\_\_\_\_I have an important appointment.
10. (SO / BECAUSE / UNLESS)
11. I will call you\_\_\_\_\_\_\_\_\_\_I get home.
12. (AS / AND / WHEN)
13. \_\_\_\_\_\_\_\_\_\_you do your homework, you will pass the course.
14. (UNLESS / UNTIL / AS LONG AS)
15. I wanted to eat Japanese food\_\_\_\_\_\_\_\_\_\_my wife wanted to eat Chinese food.
16. (SO / WHEN / WHEREAS)
17. You cannot go into that bar\_\_\_\_\_\_\_\_\_\_you are 18 or older.
18. (PROVIDED THAT / UNLESS / AS)
19. She still went to work\_\_\_\_\_\_\_\_\_\_she was sick.
20. (EVEN THOUGH / UNTIL / IF)
21. Don’t call me\_\_\_\_\_\_\_\_\_\_you have finished your work.
22. (UNTIL / WHILE / AS LONG AS)
23. \_\_\_\_\_\_\_\_\_\_the bad weather, they decided to have a picnic.
24. (BECAUSE / DESPITE / WHEREAS)

**5.** **Read the text, translate and answer the questions.**

**PERFECT METHOD OF TEACHING AND LEARNING A FOREIGN LANGUAGE**

Students in my English classes sometimes ask for my opinion on the best method of learning a foreign language. The answer I give is always the same: learning a foreign language can never be quick and easy. There is no single method that can guarantee success.

In the Callan Method, the teacher talks a lot and makes the students repeat questions and answers. By contrast, in the Silent Way Method, invented by Dr Caleb Gattcgno, the teacher tries not to talk at all! The teacher uses pictures, diagrams, objects to give the students problem-solving activities. The idea is that students learn better if they can discover the rules by themselves. Certainly that is an important part of learning. But I'm not sure it can guarantee success.

I think that it is wrong to look for a method of teaching/learning that gives all the answers. Often, the method is not so important. Obviously, you need good materials (e.g.: a good course book, etc) that arc interesting and dear. And you need a good teacher too. The individual qualities of the teacher are very important. The teacher and the students must have a good relationship. The students must like their teacher. That is one important way to help make learning fun.

At the same time, we have to recognize that you can't make progress without doing some old-fashioned hard work. There must be a method involved in teaching and learning, but the same method doesn't work for everyone. People are different and they have different reasons for wanting to learn. The method will naturally change depending on the purpose of the lesson. However, it is important that each lesson should have a clear objective. The material should be presented in a contcxt. There should be practice and consolidation work. Students should use all four language skills of listening, speaking, reading and writing.

There is nothing revolutionary about these ideas. But they give the best chances of success for different kinds of learners.The article says about the Silent Way Method and the Callan Method.

**Questions:**

1. Read aloud the extract which says about it.
2. What does the writer answer when asked about the best teaching method?
3. What is really important for learning a foreign language according to the author?

# ARE GM PLANTS SAFE?

A few years ago I read an amusing article about a crazy scientist who had invented a way of making tomatoes grow in cube shapes. That way the tomatoes were easier to pack in boxes. The article was not true of course. But now biotechnology has developed very rapidly. Genetically modified food (GM food) is a fact of modern life.

Genetic modification means that a gene from one plant or animal is put inside another plant or animal. In this way scientists can produce plants or animals that have special qualities that do not exist naturally. The idea of changing the genetic structure of food plants seems a bad thing to many people.

If people do not want GM foods, why are biotechnology companies trying to produce more of them? It is a question of simple economics. Genetically modified food plants arc less damaged by diseases and can better survive in bad weather conditions than natural food plants. As a result, harvests are higher and so food costs less to produce. This is an advantage for both consumers and producers. The biggest worry is the possible danger of GM food for people's health. When scientists put a new gene inside a plant, that gene changes the plant in some desirable way. For example, the fruit stays fresh for longer.

But at the same time, it is possible that the modified plant contains toxic materia], making it dangerous for people to eat. Before a genetically modified plant is sold to the public, it has to be tested very carefully so that it will be safe to eat. But some scientists think that no amount of testing will ever be enough. Dr Doug Parr, Chief Scientist with Greenpeace, says, "When you put a foreign gene into a plant you find that new toxins appear that weren't expected. These effects are very hard to see in advance because living organisms are very complex."

Consequently, the testing of GM foods should be very thorough and governments should be very careful before they approve the introduction of GM foods into our supermarkets.

**Questions:**

1. The author says that he read an article about cubed-tomatoes. Read aloud the extract which says about it.
2. What are the advantages of GM foods?
3. Why is it important to test GM foods?

# UNIVERSITY CELEBRATES

One of the world's leading universities has just begun to celebrate its 800th anniversary.

Cambridge University, in the UK, was founded in 1209. On 17th January it held a special outdoor celebration to launch a year of events marking its 800th birthday.

The University was founded by scholars from another English university, Oxford. Nobody is exactly sure why they moved to Cambridge. One record shows it happened when two Oxford scholars were arrested and then convicted of murdering a local woman. Other students protested their arrest by leaving the university and going to other towns. It was a group of these scholars that set up a university in Cambridge.

Originally only men were allowed to study at Cambridge. From 1869 women were permitted to study there, but they were not awarded degrees. Women at Cambridge were first awarded degrees in 1947.

Some of the most important discoveries in history have been made by people studying at Cambridge University. The jet engine was invented there. Scientists at Cambridge discovered the structure of human DNA. More than 80 winners of the Nobel Prize, and 15 of Britain's prime ministers, have been graduates of Cambridge University.

Many students from Cambridge University have become famous for becoming among the best in their fields of work. Authors C. S. Lewis, who wrote the Narnia books, and A. A. Milne, who wrote Winnie-the-Pooh, also studied at the university.

On 17th January about 7,000 people gathered in the centre of Cambridge to watch a light show celebrating the anniversary. Images and illustrations were projected onto one of the famous university buildings, the Senate House. A piece of music containing exactly 800 notes was played from the nearby Great St Mary's Church.

Cambridge is usually ranked among the top five universities in the world for its standard of research and teaching. Today, around 18,000 students study at Cambridge University.

**Questions:**

1. The author says how the university was founded. Find this extract and read it aloud.

2. What important discoveries were made at Cambridge?

3. Why is Cambridge University considered one of the best in the world?

**Устные темы:**

Sport in our life

The Olympic Games

The Environment

Youth Problems

Education in Russia

Education in the UK, in the USA.

**Вариант 2**

**1. Исправьте ошибки, принимая во внимание Future in the Past.**

1. I thought you are going to miss the plane, but you manage to arrive on time.
2. I knew we will be writing the article next Monday.
3. She said it is not difficult and I will learn very fast.
4. Last evening my mother says that I will go to Canada.
5. Why did you leave me? You know I will miss you!
6. I hoped I will see her next day.

**2. Передайте следующие предложения в Passive Voice.**

1. They looked for the girl everywhere.
2. They did not listen to the boy.
3. She looks after the patients well.
4. They asked for our address.
5. My father looked through these papers this morning.
6. He will give my brother English lessons.
7. A friend of his has shown me an interesting magazine.
8. His friend told him everything.
9. The students greeted the famous lecturer warmly.
10. They have recently built a huge plant in the town of N.
11. We must finish the work by tomorrow.
12. When I fell ill, my mother sent for the doctor.
13. They showed Helen the nearest way to the theatre.
14. He gave his patient some good advice.
15. Mary has told me the news.
16. The people looked at the little boy with interest.
17. They examined the paper attentively.

**3. Заполните пропуски.**

1. I don't know where my book is. I must look … it.
2. Fill … the form, please.
3. The music is too loud. Could you turn … the volume, please?
4. Quick, get … the bus or you'll have to walk home.
5. Turn … the lights when you go to bed.
6. Do you mind if I switch … the telly? I'd like to watch the news.
7. The dinner was ruined. I had to throw it … .
8. When you enter the house, take … your shoes and put some slippers … .
9. If you don't know this word, you can look it … in a dictionary.

**4. Выберите наиболее подходящий по смыслу союз.**

1. Wash your hands\_\_\_\_\_\_\_\_\_\_you eat your dinner.
   1. (TILL / WHEN / BEFORE)
2. I did not have the correct visa. \_\_\_\_\_\_\_\_\_\_, I could not enter the country.
   1. (BECAUSE / AS / CONSEQUENTLY)
3. I like milk, butter, cream and yogurt. \_\_\_\_\_\_\_\_\_\_, I don’t like cheese.
   1. (SO / HOWEVER / AND)
4. He did not pass the exam because he had not studied or done his homework. \_\_\_\_\_\_\_\_\_\_, he did not go to school on the exam day.
   1. (OR / UNTIL / IN ADDITION)
5. You can have an ice-cream\_\_\_\_\_\_\_\_\_\_you have finished you homework.
   1. (SO /PROVIDED THAT/ OR)
6. \_\_\_\_\_\_\_\_\_\_John was fixing the car, his wife was making sandwiches.
   1. (WHILE / UNTIL / DESPITE)
7. He could not get the job\_\_\_\_\_\_\_\_\_\_his excellent qualifications.
   1. (BECAUSE / WHILE / IN SPITE OF)
8. I will love you\_\_\_\_\_\_\_\_\_\_I die.
   1. (AFTER / UNLESS / TILL)
9. I had a shower\_\_\_\_\_\_\_\_\_\_I got home.
   1. (BUT / AS SOON AS / UNTIL)
10. \_\_\_\_\_\_\_\_\_\_you don’t work hard you won’t get a promotion.
    1. (IF / SO / AS LONG AS)
11. You won’t get a promotion\_\_\_\_\_\_\_\_\_\_you work hard.
    1. (WHILE / UNLESS / BECAUSE)
12. \_\_\_\_\_\_\_\_\_\_we had no money, we still had a good time.
    1. (FINALLY / HOWEVER / ALTHOUGH)

**5. Read the text, translate and answer the questions.**

# MOBILE PHONE PROTEST

Students in a school in Canada walked out of lessons to protest about the action of their headteacher. They said the headteacher had broken the law and violated their rights.

The headteacher had installed a mobile phone jammer within the school. The jammer stops signals from reaching mobile phones, so it stopped all the students' mobile phones from working.

Teachers at the school claim that students using mobile phones in lessons — especially for texting — has become a major problem. In 2007 the school banned students from taking phones into the classroom.

But teachers say they were each still having to confiscate two or three phones a day because students were ignoring the rule and texting in class. The teachers say this was very annoying because it was disrupting lessons.

It took two days for pupils to work out that a jammer was the reason their phones weren't working. A group of the students used the internet to find out about the use of mobile phone jammers. They found a reference to a law called the Canada Radio communications Act. This law says it's illegal to use any device that blocks people's mobile phone signals.

The students then held a protest rally against the use of the jammer. As soon as the headteacher learnt it was illegal, he switched the jamming device off. He said he was impressed by the way the pupils had done their research into the Radio communications Act.

Mobile phones in school classrooms cause a lot of arguments. Many students say it is their right to have them wherever they want. Some parents say they want to be able to contact their children. But many teachers say they can't teach lessons when there are so many disruptions from using mobile phones.

Not all teachers think mobile phones should be banned, though. Many say the best action would be to educate students on when it's appropriate to use mobile phones.

**Questions:**

1. The author says that mobile phones in classroom can lead to disturbance at the lesson. Find this extract and read it aloud.
2. What made the headteacher switch off the mobile phone jammer?
3. Why did the headteacher decide to install the jammer?

# YOUNG BUSINESSMAN

Martin Halstead is a normal English teenager who lives in Oxford with his Mum and Dad. There is only one unusual thing about Martin — at the age of 18 he set up his own airline!

Martin got his passion for flying when he boarded a plane for the first time at the age of six. Ever since Martin has wanted to be a pilot. Only a year ago Martin was just a student at an Oxford collcge and was preparing for his final exams in Business, History and English. However, his desire to become a pilot was so strong that he sent an application to Oxford Air Training School before taking his college exams. Martin wasn't very confident that he would get a place but much to his own surprise he was successful. Martin says: "To my surprise, I was given a chance to start at Oxford Air Training School almost immediately. Both my parents and the head of the college could see how much I wanted to become a pilot, so they supported my decision to leave college without taking my final exams." Martin started his flying course last January. He says: "Last summer I was chatting to my friend and said, as a joke, that my only chance to get a job in that field was to have my own airline."

And that was how it all began. Martin's original plan was to fly between Oxford and Cambridge. Oxford and Cambridge are the two most famous and important university cities in the UK. Although the two cities are not too far from each other, they are not well connected by road or train. However, Martin has now changed his mind. His airline, Alpha One Airways, now plans to fly between Southampton and the Isle of Man.

Where did Martin get money to start his business? Well, he got some money from his Grandmother and also had some savings from doing part-time jobs. Although Martin refuses to say exactly how much money he needed to start the business, he says it wasn't very much.

So, what is next? Martin says: "I hope that this is just the beginning and in the future I will be able to fly to other places." Good luck, Martin!

**Questions:**

1. The author mentions Martin's plan of starting the airline. Find this extract and read it aloud.
2. What made Martin leave college and start studying to become a pilot?
3. How did Martin manage to find money for starting his business?

# SURVIVING WITH WOLVES

This is the story of Misha Defonseca, a Belgian Jewish girl, who was adopted not once, but twice, by wild wolves. She broke her silence after nearly 60 years, and says that her tale is true...

It started in the autumn of 1941, when Misha was seven years old. It was the time of the Second World War and Jewish people were being arrested and taken away by the Nazis. One day Misha's own parents were taken away. She lived with another family, but wanted to find her mother and father again. So, after six months, she packed a small bag and ran away.

Misha started her trip to Germany. She remembered from a school atlas that it was near Belgium. Afraid of being caught, she followed lonely forest paths instead of busy roads. At night, she slept in deserted buildings, or in the woods.

She begged or stole food to survive. If Misha was passing through a village, she waited for church bells to ring. When the people left their homes she would go inside and take some bread and cheese. When she couldn't beg or steal, she ate wild berries, seeds and insects.

One day, a farmer hit her with a stone when she was running away with some stolen food. Misha escaped to a forest. She was crying with pain when a big grey wolf approached. The wolf sniffed her, and went away, but it came back. A few nights later, the she-wolf came up to the girl and slept next to her... The two shared food and walked in the forest together. Then, a hunter killed the wolf. Misha was very sad and alone again.

Soon afterwards, she had another meeting with wolves. Some wolf-cubs were playing on a rock and Misha came near, delighted. She stayed with this wolf- family sharing food and shelter with them. After a while, she moved on... Sadly, she never found her parents. Eventually, she returned to Belgium where she was adopted and went to school.

Today, Misha Defonseca is living happily in the US with her husband, two dogs and 23 cats. Her book, Surviving with Wolves, was published in 1997. Every week Misha visits the wolves in her local zoo...

**Questions:**

1. The author describes Misha's first meeting with wolves. Find this extract and read it aloud.
2. What made Misha run away and go to Germany?
3. Why did Misha avoid busy roads while going to Germany?

**Устные темы:**

Sport in our life

The Olympic Games

The Environment

Youth Problems

Education in Russia

Education in the UK, in the USA**.**

**5.1.2. Контрольная работа за 2-й семестр.**

**Вариант 1**

**1. Передайте следующий диалог в косвенной речи.**

*Susan:* Good morning, doctor.

*Doctor:* Good morning, Susan. What's the matter

with you?

*Susan:* I feel bad. I have a headache, and I am

afraid I am running a temperature.

*Doctor:* Open your mouth and show me your throat.

You have a bad cold, Susan. You must stay

in bed for two days until your temperature

is normal and you stop coughing.

*Susan:* How I hate being ill and staying in bed!

*Doctor:* But if you are not careful, you may fall ill

with the flu or pneumonia. I'll prescribe

some medicine.

*Susan:* Thank you, doctor. Goodbye.

**2. Read the text, translate and answer the questions.**

# MEDALS FOR LARGE FAMILIES

On 1st June, Dmitry Medvedev, the Russian president, announced a plan to encourage Russian families to have more children.

Demographers are people who study populations. They predict how populations of different countries will increase or decrease in the future.

Demographers in Russia have been warning the government that the country's population is decreasing. The current population of Russia is around 142 million people. The demographers estimate if nothing is done to stop the decrease, the number of people living in the country may go to about 110 million within 40 years.

To make his announcement, Mr Medvedev held a special ceremony at the Kremlin, in Moscow, the capital of Russia. Many families with four or more children were invited to the event. Some families had as many as 11 children. President Medvedev awarded each family a spccial medal called the 'Order of Parental Glory'. The medal showed a golden two-headed eagle — the symbol of Russia.

During his speech President Medvedev thanked the couples for having large families. He said they were a good example to other Russians. The ceremony was shown live.

The size of a country's population is important to governments. Countries need enough people of the right age to work in companies' offices and factories. If there arc not enough workers, it can be difficult for the economy to grow. Older people who are retired are often supported by the government. Some of the money for this support comes from the taxes workers pay. If there are fewer workers, the government collects less money in taxes.

Russian men now live for an average of 60 years. This is much lower than in other European countries. Experts agree there are several reasons for this including AIDS, drinking too much alcohol, poverty and pollution.

The Russian government has also started to give families money for having a second child. Those who are awarded the new 'Order of Parental Glory' medal arc given a cash payment of 50,000 roubles.

**Questions:**

1. The author says what changes demographers predict. Find this extract and read it aloud.
2. What are the reasons that make people live shorter lives?
3. Why is a country's population important to its government?

# BULLYING AGAIN?

Seventeen: What was your experience with bullying in high school?

Audra Mari: One Sunday, I came home and there was a big picture on the door. It was basically making fun of me because I'm tall. Once the girls prepared a slogan to support a football team. The slogan wishing good luck faced the team, but the back of the slogan read "Go Home Mari". And the whole student section saw it. One time during lunch, I was sitting with all my friends, and a girl came up to me and threw a paper lunch bag at me. She said, "You can eat this for lunch, it is for horses."

Seventeen: What was going through your head when all of this was happening?

AM: At first, I tried to keep it in and not tell anyone except for my friends because I thought that it'd finish after the first few weeks, but this happened all year. So finally, I told my mum, I told her everything. She talked to the administration, and they brought the girls in and talked to them about it. The girls were punished. So you just have to bring it to the attention of adults.

Seventeen: In spite of all this, you still managed to make it to the Miss Teen USA competition and win it. How did you find the confidence to go for it? AM: You just have to ignore it and have confidence in yourself. I was a three - sport athlete — hockey, soccer, and volleyball — and I gave them up to do my modelling career.

Seventeen: What's your advice for girls dealing with bullies today?

AM: Stay confident and know that this is not the end of the world, that you are not going to be in high school for the rest of your life. There are mean girls wherever you go, but you don't need to be with them when you get older. You're not in a classroom with them, you're not eating lunch with them, so look past it and know that it's going to end. Looking back, I'd say you just need to focus on what you want to achieve and not let people get in your way or upset you. Also, tell a trusted adult, tell all your friends, tell anyone you can. If you keep it inside, it's just going to eat you.

**Questions:**

1. Mary was cruelly bullied. Read aloud the extract which says about it.
2. How did she react to bullying?
3. What advice does she give to other children?

# MARY POPPINS: PERFECTLY MAGICAL THERAPY!

In 1964, Walt Disney's production of Mary Poppins was a great success, and it is still considered to be among the top ten musical films of all time. The film was famous for its special technical effects. But people also loved the film for the story it told and the feelings it expressed.

Perhaps this is why the Mary Poppins story is so successful today, this time as a stage musical. At a recent performance at the Birmingham Hippodrome theatre, many people in the audience were adults who had not brought children with them.

The film version of Mary Poppins and the stage production are a little different, but they express the same message. Mary Poppins teaches the Banks family how to live well together.

At the beginning there is a crisis, naturally. Mr Banks is a very successful man but he spends too much time thinking about work and not enough time with his family, especially his two young children. Everyone in the family is stressed and the children become difficult to control and behave badly. It's a situation that is very common in families today.

And then Mary Poppins appears from nowhere and works her magic to help the family live in harmony again. Incredibly, the answers that she provides are really very simple. One answer is that money does not buy happiness. Instead, Mary Poppins tries to show the Banks family how important it is to understand the true value of things.

Another lesson that Mary Poppins teaches is that it is sometimes important to look at the world from a child's point of view. It is good to believe in magic, and enjoy simple things like flying a kite. Most lifestyle experts would agree that these things really can make us feel better and less stressed. Perhaps the most important lesson of all is that we should value the people that are closest to us. It is important to have time for one another. The magic of Mary Poppins is really well expressed in the stage musical. In the final scene, the actors point up at the stars, reminding us how small we really are and how big the world is.

**Questions:**

1. The film and the theatre versions were very successful. Read aloud the extract which says about the success of the film.
2. What happens in the Banks family before Mary Poppins comes?
3. What lessons does Mary Poppins teach the family and the audience?

**Устные темы:**

My College Life

Family Life

**Вариант 2**

**1. Передайте следующий диалог в косвенной речи.**

*Jane:* May I come in?

*Kate:* Is that you, Jane? Come in! It is very good of you to come and see me.

*Jane:* I came before, but you were too ill to see any­body. Did you get the flowers?

*Kate:* Surely, I did. It was very nice of you to send them to me.

*Jane:* How are you now?

*Kate:* Oh, I am much better, thank you. The doc­tor says that I shall be allowed to go out in a few days.

*Jane:* Do you miss school?

*Kate:* Very much. I am afraid I'll be lagging behind the group in my lessons now.

*Jane:* Don't think about it. We shall help you.

*Kate:* Thank you very much.

**2. Read the text, translate and answer the questions.**

# HOW TO BE HAPPY

Dr Richard Carlson is thought to be an internationally famous expert on happiness. Tens of millions of copies of his self-help guides have been sold around the world. These books try to help people deal with the many difficulties of life so that they can become happy and feel strong inside themselves.

Dr Carlson is a qualified psychologist, also he is naturally optimistic and has always had a deep interest in the idea of happiness. When he finished his university studies, he began giving lessons on how to be happy to small groups of people. Dr Carlson enjoyed that work but he wanted to try and help more people. Fie got an opportunity to do this when he began writing articles about happiness for a newspaper. He then had the idea of putting his ideas into book form.

One of the secrets of happiness, Dr Carlson believes, is to approach problems in stages, breaking the problem down into parts that can be solved bit by bit. "Problems often seem so large that you feel shocked," Richard Carlson says. "It's much better to stop a moment and see things in perspective."

Another advice is to develop a feeling of inner strength. You must consciously try to be positive about things, seeing problems as challenges. When you have a habit of being positive and optimistic, a lot of your problems either become unimportant, or else they disappear altogether.

Dr Carlson also stresses that it is very important for people to take responsibility for their own happiness. When you realize this, it can give you a sense of power. Instead of blaming others we should learn how we ourselves can change to improve the situation. As a result your personal relations will improve and you will feel happier.

Dr Carlson also recommends people to develop a sense of presence. What he means is that we should always be focused on whatever it is that we are doing at any particular time. If you are successful at doing this, others will respect you.

Millions of people have benefited from Dr Carlson's common sense approach to happiness. He manages to make complex issues easier to deal with.

**Questions:**

1. Dr Carlson is considered an international expert on happiness. Read aloud the extract which says about it.
2. Why did Dr Carlson start writing books?

**Family Life in Britain**

A "typical" British family used to consist of mother, father and two children. But in recent years there have been many changes in family life. For example, since the law made it easier to get a divorce, the number of divorces has increased. That's why 24% of British children live with only one parent, usually their mother.

The contemporary British child doesn't have a lot of companionship from brothers and sisters, because the average family has only one or two children. Most British children live with their parents at least until they finish school at the age of 17 or 18. Then many go away to college, leaving some parents sad and lonely in their empty nest and others enjoying their release from parental responsibilities.

But many adults stay with their parents during their college years or return home after graduation. Today's parents cannot even be sure that their married children have moved out forever. After a divorce they may return to the parental home temporarily or even on a long-term basis.

Older people take pride in their independence, enjoy their freedom and don't want to be a burden to their children. The telephone, the car and the airplane keep them in close contact even when they live in different parts of the country.

Members of family — grandparents, aunts, uncles, cousins-keep in touch, but they see less of each other than they used to. This is because people often move away from home town to work and so the family becomes scattered. Christmas is the traditional season for reunions.

Although the family group is smaller nowadays than it used to be, relatives often travel many miles in order to spend the holiday together. Family parties may be all the more joyous when they bring together relatives who haven't seen each other for a while.

**Questions:**

1.Why do a lot of British children live with only one parent?   
2. What can you tell about the contemporary British child?   
3. Are there many adults staying at their parents' place?   
4. Older people take pride in their independence, don't they?   
5. What is the traditional season for reunions?

# A TRUE FRIEND?

Leaving my revision until the last minute had never been my plan as I'd always done well at school. But last winter term it all went wrong. Before I knew it, there were just a few weeks until the exams. I tried to revise one subject a night, Mum and Dad didn't help and made me feel guilty for going to my friend Emma's for a break. Emma was my only real friend. I'm quite shy and she was always doing my talking for me. She often asked me to help with homework in return, but I didn't mind because I found school work easy. One day, I spoke to Jamie, a boy from my history class. He had the history exam paper and would give it to me for 25 pounds. When I looked at it I realized I already knew most of the answers! I felt really silly and ashamed but relieved to know I wasn't as bad at history as I thought. That Friday, after school, I went to Emma's and told her everything.

A few days later Emma asked for my French revision notes and threatened to tell everybody that I had cheated. Soon her demands increased. She asked to 'borrow' some of my favourite CDs, but it was clear she was going to keep them. Then she made me buy her lunch or pay her bus fares. I didn't want to but she said she could ruin my whole future. I can't believe I put up with it but I didn't know what else to do.

Then, just before the exams were about to start, my worst nightmare came true. One morning at school I was called into the headmaster's office. I'd been found out. My parents were there too and they were upset. When we got home, I explained everything — how I'd been worried about the exams and Emma's demands.

Gradually, life improved, I started doing better at school and I made a new friend — a girl called Gina, who introduced me to her group of mates. They like me for who I am and are real friends — unlike Emma.

Now I'm waiting for my real exam results. I don't know how I'll do, but whatever happens, I've learnt my lesson — cheating is bad. You just have to do your best and ask for help if you need it.

**Questions:**

1. Read Helen's story and say in 2-3 sentences what it is about.
2. The author describes different things that Emma demanded from Helen. Find this extract and read it aloud.
3. Why did Helen decide to cheat?
4. How did Helen's life change in the end?

**Устные темы:**

My College Life

Family Life

**5.1.3. Контрольная работа за 3-й семестр.**

**Профессионально-ориентированный раздел для студентов специальности Дизайн.**

**Вариант 1**

**1. Раскройте скобки, употребляя требующуюся фор­му герундия***.*

1. The girls were busy (to pack) when one of them suddenly remembered (to leave) the milk on the stove which was probably boiling over.
2. Little David couldn't bear (to recite) his lessons in the presence of his stepfather and Miss Murdstone. They fright­ened him so that he couldn't help (to make) mistakes though he tried hard to avoid (to displease) them and (to scold).
3. I landed in London on an autumn evening. My friends expected me home for the holi­days, but had no idea of my (to return) so soon. I had purposely not informed them of my (to come), that I might have the pleasure of (to take) them by surprise. And yet I had a feeling of disappointment in (to receive) no welcome. I even felt like (to cry).
4. The girl was proud of (to choose) to represent the sportsmen of the school at the coming competition. She thanked her classmates for (to choose) her and promised to do her best to win.

**2. Вставьте Participle 1 или Participle 2**

1. We listened to the girls (singing, sung) Russian folk songs.
2. We listened to the Russian folk songs (singing, sung) by the girls.
3. The girl (washing, washed) the floor is my sister.
4. The floor (washing washed) by Helen looked very clean.
5. Who is that boy (doing, done) his homework?
6. The exercise (doing, done) by the pupils were easy.
7. The house (surrounding, surrounded) by tall trees is very beautiful.
8. The wall (surrounding, surrounded) the house was very high.
9. The girl (writing, written) is our best pupil.
10. Everything (writing, written) here is quite right.
11. Read the (translating, translated) sentences one more.
12. The pupils (translating, translated) a very difficult text are tired.

**3. Перевести на русский язык.**

1. A letter sent from St. Petersburg today will be in Moscow tomorrow.
2. He saw some people in the post office sending telegrams.
3. When sending the telegram, she forgot to write her name.
4. Some of questions put to the lecturer yesterday were very important.
5. The girl putting the book on the shelf is the new librarian.
6. While putting the eggs into the basket, she broke one of them.
7. A fish taken out of the water cannot live.
8. A person taking a sunbath must be very careful.
9. Having taken a dictionary, he began to translate the text.

**4. Read the text, translate and answer the questions.**

**TRETYAKOV GALLERY**

The State Tretyakov Gallery is one of the best-known picture galleries in Russia. It takes its name from its founder Pavel Tretyakov, a Moscow merchant and art connoisseur.

In the mid-19th century, Tretyakov began to collect Russian paintings.

He visited all the exhibitions and art studios and bought the best pictures of contemporary artists. He was especially fond of the works of the Peredvizhniki (or Wanderers) — the artists who belonged to the Society of Travelling Art Exhibitions. Little by little Tretyakov extended his range of interest and began to collect earlier Russian paintings. More than once he had to add wings to his house in Lavrushinsky Pereulok, because his collection grew larger and larger.

In 1881 Pavel Tretyakov opened his collection to the public. 11 years later he donated it to the city of Moscow. Since then the gallery has received hundreds of pictures from other museums and private collections.

The Tretyakov Gallery reflects the whole history of Russian art, from the 11th century to the present day.

It has a rich collection of old Russian icons. The world-famous icon is The Trinity, painted in the early 15th century by Andrei Rublev.

The gallery contains halls devoted to the magnificent works of such 18th-century celebrities as Rokotov, Levitsky, Borovikovsky, Shchedrin.

The first half of the 19th century is represented by brilliant paintings by Bryullov, Tropinin, Ivanov, Venetsianov. The second half of the 19th century is especially well represented. The gallery has the best collection of the Peredvizhniki, such as Kramskoy, Perov, Ghe, Yaroshenko, Myasoyedov, and others. Linked with the Peredvizhniki are such great names in Russian art as Surikov, Repin, Vereshchagin, Vasnetsov, Levitan. There you can see historical paintings, portraits, still-lifes, landscapes, seascapes, etc.

Further on we find the cream of turn-of-the century Russian art: Serov, Vrubel, Kustodiev...

Canvases of modern painters are housed in the new building situated on Krymskaya Naberezhnaya (Crimean Embankment).

The Tretyakov Gallery is not only Russia's biggest and most important museum of Russian Art. It's also a research, cultural and educational centre.

**Questions:**

1. When did Pavel Tretyakov begin to collect Russian paintings?

2. Whose works was he especially fond of?

3. What do you know about the Peredvizhniki?

4. Where did Tretyakov keep his collection?

5. When did he open his collection to the public?

6. What did Tretyakov do with his collection?

7. Who was The Trinity painted by?

8. Do you know any other famous icon-painters?

9. What 18th century portrait-painters do you know?

10. Why is the second half of the 19th century especially well represented at the Gallery?

11. What great Russian names are linked with the Peredvizhniki?

12. What tum-of-the-century Russian artists do you know?

13. Where are canvases of modern painters housed?

14. When did you last go to the Tretyakov Gallery?

15. Who are your favourite Russian painters?

**ISAAC LEVITAN**

Isaac Ilyich Levitan, the great Russian artist, became the first painter of the Russian scenery, who revealed all its beauty. He is a real poet of the Russian countryside. He continued and developed the traditions of painters of the Russian realistic school — Savrasov, Polenov, Serov. Levitan found significant meaning and poetry in what would seem the most everyday subjects.

He is a very individual sort of painter. You can't but appreciate his paintings, because there is something in his landscapes that reflects our own moods.

He deeply felt what he wished to express and his brush transferred these feelings to the canvas. It is interesting to note that a master of landscape, he never introduced figures into it. Though if you look at the Autumn Day in Sokolniki — everything seems to bring out the loneliness of the figure in the centre: the trees losing their leaves, the remote, indifferent sky, the path going off into the distance. But the fact is that it was not Levitan who painted the figure. It was Checkov's brother Nicolai who did it.

His travels over the Volga region influenced Levitan's art, the impression made on him by the great Russian river was unforgettable. For his life and painting he chose Plyoss — a small beautiful town on the Volga. His paintings Evening, Golden Plyoss, After Rain reflect his love for nature.

Last summer I visited Plyoss and saw the places where the great pictures were painted. Many people admire his pictures Deep Waters, Evening Bells, Springtime, The Last Snow and, of course, his famous Golden Autumn. All his paintings are very emotional, lyrical and realistic.

In the closing years of his life Levitan made several journeys abroad to France, Italy and Germany where he painted a number of landscapes, although his best works of the period were devoted to Russia. He was only 40 when he died in 1900.

Levitan's influence on the painters of lyrical landscapes was great.

Levitan's feeling for nature, his great love for his native land, his ability to reveal and depict the poetry of the Russian land have won his paintings the love and gratitude of people.

**Questions:**

1. What is Levitan famous for?

2. Levitan is a very individual sort of painter. Can you prove it?

3. What traditions did Levitan continue and develop?

4. What place did Levitan choose for his life and painting?

5. Did the Volga influence his art?

6. How old was Levitan when he died?

7. Why do so many people like his pictures?

8. Who is your favourite Russian painter?

**ABSTRACT ART**

Have you ever seen a painting that puzzled you? Perhaps you could not see anything “real” or “natural” in it. Perhaps it seemed a jumble of lines and colours. You were probably looking at an example of abstract art.

Before the 20Ш century, most artists showed things more or less as they might look to an observer. Their scenes were ecognizable. Even when they painted imaginary scenes, the elements of the picture could usually be identified.

Of course, artists have always put their own personalities into their paintings. A painting by Van Gogh, for example, can easily be ecognizab — it has his personal stamp. It shows the way Van Gogh looked at real things. Because of his particular style, his paintings look strange to many people. But in his art, people are still ecognizable as people. No tree ever looked quite like a Van Gogh tree (he painted trees as great swirling figures), but his trees are still clearly trees.

Individual painters have always experimented with unusual ways of showing real objects. But in the 21st century artists in large numbers began to break away from realistic ways of paining. Many artists seemed to be saying, “If you want an accurate picture of a scene, buy a photograph or a picture postcard.” They began to paint life in different ways. They concentrated on form, colour and shape, and avoided any attempt to tell a story or show a scene naturally.

The kind of art just described is often called abstract art. Once upon a time it was a revolutionary movement. Now it has won acceptance. Most museums have examples of abstract art. Some modern museums contain only abstract art.

Great numbers of people still prefer a more realistic art. But even the tastes of these people have been shaped, in part, by the abstract artists. Modem design has been influenced by abstract art. Even the floor covering in your kitchen may have been copied from the design of an abstract artist.

**Questions:**

1. what do we call “abstract art”?

2. What is special about Van Gogh’s painting?

3. How did this kind of art change in the 21st century?

**Вариант 2**

**1. Раскройте скобки, употребляя требующуюся фор­му герундия***.*

1. The machine needs (to clean)
2. I am quite se­rious in (to say) that I don't want to go abroad.
3. He seemed sorry for (to be) inattentive to his child. 4
4. She confessed to (to forget) to send the let­ter.
5. The old man could not stand (to tell) what he should do.
6. Going to the party was no use: he had no talent for (to dance).
7. The Bronze Horseman is worth (to see)
8. After thoroughly (to examine) the student, the professor gave him a satisfactory mark.
9. After thoroughly (to examine) by the examination commission, the student was given a satisfactory mark.
10. She accused him of (to steal) her purse.
11. She reproached me for (not to write) to her.
12. This, job is not worth (to take)
13. After (to look) through and (to mark) the students' papers, the teacher handed them back.
14. After (to look) through and (to mark), the papers were handed back to the students.
15. These clothes want (to wash)
16. David was very glad of (to find) his aunt.
17. Excuse me for (to break) your beautiful vase.
18. You never mentioned (to be) to Greece.
19. She was proud of (to award) the champion's cup.
20. I don't remember ever (to meet) your sister.
21. I don't remember (to ask) this question by any­body.
22. The cat was punished for (to break) the cup.
23. The cat was afraid of (to punish) and hid itself under the sofa.

**2. Вставьте Participle 1 или Participle 2.**

1. The scientists (discussing / discussed) this problem will take part in the
2. conference.
3. The problems (discussing / discussed) at the conference are of great importance for future research.
4. The subjects (studying / studied) in the first year at the Institute are: mathematics, chemistry, drawing geometry and others.
5. Students (studying / studied) foreign languages should read special lit-erature in the original.
6. The professor (delivering / delivered) lectures on mathematics is a well-known specialist.
7. The lecture (delivering / delivered) by professor N. was very interest-ing.
8. Specialists (training / trained) at our University work in different fields of the national economy.
9. The coach (training / trained) our volley-ball team is a good sportsman.

**3. Перевести на русский язык**

1. **When completed** in 1897, Jefferson's building was the largest and cost-liest library in the world.
2. **Though being** a school teacher of mathematics all his life, Tsiolkovsky concentrated his attention on man's travel into space.
3. **If compared** to today's TV program, the first black-and-white pictures were rather bad.
4. **While being** a teacher of deaf people Bell became interested in sound and its transmission.
5. **Though discovered,** Newton's mistake had no influence on his theory.
6. **While working at** a new transmitter for deaf people Bell invented a tel-ephone.
7. **If heated** to 100 "C, water turns into steam.

**4. Read the text, translate and answer the questions.**

**Street Art**

New Yorkers used to see the graffiti on the walls of poor neighbourhoods and subway trains as something menacing and an example of urban decay. The scrawled names and slogans were seen as unsightly and aggressive, the work of vandals seeking to express their identities or even make a political point. Up to the 1970s, most New Yorkers hated graffiti, considering it as an eyesore that was illegal and punishable by fines.

Since those days, graffiti has changed a lot and it is no longer found only in the subway and the poor ghetto areas of the city. Nowadays, it has the status of 'street art' and you get graffiti in places where you wouldn't expect to - in advertisements, on clothes, on toys, and even on the Wall Street Journal's official website! In the early 1980s, there was a real craze for graffiti art and the sophisticated Manhattan art world had displays of street art in its galleries. The trend was short-lived - until the arrival of hip-hop music in the late 80s.

In her book, Subway Art, Martha Cooper says "Graffiti came back with hip-hop music and people are now appreciating it for its style, which they couldn't back then, because they couldn't get beyond the vandalism thing." Hip-hop was originally black ghetto music, sung by young African Americans from the poor, run-down districts of American cities. When it suddenly got to the top of the American music charts, hip-hop culture was spread, bringing graffiti with it.

Today companies are starting to realise the appeal of graffiti in advertising. Kel Rodriguez, who used to spray New York subway trains, was the artist chosen to design the Wall Street Journal's website and it is obviously done in graffiti-style. "Some of that graffiti feeling, that energy, sort of got in there," Rodriguez explained. Many of this new wave of artists give lectures on developments in their art. Lee Quindnesis having a lot of success in Europe and feels that European galleries and museums are more open to his art form. "They want to support an artist as he develops," comments Quinones, who can get up to $10,000 for his paintings. Indeed, the Groninger Museum in Holland is one of the few museums in the world that displays and recognizes graffiti as an art form.

Another artist, Blade, has his own website devoted only to the world of graffiti. This website has a 'merchandise page' where Blade sells things with his own original designs all over the world - everything from baseball caps to yo-yos! Leonard McGurr, a street artist for 25 years, went from painting subway trains to designing and marketing graffiti-inspired clothes for young people. "Graffiti has been a story of survival," he says. "There's a way to benefit from your work without spoiling public property."

**Questions:**

1. What’s the street art?
2. Where and how graffiti can be realized?
3. What is the history of street art?

**Portrait Painting**

The topic presented to you today is entitled “Portrait Painting”. In my speech I am to dwell upon the following points:   
- Firstly, I am to give the definition of portrait painting;   
- Secondly, I would like to name kinds of portraits;   
- Thirdly, I would like to speak about one of the most outstanding portraitists of Russia – Valentin Serov;   
- Then, I am to give some information about British artist William Hogarth;   
- After that, I would like to speak about an American portraitist Mary Cassat;   
- Finally, I am to draw a conclusion expressing my opinion.

By way of introduction, I would like to say that there are a lot of different genres of paintings, all of which reflect different aspects of our life as well the inner world of the painter in the manner specific only to him. Thus, some impress our imagination with charming beauty of nature, others amaze us with realistic scenes of our daily life; some find inspiration in the beauty of human body, others in the wildness and stillness of the sea.

Portrait painting obviously stands out in this list. Portrait painting is a genre where the visual appearance of the subject, most often a person, is depicted. There are several kinds of portraits: if an artist portrays himself the result is called a self-portrait: portraits can also be full-body, half-length or head and shoulders, family or group, ceremonial or intimate. However no matter what kind of portrait an artist paints, it should always convey something more than just appearance, it should contain some specific features, some tiny details that make a person portrayed unique and inimitable. The expression of the eyes, a barely noticeable shade of emotion – everything should be reflected by the painter. Such mastery can be observed in the works of the three outstanding painters from Russia, America and Great Britain.

I would like to start with a great Russian painter Valentin Serov. He is known for his particular concentrating on spontaneity of perception of human and nature. In the development of light and colour, the complex harmony of reflections and the sense of atmospheric saturation Serov manifested features of early Russian impressionism. His most famous portraits are “The Girl with Peaches” and “The Girl Covered by the Sun” perfectly illustrating his unique manner.

As for William Hogarth, the celebrated British artist, he depicted mostly his friends or men of similar background and each time his portraits were full with freshness and realism. So with his method he was inimitable in such works as “Captain Coram” and “The Graham Children”.

Another outstanding portraitist is Mary Cassat, a well-known American artist who embraced the technique of the impressionists while developing a highly individual style. Portrayals of mothers and children became her theme, for example “The Mirror” with its oblique views and simple forms.

In conclusion, I would like to say that portrait painting is a unique genre, allowing not only to appreciate the appearance of the motionless person portrayed, but to feel his mood and try to trace some features and traits of his character with the help of every detail painted by the artist.

**Questions:**

1. What is “portrait painting”?
2. What kinds of portraits do you know?
3. What are the most outstanding portraitists.

**Art, Museums and Galleries**

People reflect their lives in art. Real, live art appeals to the heart and mind of every person, to their feelings and ideals, it proclaims life. Art is truthful only when it serves life, only when the artist hopes to arouse a warm response in the heart of a person. That was the case in the days of Giotto and Raphael, that was the case in the subsequent stages of the world's artistic development, and that was the truthful relationship of art and life in the days of Renato Guttuso and Rockwell Kent. Art belongs to people.

The history of art from the Renaissance to our days confirms this. It is close contact with the life of the nation that gives artists' work its power.

One can see masterpieces of old and modern art in various picture galleries and museums. There is nearly a thousand museums in Russia, many of them are world famous. The largest collection of Russian art is the Tretyakov Art Gallery in Moscow. It is a real treasury of canvases by prominent Russian painters. It contains priceless collections of icons, 17—20th century paintings and sculptures and contemporary Russian paintings and sculpture.

One of the largest and most remarkable museums of the world is the Hermitage, more than three hundred halls housing its exhibitions of articles of the greatest artistic value. The museum's collections now comprise works of various periods in the development of art, from ancient times up to the present day. Famous painters from different countries are represented there.

The Russian Museum in St. Petersburg is another picture gallery which contains the richest collection of Russian paintings of 18-19th centuries and the best collection of Russian sculpture.

In the Pushkin Museum of Fine Arts in Moscow the art of the Ancient East and Western Europe is represented. This museum possesses a unique collection of copies of the finest sculptures of the old time. It is in this museum that many famous foreign expositions of fine art are displayed almost every year.

**Questions:**

1. What is the aim of art?
2. What are the most famous museums and art galleries in Russia? Speak about them.

**Устные темы для 1 и 2 варианта:**

1. My future profession

2. Museums and art galleries.

3. Different kinds of painting.

4. Portrait.

5. Landscapes

6. Russian art history

7. Russian painters.

8. The history of British art

**5.1.4. Контрольная работа за 4-й семестр.**

**Вариант 1**

**1. Переведите на английский язык.**

1. Если ты закончишь домашнюю работу вовремя, мы пойдем в кино.
2. Если бы ты не забыл на работе ключ, ты бы открыл дверь
3. Если бы я знал английский, я бы нашел лучшую работу
4. Жаль, что я не говорю по-итальянски.

**2. Переведите на английский язык употребляя Complex Object**

1. Он терпеть не мог, когда люди громко смея­лись.
2. Мама хотела, чтобы я полила цветы.
3. Я видел, как она вышла из трамвая и перешла улицу.
4. Я не ожидал, что моя сестра получит тройку.
5. Я знаю, что ваш друг — футболист- профессионал.
6. Я хочу, чтобы это правило выу­чили.
7. Я слышал, как кто-то постучал в дверь.
8. Когда ты починишь свои часы?

**3. Переведите на английский язык употребляя Complex Subject**

1. Говорят, что это здание было построено в XVII веке.
2. Предполагают, что заседание закон­чится в десять часов.
3. Никак не ожидали, что холодная погода наступит так рано.
4. Оказалось, что мы уже когда-то встречались.
5. Вы, кажет­ся, устали.
6. Условия работы оказались более трудными, чем предполагалось.
7. Вы случайно не знаете этого человека?
8. Книга, которую вы мне дали, оказалась скучной.

**4. Read the text, translate and answer the questions.**

**Painting**

Painting is direct application of pigment to a surface to produce by tones of color or of light and dark some representation or decorative arrangement of natural or imagined forms.

Materials and Techniques

Painters use a number of materials to produce the effects they need. These include the materials of the surface, or ground; the pigments employed; the binder, or medium, in which the color is mixed; and its diluting agent. Among the various media used by artists are fresco , watercolor , oil, distemper, gouache, tempera , and encaustic . In addition to these, painting properly embraces many other techniques ordinarily associated with drawing , a term that is often used to refer to the linear aspects of the same art. If painting and drawing are not always clearly distinguishable from each other, both are to be distinguished from the print (or work of graphic art), in which the design is not produced directly but is transferred from another surface to that which it decorates. While the print may be one of many identical works, the painting or drawing is always unique. Painting has been freely combined with many other arts, including sculpture, architecture, and, in the modern era, photography.

History

In ancient Greece and medieval Europe most buildings and sculptures were painted; nearly all of the ancient decoration has been lost, but some works from Egypt have preserved their coloring and give us an insight into the importance such an art can assume. The art of painting in China was linked from the 1st cent. AD with the development of the Buddhist faith. Early Christian and then Byzantine artists established iconographic and stylistic prototypes in wall painting and manuscript illumination that remained the basis for Christian art (see iconography ).

Highly spiritualized in concept, the medieval painting tradition gave way to a more worldly orientation with the development of Renaissance art. The murals of Giotto became a vehicle for the expression of new and living ideas and sentiments. At the height of the Renaissance a large proportion of the works were decorations of walls and altarpieces, which were necessarily conceived in terms of their part in a larger decorative whole and their appeal for a large public. The greatest masterpieces of Raphael and Michelangelo and of the Florentine masters are generally public works of this character. The same period also saw the rise of the separate easel painting and the first use of oil on canvas. Simultaneously are found the beginnings of genre and other secular themes and the elaboration of portraiture .

Basing their art on the technical contributions of the Renaissance, e.g., the study of perspective and anatomy, the baroque masters added a virtuosity of execution and a style of unparalleled drama. From the age of the rococo, painting tended in the direction of greater intimacy. It is noteworthy, for example, that many of the masterpieces of the 19th cent., and particularly of impressionism , are small easel paintings suitable for the private home. The same period saw the rise of the large public gallery with both temporary and permanent exhibitions, an institution greatly expanded in the 20th cent.

A reawakened interest in mural painting and the contributions of painting to such arts as the motion picture and video have led some to believe that a return to a greater emphasis on the public functions of the art is taking place. Such a view can find support in the notable influence of abstract painting in the fields of industrial and architectural design. This art also continues to enjoy undiminished popularity in the home and gallery. Painting has had a long and glorious world history as an independent art. From Giotto to Picasso and from Ma Yuan to Hokusai , painting has never ceased to produce great exponents who have expressed not merely the taste but the aspirations, the concepts of space, form, and color, and the philosophy of their respective periods.

**Questions:**

1. What is painting?

2. What materials and techniques do you know?

3. What is the history of painting?

**The Renaissance**

The Renaissance or the revival of learning was the period then european culture was at it's high. It lasted from the 14'th century till 17'th century, and was coursed by complex economic situation and social conditions. The feudal system was been shuttled by the bourgeoisie, thich was getting stronger and stronger. It was more profitable to unite under a single rouler. Absolute monacy came into being. This lead to the forming of nations and the true sense of the world. New social and economic conditions called for the new ideology, because the catholic dogmas didn't correspond to the new trend of life. For this reason in many european countries the protestant religion spread up and national churches were established.

Instead of the blindness demanded by the catholic then appeared a new outlook which was called humanism. The time demanded positive rational knowledge and this demand was fully met: in astronomy by Copernicus, in philosophy by Tomas More, in geography by Columbus, Vaska de Gama and others. Leonardo de Vinci created a new theory of art: "It was the greatest progressive revolution that mankind have so far experienced, a time, which called for "Giants" and produced Giants in power and thought, passion and character in universality and language."

An example of a typical men of the Renaissance period was: the famous Englishmen sir Walter Raleigh, he was a soldier, sailor, explorer, pirate, coloniser, historian, phylosopher and a poet. He was much interested in science and literature. He wrote works of geography and lead expedition to South America. He was an outstanding poet. His poems are full of profound wisdom, written with great elegance of style. He organised of "academy". Christother Marlowe the greatest dramatist (before Shakespear). But one of the greatest men of this period was sir Thomas More.

**Questions:**

1. How long does The Renaissance lasted?

2.What was it coursed by?

3. Who created a new theory of art? What was it about?

**Вариант 2**

**1. Переведите на английский язык.**

1. Если ты опоздаешь, позвони мне пожалуйста.
2. Я бы согласилась, если бы меня пригласили путешествовать по миру
3. Ты бы понял материал вчерашнего урока гораздо лучше, если бы читал медленнее
4. Если бы я хорошо готовил, я бы пригласил их на обед
5. Жаль, что я не взял фотоаппарат.

**2. Переведите на английский язык употребляя Complex Object.**

1. Я знаю, что ваш брат болен.
2. Мама заставила меня поехать за город (на дачу).
3. Его родители не рассчитывали, что после школы он пойдет в университет.
4. Я заставлю его принести кни­гу завтра.
5. Я рассчитываю, что он мне позво­нит.
6. Мы хотели, чтобы они достигли успе­ха.
7. Мы бы не хотели, чтобы учитель поду­мал, что мы нарочно опоздали.
8. Он услы­шал, что кто-то зовет его по имени.

**3. Переведите на английский язык употребляя Complex Subject**

1. Ваш приятель, кажется, очень интересуется древней историей.
2. Известно, что римляне по­строили на Британских островах хорошие дороги.
3. Полагают, что поэма „Беовульф" была напи­сана в **VIII** веке.
4. Вальтер Скотт считается со­здателем историче-ского романа.
5. Сообщают, что экспедиция достигла места назначения.
6. Я случайно знаю номер его телефона.
7. Он ока­зался хорошим спортсменом.
8. Он, кажется, пишет новую статью: кажется, он работает над ней уже две недели.
9. Я случайно встретил его в Москве.

**4. Read the text, translate and answer the questions.**

**Art galleries of London**

London is very rich in museums and art galleries.

If you are fond of painting you'll go to the Tate Gallery. A rich sugar manufacturer Henry Tate founded it in 1897. There are about 300 oils and 19000 watercolours and drawings. There are many works by the English painter William Turner there. Most of his paintings are connected with the sea theme. There are a lot of paintings by the 16-th century English artists and paintings by foreign artists of the 19-20-th centuries. There are some paintings by impressionists there. You can see works by modern painters: Pablo Picasso among them. There are many interesting sculptures there. Henry Moor's can be seen there. He was a famous British sculptor. The National Gallery is one of the most important picture galleries in the world. The Tate Gallery is the most necessary compliment to the National Gallery as it contains contemporary works particularly by English and French masters.

The British Museum is the largest and richest of its kind in the world. It comprises the national museum of archaeology and ethnography and the national library. The present building was built in 1852. By law a copy of every book, periodical and newspaper, published in Britain must be presented in the British museum. It contains books and manuscripts: Greek, Roman, British and Oriental antiques. It has a department of Ethnography. This collection is so vast that only a very small percentage of it is on show to the public. There's also a department of prints and drawings. There're departments devoted to maps, coins, medals and philately. Those who come to the British museum can see a fascinating array of clocks and watches.

Cultural life of London would be impossible without the Royal Albert hall, the Royal Festival hall, the National theatre and a great number of museums: the Victoria and Albert museum, the Geological Museum, the Museum of Mankind, Natural history museum and others.

**Questions:**

1. What is the most famous gallery in London?

2.What one can see in the Tate Gallery?

3. Speak about the British Museum. What other London museums do you know?

**Salvador Dali**

Dali is well known for his surrealist works and many consider him the most brilliant Surrealist of his time. But to understand the enigma that is Salvador Dali, one must take a look back into his childhood, his family, and his inspirations.

Salvador Dali was born in Figueras, Spain. Dali, being the only young male in a female-dominated household, was pampered a lot by his mother, grandmother, aunt, and nurse. All this attention was not enough for Dali, and he constantly sought ways to attract more. He was extremely naughty boy.

By the age of 10, Dali began to show an interest in art. He produced his first painting. By the time, he was 15; he had already set up his own art exhibition.

In 1921, a 17-year-old Salvador Dali entered the Madrid Fine Arts School, hoping to fuel his interest in Futurism and Cubism. However, Dali was suspended for a year after urging all students to rebel against the school's authorities. In 1926, the school decided to expel Dali for similar reasons.

In 1929, Salvador Dali developed an interest in Surrealism, and joined the movement. He began developing his method, which he eventually would name «Paranoic-critical» and describe as a «spontaneous method of irrational knowledge».

In 1929, Dali met Gala Eluard, with whom he eloped in 1932. She became his model, his agent, his inspiration, and eventually, his reason for living. She would be the only woman in his life for the remainder of his years.

In the continuing years, Dali painted less. He began to read the ideas of Freud, and found new inspiration. He was fascinated with the state of semi-consciousness, the mental state between consciousness and unconsciousness. In this state, the mind is free from the restraints of logic or social regulations. Instead of analyzing this state of mind as Freud did, Dali simply wanted to explore it and find a way to portray it with his art.

Perhaps because he grew tired of it, or perhaps to keep his own sanity, Dali stayed away from Surrealism and returned to the Classical form of art in 1936. He experimented with several types of classical art, including Classical Spanish, Classical Italian.

In the 1930's, he took up a great interest in Hitler, and not Lenin, who was favoured by the other surrealists. This created a strain with his friends, and in 1939, Dali decided to move to the United States.

In the United States he participated in the making of several films. He explored religious themes in his art for a time, also began introducing erotic scenes into his works.

Salvador Dali was diagnosed with Parkinson's disease in 1981. His beloved Gala died the next year. Dali's life, it seemed, was falling apart around him. His reason for living had ceased to exist. The 77 year old Dali had, for the first time in his life, lost all inspiration for his art. He lost the desire to paint.

In 1989, when Dali was 85 years old, his disease, which he was diagnosed with in 1981, had finally caught up with him, and the most brilliant surrealist of his time was dead. He was buried in a tomb below his Museum in his hometown of Figueras.  
His contributions to the art world can be seen in many modern artists' works and one may suspect that the influence of Salvador Dali will be present in many years to come.

**Устные темы для 1 и 2 варианта:**

British and American painters

My favourite painter

Modern Art

**5.1.5. Контрольная работа за 3-й семестр.**

**Профессионально ориентированный раздел для музыкальных отделений.**

**Вариант 1**

**1. Раскройте скобки, употребляя требующуюся форму герундия***.*

1. The girls were busy (to pack) when one of them suddenly remembered (to leave) the milk on the stove which was probably boiling over.
2. Little David couldn't bear (to recite) his lessons in the presence of his stepfather and Miss Murdstone. They fright­ened him so that he couldn't help (to make) mistakes though he tried hard to avoid (to displease) them and (to scold).
3. I landed in London on an autumn evening. My friends expected me home for the holi­days, but had no idea of my (to return) so soon. I had purposely not informed them of my (to come), that I might have the pleasure of (to take) them by surprise. And yet I had a feeling of disappointment in (to receive) no welcome. I even felt like (to cry).
4. The girl was proud of (to choose) to represent the sportsmen of the school at the coming competition. She thanked her classmates for (to choose) her and promised to do her best to win.

**2. Вставьте Participle 1 или Participle 2.**

1. a) We listened to the girls (singing, sung) Russian folk songs.
2. b) We listened to the Russian folk songs (singing, sung) by the girls.
3. a) The girl (washing, washed) the floor is my sister.
4. b) The floor (washing washed) by Helen looked very clean.
5. a) Who is that boy (doing, done) his homework?
6. b) The exercise (doing, done) by the pupils were easy.
7. a) The house (surrounding, surrounded) by tall trees is very beautiful.
8. b) The wall (surrounding, surrounded) the house was very high.
9. a) The girl (writing, written) is our best pupil.
10. b) Everything (writing, written) here is quite right.
11. a) Read the (translating, translated) sentences one more.
12. b) The pupils (translating, translated) a very difficult text are tired.

**3. Перевести на русский язык.**

1. A letter sent from St. Petersburg today will be in Moscow tomorrow.
2. He saw some people in the post office sending telegrams.
3. When sending the telegram, she forgot to write her name.
4. Some of questions put to the lecturer yesterday were very important.
5. The girl putting the book on the shelf is the new librarian.
6. While putting the eggs into the basket, she broke one of them.
7. A fish taken out of the water cannot live.
8. A person taking a sunbath must be very careful.
9. Having taken a dictionary, he began to translate the text.

**4. Read the text, translate and answer the questions.**

**MOZART**

of the greatest composers ever born. Like Shakespeare, he stands at the summit of human achievement. In every form, from serenade to fugue, from piano concerto and symphony to the heights of grand opera, his music amazes, enchants and invades the memory.

Thousands of books have been written about Mozart. Few lives have ever been so well documented as his, and yet he is one of the most mysterious figures in the world.

Mozart was born in 1756 in Salzburg, Austria.

He began playing the piano at 4, and when he was 5 years old, he already composed serious music. His father took him on tours of Western Europe and Italy and the boy was always a success.

Then the prodigy ripened into genius. The genius conquered Vienna and the world. Mozart's fame was great. He met all the great figures of his time, from Haydn to Goethe, from George III to the luckless Marie Antoinette. But then he suddenly fell from favour. The Vienna aristocracy grew tired of him. He lost pupils and contracts, had to move from his comfortable house in the centre to a modest flat in the suburbs. The genius was forgotten.

Mozart died in 1791, when he was only 35 years old. There's a legend that Mozart was poisoned by his rival composer Antonio Salieri. There's no truth in this legend, though it inspired many great poets, writers and composers. But it has been proved that in the last months of his life Mozart really believed that he was pursued by a spirit, "the grey messenger", who appeared and ordered him to write a requiem. In a state of depression Mozart imagined that he was to write the requiem for himself.

Not long ago a 150-volume edition of Mozart's works was published.

His works include 41 symphonies, nearly 30 piano concertos, 19 operas, a vast quantity of orchestral and other instrumental music, and volumes of church music (he wrote it mostly for financial reasons). His most famous operas are Don Giovanni, The Magic Flute and The Marriage of Figaro.

**Questions:**

1. Why is Mozart so often compared with Shakespeare?
2. Is Mozart's life well documented?
3. When did he begin playing the piano?
4. How old was he when he began composing serious music?
5. Was Mozart's fame long?
6. How did he spend the last years of his short life?
7. Was Mozart poisoned?
8. Have you read Pushkin's Mozart and Salieri? Do you remember the end of this "little tragedy"?
9. Have you heard Rimsky-Korsakov's opera Mozart and Saliertf
10. What made Mozart write his famous requiem?
11. Mozart was an unusually prolific (плодовитый) composer, wasn't he? What kind of music did he write?
12. What do you think of Mozart's music?

**BEETHOVEN**

Ludwig van Beethoven is one of the greatest composers who has ever lived. He was born in Bonn, Germany, in 1770. His father and grandmother were court musicians. His father taught him to play the piano and the violin — hoping that one day he would earn money, as Mozart did.

Beethoven's instruction was poor until he was able to study under court organist Christian Gottlob Neefe, who drilled him in the music of Johann Sebastian Bach.

Neefe also helped young Ludwig to publish his first compositions.

In 1792 Beethoven moved to Vienna. There, he began studying with Franz Haydn, but the old composer was unimpressed by his stormy young pupil.

Beethoven soon enjoyed success as a pianist, playing at private houses or palaces rather than in public. As a pianist, he was reported, he had fire, brilliance and fantasy as well as depth of feeling. During this period Beethoven wrote his famous Pathetique and Moonlight sonatas.

Devoting himself more and more to composing, Beethoven made fewer appearances as a pianist. From 1801 his hearing grew steadily worse. Proud and independent, Beethoven did not want anybody to know about it. He withdrew into isolation and devoted himself to his work.

He was opening up what he called a "new path", a more expressive and dramatic musical language, richer in emotion and deeper in thought, than the other music of his time. During this period he wrote some of his most famous music: several symphonies, the opera Fidelia, the Appassionato Sonata, the Violin Concerto, and the Emperor Piano Concerto.

In his last years he was completely deaf. Several love affairs ended unhappily, and his attempt in later life to bring up and reform a nephew ended in failure.

During the last period, Beethoven's break with the past was sharper than ever.

There is a new sense of feeling in his Ninth Symphony and Missa Solemnis. His last string quartets suggest a profound mood of acceptance, a triumphal peace over his sufferings.

(from Britannica Junior Encyclopaedia)

**Questions:**

1. Who is Beethoven?

2. When and how did he begin to play the piano?

3. Where did he write his famous Pathetique and Moonlight sonatas?

4. What happened to him in 1801?

5. What is his most famous music?

**Вариант 2**

**1. Раскройте скобки, употребляя требующуюся фор­му герундия***.*

1. The machine needs (to clean)
2. I am quite se­rious in (to say) that I don't want to go abroad.
3. He seemed sorry for (to be) inattentive to his child. 4
4. She confessed to (to forget) to send the let­ter.
5. The old man could not stand (to tell) what he should do.
6. Going to the party was no use: he had no talent for (to dance).
7. The Bronze Horseman is worth (to see)
8. After thoroughly (to examine) the student, the professor gave him a satisfactory mark.
9. After thoroughly (to examine) by the examination commission, the student was given a satisfactory mark.
10. She accused him of (to steal) her purse.
11. She reproached me for (not to write) to her.
12. This, job is not worth (to take)
13. After (to look) through and (to mark) the students' papers, the teacher handed them back.
14. After (to look) through and (to mark), the papers were handed back to the students.
15. These clothes want (to wash)
16. David was very glad of (to find) his aunt.
17. Excuse me for (to break) your beautiful vase.
18. You never mentioned (to be) to Greece.
19. She was proud of (to award) the champion's cup.
20. I don't remember ever (to meet) your sister.
21. I don't remember (to ask) this question by any­body.
22. The cat was punished for (to break) the cup.
23. The cat was afraid of (to punish) and hid itself under the sofa.

**2. Вставьте Participle 1 или Participle 2**

1. The scientists (discussing / discussed) this problem will take part in the
2. conference.
3. The problems (discussing / discussed) at the conference are of great importance for future research.
4. The subjects (studying / studied) in the first year at the Institute are: mathematics, chemistry, drawing geometry and others.
5. Students (studying / studied) foreign languages should read special lit-erature in the original.
6. The professor (delivering / delivered) lectures on mathematics is a well-known specialist.
7. The lecture (delivering / delivered) by professor N. was very interest-ing.
8. Specialists (training / trained) at our University work in different fields of the national economy.
9. The coach (training / trained) our volley-ball team is a good sportsman.

**3. Перевести на русский язык**

1. **When completed** in 1897, Jefferson's building was the largest and cost-liest library in the world.
2. **Though being** a school teacher of mathematics all his life, Tsiolkovsky concentrated his attention on man's travel into space.
3. **If compared** to today's TV program, the first black-and-white pictures were rather bad.
4. **While being** a teacher of deaf people Bell became interested in sound and its transmission.
5. **Though discovered,** Newton's mistake had no influence on his theory.
6. **While working at** a new transmitter for deaf people Bell invented a tel-ephone.
7. **If heated** to 100 "C, water turns into steam.

**4. Read the text, translate and answer the questions.**

**Jazz**

I think that the question “What is jazz?” is a highly subjective one. Ask 100 different people "What is jazz?" and you're likely to get 100 different answers. But personally I think that jazz is American classical music. It is an American way of playing music which takes all of the unique elements of their culture. And no music that has been created in this country so exactly gives the ideals of individualism and gives one an opportunity to express oneself in such a special way as jazz does.

It's no secret that jazz music started in the black ghettos of New Orleans at the end of the 19th century. In the 1920s jazz moved up river to Chicago and New York. In the 1960s musicians began incorporating R&B, rock and new electric instruments into their jazz. Everything exploded and suddenly jazz was all over the place.

And at present, it seems that there are almost as many names for jazz as there are jazz groups. For example there are contemporary jazz, mainstream jazz, smooth jazz, alternative jazz, acid jazz, avant-garde jazz, Latin jazz, fusion, etc.

So perhaps a better question is: What do you like? From Jelly Roll Morton to Lee Morgan, from James P. Johnson to John Zorn, the answer is out there, preserved on record for our learning and listening pleasure. Yes, experiencing all the different styles of jazz is a daunting task, but the rewards are great; and the more you listen, the more you'll find similarities within the styles. What's more, jazz elements can be heard outside of its own genre - in rock, R&B, Latin music, African music - the list is endless.

Yet, one thing is sure: Jazz remains America's only original living art form. Today, its influence envelops the globe. It's expressive. It's enriching. Call it what you like - jazz is here to stay.

**Music**

Can you think of a day without music? We can hear music everywhere: in the streets and at home, over the radio and on TV, in the shops and in the parks. People all over the world are fond of music. They listen to music, they dance to music, they learn to play musical instruments.

But what is music? Specialists explain that music isn't only a combination of pleasant sounds. It is an art which reflects life. There are a lot of different kinds of music. Some of them appeared long ago, and some are modern. For example, folk music appeared long ago, but it is still alive. There are many local performers, choirs and folk groups in Russia; but perhaps the most famous singer is Nadezhda Babkina. Folk songs are very tuneful and pleasant to listen to. Classical music is often associated with the music of the past. However, this style also includes music being written now, and we may speak of modern classical music. Rap is a modern musical style where the singer speaks or shouts the words in time to music with a steady beat. Such groups as Public Enemy or House of Pain are leaders in this style.

Great Britain has produced more popular music stars than any other country. Over the last 30 years rock and pop music have been very popular in Britain. The Beatles, with their style of singing, eloquent and exciting, is still one of the most popular groups. British groups often set new trends in music. New styles, groups and singers continue to appear. Some of the more recent pop groups are Dire Straits, Eurhythmics and Spice Girls. Many of the new bands have been able to use the changes in technology to develop their music. Computerized drum machines, synthesizers and other electronic instruments are now just as popular as the piano and electric guitars.

Tastes differ. So people's musical interests range from pop and rock music, which are extremely popular nowadays, especially among young people, to classical music and opera.

My favourite style of music is pop music, because it is breathtaking and full of energy. When I listen to pop music it makes me remember happy times and forget the problems of everyday life. It helps me to relax when I'm tired, and entertains me when I'd like to have fun. My favourite group is Abba. It was formed in 1973 in Sweden. Abba's cheerful tunes made them international pop stars and one of the most successful groups of the seventies. Their most famous songs ("Waterloo", "Money, Money, Money", "Knowing Me, Knowing You", etc.) often topped European charts. Though the group doesn't exist any more, it is still popular with people of all ages. I can't but admire their style of singing. I find it fascinating and overwhelming. When I have free time I listen to their records. I also like having background music while I am working.

I don't mind listening to dance music, especially when I go to disco clubs. This style of music is catchy and I like catchy tunes. It makes me more energetic.

It's a pity that many young people like to listen only to modern music. As for me, I also enjoy listening to classical music. I find it tuneful and appealing. Classical music is always a complex of emotions. It gives me delight, pleasure and a sense of happiness. Some pieces of classical music are really wonderful. Not long ago I listened to the First Piano Concerto, composed by Tchaikovsky. The power of his music captivated me. The impression was overwhelming.

The music I hate is heavy metal. I find it noisy and dreadful. When I listen to this style of music it presents to my mind pictures of dark days. Though some young people are fond of this style of music, it is not to everyone's taste. To my mind, music too loud can destroy our ears. I am indifferent to other styles of music. For example, I don't mind listening to jazz. Improvisation is an important part of this style, that's why a jazz song may sound a little different each time it is played. I think that jazz is a mixture of many different kinds of music, but I consider it a bit complicated.

My mother and father approve of my tastes in music. Though they prefer to listen to classical and "bard music", they think that, on the whole, modern music is not too bad. My parents agree that each generation has its own tastes.

It goes without saying that music plays a very important role in people's lives. It reflects our moods and emotions. Music appeals to our hearts and transforms our feelings. It conquers our souls and enriches our minds. Besides, listening to music is the perfect way to spend free time and not to feel bored. You can hardly find a person who doesn't like or need music and who never sings or dances. Music is beauty in sounds; it is our magic source of inspiration.

**Устные темы для 1 и 2 варианта:**

1. My future profession

2. Different musical styles

3. My favourite musical style

4. Musical instruments

5. Music traditions in Russia

6. Music traditions in Britain and America

7. Great Russian composers

**5.1.6. Контрольная работа за 4-й семестр.**

**Вариант 1**

**1. Переведите на английский язык.**

1. Если ты закончишь домашнюю работу вовремя, мы пойдем в кино.
2. Если бы ты не забыл на работе ключ, ты бы открыл дверь
3. Если бы я знал английский, я бы нашел лучшую работу
4. Жаль, что я не говорю по-итальянски.

**2. Переведите на английский язык употребляя Complex Object**

1. Он терпеть не мог, когда люди громко смея­лись.
2. Мама хотела, чтобы я полила цветы.
3. Я видел, как она вышла из трамвая и перешла улицу.
4. Я не ожидал, что моя сестра получит тройку.
5. Я знаю, что ваш друг — футболист- профессионал.
6. Я хочу, чтобы это правило выу­чили.
7. Я слышал, как кто-то постучал в дверь.
8. Когда ты починишь свои часы?

**3. Переведите на английский язык употребляя Complex Subject**

1. Говорят, что это здание было построено в XVII веке.
2. Предполагают, что заседание закон­чится в десять часов.
3. Никак не ожидали, что холодная погода наступит так рано.
4. Оказалось, что мы уже когда-то встречались.
5. Вы, кажет­ся, устали.
6. Условия работы оказались более трудными, чем предполагалось.
7. Вы случайно не знаете этого человека?
8. Книга, которую вы мне дали, оказалась скучной.

**4. Read the text, translate and answer the questions.**

**Music in Great Britain**

The British have not been regarded as a particularly musical people and, from the end of the 17th century until the 20th century, there were relatively few British composers of international renown.

Before the 16th century, musical life was centred on the church, especially the cathedrals and the royal chapels. The choral works of John Taverner, William Byrd and Thomas Tallis are still performed today, most notably by the choirs of King's College, Cambridge and Christ Church in Oxford. Secular music in the 16th century included the instrumental work of William Byrd and Orlando Gibbons and the madrigals of Gibbons and Thomas Morley.

Henry Purcell, famous for his opera Dido and Aeneaf (1689), has been described as the last great English composer before the 20th century. John Gay's The Beggar's Opera (1728), is still occasionally performed, and the comic operas of Gilbert and Sullivan are among the few 19th century British works that are still part of the repertoire.

The 20th century saw a renaissance in British music with the work of composers such as Delius, Hoist, Elgar, Vaughan Williams, Walton, Tippett, Maxwell Davies and Britten. Britten in particular came to be regarded as a specially "English" composer, partly through the English themes of several of his operas but also through the folk songs and church music that provided the inspiration for many of his other works.

There is now a flourishing musical life in Britain with more people going to concerts than ever before. The BBC plays an important part in the development of music both by commissioning new work and by supporting orchestras. The BBC Radio 3 programme, which is broadcast throughout the day and evening, is devoted mainly to music. Many British orchestras and musical groups have an international reputation. They include the London Philharmonic Orchestra (LPO), the London Symphony Orchestra (LSO), the BBC Symphony Orchestra, the Philharmonia, the Royal Liverpool Philharmonic, and others. Famous choirs include the Bach Choir and the Royal Choral Society. Music festivals held annually include those at Bath and Aldeburgh, and the Three Choirs Festival, held at Gloucester, Hereford and Worcester in turn. The popular series of Promenade Concerts held every summer in the Royal Albert Hall, London, are broadcast by the BBC.

At a more modest level, almost all schools and colleges have an orchestra, and many towns have a choral society. Music in the home is more likely to be listened to than played, but many homes have a piano.

**Questions:**

1. Were there many British composers of international renown before the 20th century?  
2. What was musical life centred on before the 16th century?  
3. What happened with British music in 20th century?  
4. What is Britten famous for?  
5. What role does the BBC play in the development of music?  
6. What famous British orchestras and choirs do you know?

**The Irish Music**

Ireland is strong and rich in music. The Irish people love to sing, to dance and to make music of all kinds. The harp has always been a very important musical instrument in Ireland. In the wars between the Irish and the English, it was like a national flag for the Irish. In the seventeenth century it became more than that. One very famous harper was O'Carloan. He was born in Westmeath in about 1670. When O'Carloan was about sixteen years old his eyes failed and he became blind. With the help of a kind, rich lady he learned to play the harp. He also wrote poetry and music for the harp. People have saved a lot of his music and harpers still play O'Carloan's beautiful songs.

When they hear the word "nocturne", people usually think of Chopin. Chopin's nocturnes are famous but the first nocturnes came from an Irishman. He was John Field. He was a pupil in London of the great piano player, composer and teacher Clementi. He was one of the really great pianists. We can't hear him today because there were no record of music in his time.

Ireland also has its great pop and rock musicians. A very successful group is U2. It started in Dublin in 1979. U2 is a rock group. It knows the young people of Ireland and the things that they feel and want. They speak for young Irish people but they are famous all over the world. Today there are many Irish musicians. A lot of them are internationally famous, and that is wonderful for a country with only five million people.

**Questions:**

1. What is the most important musical instrument in Ireland?

2. Who was one most famous harper?

3. Where do the first nocturnes came from?

4. What Irish pop and rock musicians do you know?

**Вариант 2**

**1. Переведите на английский язык.**

1. Если ты опоздаешь, позвони мне пожалуйста.
2. Я бы согласилась, если бы меня пригласили путешествовать по миру
3. Ты бы понял материал вчерашнего урока гораздо лучше, если бы читал медленнее
4. Если бы я хорошо готовил, я бы пригласил их на обед
5. Жаль, что я не взял фотоаппарат.

**2. Переведите на английский язык употребляя Complex Object.**

1. Я знаю, что ваш брат болен.
2. Мама заставила меня поехать за город (на дачу).
3. Его родители не рассчитывали, что после школы он пойдет в университет.
4. Я заставлю его принести книгу завтра.
5. Я рассчитываю, что он мне позвонит.
6. Мы хотели, чтобы они достигли успеха.
7. Мы бы не хотели, чтобы учитель подумал, что мы нарочно опоздали.
8. Он услышал, что кто-то зовет его по имени.

**3. Переведите на английский язык употребляя Complex Subject.**

1. Ваш приятель, кажется, очень интересуется древней историей.
2. Известно, что римляне по­строили на Британских островах хорошие дороги.
3. Полагают, что поэма «Беовульф» была написана в **VIII** веке.
4. Вальтер Скотт считается со­здателем историче-ского романа.
5. Сообщают, что экспедиция достигла места назначения.
6. Я случайно знаю номер его телефона.
7. Он ока­зался хорошим спортсменом.
8. Он, кажется, пишет новую статью: кажется, он работает над ней уже две недели.
9. Я случайно встретил его в Москве.

**4. Read the text, translate and answer the questions**

**John Lennon**

John Winston Lennon was born on October 9, 1940, to a troubled, working-class Liverpool family. Johns father deserted his mother when John was only three, so at an early age Lennon was sent to live with his aunt in the suburb of Woolton, where he was a rebellious child. Frequently skipping school, Lennon left Quarry Bank High School at age 16 after his aunt persuaded the headmaster to write him a recommendation to Liverpool Art College. At art school Lennon became involved in music, buying a guitar and starting a skiffle band in early 1957. That band, "The Quarry-men" evolved over the next few years into "The Beatles".

Lennon remained a principle singer and songwriter for the band through its decade-long career, splitting these duties with Paul McCartney. Lennon contributed more experimental and mystical music during the bands later years, while McCartney was more pop-oriented; Lennon also led the group into drug use during the mid-'60s and encouraged them to follow his guru, the Maharishi Mahesh Yogi.

Shortly after forming "The Beatles" Lennon married an art school classmate, Cynthia Powell, with whom he had a son, Julian, in 1963. Their marriage was rocky, especially after Lennon began openly dating an older Japanese-American artist named Yoko Ono. Cynthia divorced John in 1968. In the spring of 1969 Lennon and a very pregnant Ono embarked on a "honeymoon" to Europe, stopping along the way to get married in Gibraltar on March 20th. The newly-weds returned to England in May 1969, where Yoko had a miscarriage, the first of several.

To deal with their anguish, John and Yoko hastily recorded two avant-garde albums, "Life with the lions" and "The Wedding Album" (whose entire B-side consists of John and Yoko screaming each others name).

As Lennon spent more time collaborating with Ono, he began to distance himself from the other "Beatles". In late 1969 he informed the group that he wanted to quit the band, but because contract negotiations were underway with EMI, his decision was kept quiet. Lennon intensified his political actions, paying for billboards in various cities that called for the end of war, and returning an award given to him by the Queen in protest of Britain's involvement in Biafra. Lennon refocused on his music career in February 1970. Two months later Paul McCartney released his debut solo album and publicly announced the end of "The Beatles", angering Lennon, who had first had the idea and wanted to be the one to break the news.

In the spring of 1971 Lennon and Ono relocated to New York City, moving into the Dakota, an historic apartment building on Central Park West. Lennon wasted no time becoming involved in American society, siding with Chicago Seven political radicals and frequently speaking out on political issues. That fall Lennon released his most popular solo album, the No. 1 charting "Imagine" which dealt with personal and political issues in a more accessible manner than his earlier works.

In 1974 Lennon separated from Yoko Ono, relocating to Los Angeles. For the next two years Lennon became heavily involved in drugs, and became a frequent attendee of celebrity parties and wild nightclubs. Through the party circuit Lennon developed a friendship with Elton John, with whom he co-wrote the song "Whatever Gets You Through the Night," Lennons 1974 No. 1 comeback. On Thanksgiving night Lennon joined John onstage at Madison Square Garden, a legendary performance which turned out to be Lennons last public concert. The following year Lennon recorded a contractual obligation album, "Rock and Roll". Several months before the official release of the album, businessman Morris Levy released a bootleg of the record. Lennon later sued Levy, winning a large judgement in court.

By the end of 1975, things had turned around for Lennon: Elton John had helped John and Yoko resolve their marital differences, and in early October an appeals court overturned the deportation order which had been haunting Lennon. The following year Ono became pregnant yet again, and on October 9, 1976 (John's birthday) gave birth to their child, Sean. In the summer of 1976 John retired from music to raise his child.

In early 1980 Lennon came out of retirement and signed a new record. John and Yoko recorded a new album that summer, "Double Fantasy" which was released in November.

While leaving his New York apartment on December 8, Lennon was approached by a sleazy-looking fan who requested an autograph. John returned home several hours later, the fan was still outside his apartment, and shot Lennon several times. He died minutes later, and the crazed fan, Mark David Chapman, was quickly arrested.

On December 14, at 2 p. m., Lennon fans around the world participated in a widely publicised 10-minute silent vigil. Naturally, "Double Fantasy" went to No. 1 and sold thousands of copies. As Chapman went to trial, bizarre details came out about the disturbed loner, who apparently was obsessed not only with Lennon, but also with the popular novel Catcher in the Rye. He was easily convicted and sentenced to an indefinite term in a mental institution.

**Questions:**

1. What is John Lennon best known as?  
2. What did his creative career also include?  
3. What did Lennon heavily influence?  
4. How are many of his songs ranked?  
5. What did a vote conducted by the BBC discover?  
6. Where did Lennon live after his parents' divorce?  
7. Why did John Lennon drop out of the Liverpool College of Art?  
8. What did he devote himself instead?  
9. What was John Lennon's role in the development of music?  
10. When did John Lennon decide to quit the Beatles?  
11. What happened in 1980?

**Folk Music**

Easier - Folk music is traditional melodies, words, and songs of the common people that are often handed down from one generation to the next.

Harder - Folk music songs deal with almost every kind of human activity. Folk music often expresses the character of ethnic and social groups and sometimes a nation. It is the music of the people. A folk song can express political or religious beliefs, tell a story or describe history, or just provide amusement.

Folk music is usually learned by listening rather than by reading the notes or words. The music is shared from person to person, from place to place, and from generation to generation. Folk song sometimes change either by accident or from a purposeful alteration. Folk song melodies and words often evolve over time. Tunes are shortened or lengthened, pitches and rhythms are altered, and portions of one song may be combined with part of another. Words of a song may also change over time.

Folk songs can often be classified into different types. The ballad, a song that tells a story often about real events, is one of the main types of folk song. Ballads are in stanza form, where a melody is repeated for each of several verses, and may have a refrain that is repeated several times. Another type of folk song is those that deal with a particular activity, occupation, or set of circumstances. This group includes work songs, prison songs, war songs, and the like. There are also spiritual songs, songs for children, songs about life's stages, and many songs are just for celebration, dance, and enjoyment.

**Questions:**

1. What is folk music?

2. What does it express?

3. May it be changed through the time?

4. What types of folk music do you know?

**Устные темы для 1 и 2 варианта:**

1. Jazz. Rock-n-roll.

2. Russian folk music.

3. Modern music.

4. Music in my life.

**5.2. Время на выполнение: 90 минут**

**5.3. Критерии оценивания результатов.**

**Шкала оценки грамматических (письменных) заданий.**

|  |  |  |
| --- | --- | --- |
| Процент результативности (правильных ответов) | Оценка уровня подготовки | |
| балл (отметка) | вербальный аналог |
| 100÷95 | 10 | Превосходно |
| 94 ÷ 90 | 9 | прекрасно |
| 89÷85 | 8 | отлично |
| 84÷80 | 7 | очень хорошо |
| 79 ÷ 75 | 6 | качественно |
| 74÷70 | 5 | хорошо |
| 69÷65 | 4 | приемлемо |
| 64 ÷ 60 | 3 | достаточно |
| 59÷55 | 2 | удовлетворительно |
| менее 54 | 1 | неудовлетворительно |

**Шкала критериев оценки устных ответов учащихся**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Критерии,**  **Баллы.** | **Содержание** | **Взаимодействие с собеседником** | **Речевое оформление** | **Интонация/произношение** |
| **3** | Задание выполнено полностью: цель общения успешно достигнута, высказывания связные, логичные; тема раскрыта в полном объеме. | Демонстрирует способность начинать и активно поддерживать беседу, соблюдая очередность в обмене репликами, задавать и отвечать на поставленные вопросы, быстро реагировать и проявлять инициативу при смене темы беседы, восстанавливать беседу в случае сбоя. | Речевое оформление соответствует поставленной задаче. Допускает незначительное количество ошибок, которые не мешают пониманию. | Речь понятна: соблюдает правильный ритм и интонационный рисунок |
| **2** | Задание выполнено, цель общения достигнута, высказывания в основном логичные и связные, однако тема раскрыта не в полном объеме | В большинстве случаев демонстрирует способность начинать, при необходимости и поддерживать беседу, реагировать и проявлять определенную инициативу при смене темы. В некоторых случаях наблюдаются паузы. | Речевое оформление в основном соответствует поставленной задаче, однако наблюдаются некоторые затруднения при подборе слов и некоторые неточности при беседе на более абстрактные темы. Допускает ошибки, которые не препятствуют пониманию | В основном речь понятна: ритм и интонационный рисунок иногда нарушаются**.** |
| **1** | Задание выполнено частично: цель общения достигнута не полностью, тема раскрыта недостаточно | Сигнализирует о наличии проблемы в понимании собеседника. Не стремится начинать и поддерживать беседу, передает наиболее общие идеи в ограниченном контексте, в значительной степени зависит от помощи со стороны собеседника | Имеет ограниченный словарный запас, делает многочисленные ошибки или единичные ошибки, затрудняющие понимание. | В отдельных случаях понимание речи может быть затруднено из-за неправильного ритма или интонационного рисунка, требуется напряженное внимание со стороны слушающего |
| **0** | Задание не выполнено, цель общения не достигнута | Не может поддерживать беседу | В целом не соответствует поставленной задаче | Речь почти не воспринимается на слух |

Критерии: баллы ставятся по каждому критерию в столбиках. Максимальное количество баллов –10.Минимальное — 0.

**5.4. Перечень материалов, оборудования и информационных источников, используемых в аттестации**

**5.4.1.Требования к минимальному материально-техническому обеспечению.**

**Оборудование учебного кабинета**: таблицы, карты, стенды по иностранному языку.

1. Карта Великобритании
2. Таблицы:

* Спряжение глагола to be.
* Сравнительная таблица всех времен.
* Числительные.
* Сослагательное наклонение.

1. Стенд: «Современный английский»
2. Раздаточный материал: Три формы неправильных глаголов

**5.4.2.Информационное обеспечение обучения**

**Перечень рекомендуемых учебных изданий, Интернет-ресурсов, дополнительной литературы.**

**Основные источники:**

1. Безкоровайная, Г. Т., Койранская, Е. А., Соколова, Н. И., Лаврик, Г. В. Planet of English: учебник английского языка для учреждений СПО – М.: Академия, 2016. – 256 с.

**Дополнительные источники**

1. Голицынский, Ю.Б. Грамматика: Сборник упражнений.- СПб.: КАРО, 2012. - 544с.
2. Пароятникова, А.Д., Полевая, М.Ю. Английский язык. Учебник для гуманитарных факультетов университетов. 2-е изд., испр. и доп. - М. : Высшая школа, 2003. – 367 с.

**Интернет-ресурсы:**

1. «English: thebest» [Электронный ресурс]: база данных. – Режим доступа: <http://www.english-thebest.ru/> (дата обращения 27.11.2017).
2. Home English [Электронный ресурс]: база данных. – Режим доступа: <http://www.homeenglish.ru/> (дата обращения 27.11.2017).
3. Native English [Электронный ресурс]: база данных. – Режим доступа: <http://www.native-english.ru/topics/> (дата обращения 27.11.2017).
4. Академик. Словари и энциклопедии. [Электронный ресурс]: база данных. – Режим доступа: <http://dic.academic.ru/> (дата обращения 27.11.2017).
5. Воокs Gid. Электронная библиотека. [Электронный ресурс]: база данных. – Режим доступа: [www.booksgid.com](http://www.booksgid.com) (дата обращения 27.11.2017).
6. Глобалтека. Глобальная библиотека научных ресурсов. [Электронный ресурс]: база данных. – Режим доступа: [www.globalteka.ru/index.html](http://www.globalteka.ru/index.html) (дата обращения 27.11.2017).
7. Единая коллекция цифровых образовательных ресурсов. [Электронный ресурс]: база данных. – Режим доступа: <http://school-collection.edu.ru/> (дата обращения 27.11.2017).
8. Единое окно доступа к образовательным ресурсам. [Электронный ресурс]: база данных. – Режим доступа: [www.window.edu.ru](http://www.window.edu.ru) (дата обращения 27.11.2017).
9. Единый информационный ресурс [Электронный ресурс]: база данных. - Режим доступа: <http://www.ruthenia.ru> (дата обращения 27.11.2017).
10. Педсовет. Сообщество взаимопомощи учителей. [Электронный ресурс]: база данных. – Режим доступа: <http://pedsovet.su/load/96> (дата обращения 27.11.2017).
11. Российская государственная электронная библиотека [Электронный ресурс]: база данных. – Режим доступа: <http://elibrary.rsl.ru/> (дата обращения 27.11.2017).
12. Российский образовательный портал. Доступность, качество, эффективность. [Электронный ресурс]: база данных. – Режим доступа: [www.school.edu.ru/default.asp](http://www.school.edu.ru/default.asp) (дата обращения 27.11.2017).
13. Учительский портал [Электронный ресурс]: база данных. – Режим доступа: <http://www.uchportal.ru/> (дата обращения 27.11.2017).
14. Федеральный портал «Российское образование» [Электронный ресурс]: база данных.- Режим доступа: <http://www.edu.ru/> (Дата обращения: 27.11.2017)
15. Федеральный центр информационно-образовательных ресурсов [Электронный ресурс]: база данных. – Режим доступа: <http://fcior.edu.ru/> (дата обращения 27.11.2017).
16. Фестиваль педагогических идей «Открытый урок». Иностранный язык [Электронный ресурс]: база данных. – Режим доступа: <http://festival.1september.ru/foreign-language> (дата обращения 27.11.2017).