

ИНДИВИДУАЛЬНЫЙ ПРЕДПРИНИМАТЕЛЬ МАКСИМОВА ЕЛЕНА АНАТОЛЬЕВНА

ЯЗЫКОВОЙ ЦЕНТР «LANGUAGE CENTRE FOR INDIVIDUALS»

ДОПОЛНИТЕЛЬНОГО ОБРАЗОВАНИЯ ДЛЯ ДЕТЕЙ И ВЗРОСЛЫХ

СОГЛАСОВАНО:

от _____ № _____

УТВЕРЖДАЮ:

Директор

_____ Е.А.Максимова

«_____» _____ 20_г.

Дополнительная общеобразовательная общеразвивающая
программа
Английский язык для старших школьников и взрослых
«New Headway»

Возраст: 16+

Срок обучения: 4 года

СОСТАВИТЕЛЬ: Максимова Елена Анатольевна,

ДИРЕКТОР «Language centre for individuals»

Ижевск 2017г.

ПАСПОРТ ПРОГРАММНОГО ДОКУМЕНТА ПЕДАГОГА

1	Ф.И.О., руководителя объединения: контактный тел.	Максимова Елена Анатольевна Р.тел. 56-90-66 С.т. 8-9199115075
2	Наименование языкового центра дополнительного образования для детей и взрослых	Языковой центр «Language Centre for Individuals»
3	Вид программного документа	Дополнительная общеобразовательная общеразвивающая программа Английский язык для старших школьников и взрослых «New Headway»
4	Время обучения	New Headway Beginner – 112 ч. New Headway Elementary – 112ч. New Headway Pre – Intermediate – 96 ч. New Headway Intermediate – 96 ч. Итого: 416 ч.
5	Группа №	1
6	Направление деятельности (отметить нужное направление)	Дополнительное образование
7	Предметная область	Английский язык
8	На базе образовательного учреждения	Языковой центр Language Centre for Individuals (LCI)
9	Место проведения занятий: кабинет №	Каб. № 2
10	Расписание занятий группы	

Пояснительная записка

Дополнительная общеобразовательная общеразвивающая программа предназначена для тех студентов, у которых стоит определенная цель. Учебники «New Headway» приучают студентов думать, говорить, писать на английском языке и свободно ориентироваться в англоязычной среде, развивают беглость разговорной речи.

Серия состоит из 4 уровней: Beginner, Elementary, Pre-Intermediate, Intermediate.

«New Headway» — это обновленное издание полюбившихся учебников «Headway», впервые выпущенных в 1998 году.

Предлагаемые курсы обучения английскому языку по методике New Headway разбиваются на 4 уровня:

- Уровень для начинающих –Headway Beginner;
- Элементарный уровень – Headway Elementary;
- Начальный средний уровень – Headway Pre-Intermediate;
- Средний уровень - Headway Intermediate;

Четыре уровня обучения проводят студентов от начинающего до среднего уровня, используя ясный и доступный подход, который развивает как точность, так и беглость во всех четырех аспектах владения иностранным языком: устной речи, восприятии на слух (аудировании), чтении и письме. Обучение начинается с любого этапа, в зависимости от уровня подготовки (определяется тестированием).

Каждый урок в учебнике имеет ясную структуру и снабжен заголовками, которые поясняют цель и природу каждого задания.

Актуальность и практическая значимость программы « New Headway» состоит в том, что знание английского языка зачастую является не достижением, а необходимостью. Этот язык действительно стал международным. И если не использовать английский язык в своей жизни, то можно лишиться себя ряда преимуществ. Работаете ли вы в международной компании, путешествуете ли, осваиваете ли различные компьютерные программы, - везде вам сопутствует английский язык.

Методика New Headway на протяжении последних 15 лет задает стандарт обучения английскому языку. Она приобрела мировую известность и является своего рода эталоном образовательных программ по всему миру. Это исчерпывающий курс с многообразными дополнительными материалами, завоевавший несколько высших премий. Эта программа обрела огромную популярность среди студентов и преподавателей, так как сочетает проверенные традиционные методы обучения с методиками, основанными на более поздних разработках по преподаванию английского языка.

Педагогическая целесообразность программы «New Headway» состоит в том, что она дает учащимся возможность добиться значимых для них учебных и личностных результатов, позволяет расширить кругозор, дает доступ к англоязычным источникам информации и учит пользоваться данной информацией. Большое внимание уделяется развитию социокультурной компетенции учащихся, а именно умению общаться в англоязычной среде с представителями других культур, толерантному отношению к родной и иностранной культурам.

Обучение английскому языку по данной программе строится в рамках личностно-ориентированной парадигмы обучения, где в центре всего учебного процесса находится учащийся, являясь его активным субъектом и полноправным участником.

Курс предлагает сбалансированное развитие не только англоязычной коммуникативной компетенции, но и умение работать в команде, учитывать мнения других. Использование в обучении современных материалов из различных сфер жизни обеспечивает серьезные результаты на метапредметном уровне.

Для обеспечения высокого качества обучения используются современные педагогические технологии:

- обучение в сотрудничестве
- использование информационно-коммуникационных технологий (ИКТ)
- развитие критического мышления и другие
- использование данных технологий позволяет обеспечить деятельный характер обучения.

Преподавателями используются различные варианты организации занятий: ролевые и деловые игры, групповая работа, различные творческие задания.

Полноценный состав курса New Headway является его важной характеристикой.

Каждый из 4 уровней имеет свой методический комплект:

- Student's book (учебник);
- Workbook (рабочая тетрадь для дополнительной тренировки грамматического материала. Многие задания сопровождаются аудиозаписями для дополнительной тренировки навыков аудирования);
- Teacher's Book (книга для учителя содержит полное методическое сопровождение курса, ответы ко всем заданиям, дополнительное сопровождение для работы с ударением, интонацией, связной речью, идеи по работе с песнями, промежуточные тесты и ксерокопируемые материалы);
- CD для прослушивания в группе;
- CD для самостоятельной работы (что дает студентам возможность работать над произношением или развивать навыки аудирования в домашних условиях);
- Pronunciation Practice Book (уровневый курс отработки произношения, используемый параллельно с занятиями по учебнику New Headway);
- Видеокурс New Headway Video (видеоприложение к каждому из уровней различной тематики);
- Test Booklet (сборник контрольных заданий);
- Книги разных жанров для домашнего чтения (на начальных уровнях адаптированные тексты, на продвинутых – оригиналы).
- New Headway Academic Skills (Пособие для развития академических навыков концентрируется на работе с чтением, письмом и учебными навыками, включая навыки работы с лексическим запасом и справочными материалами).

- New Headway PET Practice Tests (Практические тесты по подготовке к экзамену PET содержат 4 полных практических теста с аудио CD, а также подсказки по формированию экзаменационных стратегий).

- Interactive Practice CD-rom (Интерактивные CD-rom диски являются средством интерактивной тренировки грамматики, лексики, содержат задания для тренировки навыков письма, аудирования, секции самопроверки, задания на основе отрывков из Видео курса).

- New Headway iTools (Ресурсы для интерактивной доски представляют собой специально отобранные материалы курса, которые обладают интерактивным потенциалом. Так же включены дополнительные материалы, например, грамматические головоломки, тренировочные задания, игры с лексикой, мини-словарь, анимированный грамматический справочник, клипы из сюжетов DVD и сопровождающие задания. Имеется сопровождение для преподавателей).

Новизна данной программы определяется тем, что в рабочую программу включен материал, который подлежит изучению, включает в себя темы, неподлежащие обучению в школе. Благодаря данной программе слушатели имеют возможность глубже изучить язык. При создании программы учитывались психологические и возрастные особенности данной группы учащихся. Это нашло отражение в выборе текстов, форме заданий, видах работы, методическом аппарате. Это даёт возможность включать иноязычную речевую деятельность в другие виды деятельности, свойственные учащимся этой возрастной группы, интегрировать знания из разных предметных областей и формировать межпредметные учебные умения и навыки. При формировании и развитии речевых, языковых, социокультурных или межкультурных умений и навыков учитывался новый уровень мотивации учащихся, который характеризуется самостоятельностью при постановке целей, поиске информации, овладении учебными действиями, осуществлении самостоятельного контроля и оценки деятельности. Благодаря коммуникативной направленности, появляется возможность развивать культуру межличностного общения на основе морально-этических норм (уважения, равноправия, ответственности и т. д.). При

обсуждении специально отобранных текстов формируется умение рассуждать, оперировать гипотезами, анализировать, сравнивать, оценивать социокультурные и языковые явления.

Цели и задачи данной программы

Целью курса английского языка по методике New Headway является развитие иноязычной коммуникативной компетенции в совокупности её составляющих: речевой, языковой, социокультурной, компенсаторной, учебно-познавательной, а также формирование информационной культуры, формирование у учащихся способности эффективно участвовать в межкультурной коммуникации.

Задачи курса:

- развитие речевой компетенции - развитие коммуникативных умений в говорении, чтении, письме с использованием новых информационных технологий;
- развитие языковой компетенции - овладение фонетическими, орфографическими, грамматическими, лексическими средствами английского языка;
- развитие социокультурной компетенции - осуществление межличностного и межкультурного общения с применением знаний о национально-культурных особенностях своей страны и стран изучаемого языка;
- развитие компенсаторных умений - развитие умений выходить из положения при дефиците языковых средств при получении и передаче иноязычной информации, используя языковую догадку, прогнозирование содержания;
- развитие учебно-познавательной компетенции - овладение специальными учебными умениями пользоваться электронными словарями и справочниками, ознакомление со способами и приёмами самостоятельного изучения языков и культур.

Количество человек в группе - 8-10 человек. Комплектование групп происходит по результатам тестирования.

Режим и продолжительность занятий

Занятия проводятся 2 раза в неделю, по 1 академическому часу (60 минут). Сроки реализации дополнительной образовательной программы: каждого уровня (New Headway Beginner, Elementary, Pre – Intermediate, Intermediate) составляют от 9 до 10 месяцев, в общей совокупности 4 года обучения.

Общее количество часов по программе: 416 ч.

Учебно-тематический план дополнительной образовательной программы:

Таблица соотнесения часов образовательной программы New Headway

Beginner

№ Раздела	Тема	Всего часов	Теоретических (часы)	Практических (часы)	Формы контроля
1	Hello!	8	4	4	Самостоятельная работа в классе
2	Your world	8	4	4	Работа с текстом
3	All about you	8	4	4	Письменно ответить на вопросы
4	Family and friends	8	4	4	Классная работа с текстом
5	The way I live	8	4	4	Проверочная работа по изученной теме
6	Every day	8	4	4	Проверочная работа с диалогами
7	My favourites	8	4	4	Домашняя контрольная работа
8	Where I live	8	4	4	Аудирование
9	Times past	8	4	4	Тестирование
10	We had a great time!	8	4	4	Перевести текст и выполнить задание
11	I can do that	8	4	4	Контрольная работа знаний
12	Please and thank you	8	4	4	Работа с текстом
13	Here and now	8	4	4	Домашняя контрольная

					работа
14	It's time to go!	8	4	4	Итоговый срез знаний
ИТОГО:		112			

СОДЕРЖАНИЕ ДОПОЛНИТЕЛЬНОЙ ОБРАЗОВАТЕЛЬНОЙ ПРОГРАММЫ New Headway Beginner					
№	Темы занятий	Всего часов	Цели и задачи	Лексика	Грамматика
1	Hello!	8	Научиться вести мини – диалоги с указанными вопросами	Вопросы	Am/are/is, my/your This is ...
2	Your world	8	Научиться говорить откуда вы родом, развитие навыков чтения	Страны мира	He/she/they, his/her Questions
3	All about you	8	Научиться говорить о себе, заполнять бланки	Профессии, личная информация	Am/are/is Negatives Questions Short answers
4	Family and friends	8	Научиться описывать людей, практика навыков аудирования	Семья, описание друга	Possessive adjectives Possessive's Has/have Adjective + noun
5	The way I live	8	Развитие навыков аудирования и диалоговой речи	Спорт, еда, напитки, прилагательные, описывающие впечатление от чего-то, языки и национальности	Present Simple I/you/we/they A and an Adjective + noun
6	Every day	8	Научиться говорить о ежедневной рутине, покупках, действиях	Лексика со временем, устойчивые выражения будних дней	Present Simple he/she Questions and negatives Adverbs of frequency
7	My favourites	8	Практика письменной речи, диалоговой речи	Прилагательные с противоположным значением, существительные места	Question words Pronouns Subject/Object/Possessive This and that
8	Where I live	8	Развитие навыков описания родного города и аудирования	Лексика комнат, мебели, расположения в городе	There is/are... Prepositions

9	Times past		Развитие монолога – о семье, описание картины	Даты, профессии, неправильные глаголы	Was/were born Past Simple – irregular verbs
10	We had a great time!		Развитие навыков диалогов про выходные	Проведение выходных, выражения со временем, сезоны	Past Simple – regular and irregular Question Negatives Ago
11	I can do that		Развитие навыков чтения и аудирования	Устойчивые выражения с глаголами, словосочетания	Can/ can't Adverbs Requests and offers
12	Please and thank you		Развитие навыков говорения на эту тему	Покупки	I'd like... Some and any Like and would like
13	Here and now		Развитие навыков чтения и аудирования	Цвета, одежда, глаголы – антонимы	Present Continuous Present Simple and Present Continuous
14	It's time to go!		Написание мини – автобиографии. Развитие навыков чтения и говорения	Виды транспорта, повторение всего изученного материала	Future plans Revision

Оценочный материал по New Headway Beginner

Первый раздел на тему: «Hello!»

Задание: выполнить самостоятельно представленное задание

[illegible]

Второй раздел на тему: «Your world»

Задание: послушать, прочитать текст и затем ответить на вопросы

Listening

At a party

1 Listen and complete the conversation.

J: Hello! What's your name?
 S: _____ name's Susan.
 J: Hi, Susan. _____ Jeff.
 J: _____ are you, Susan?
 S: I'm _____ thanks.
 J: Where _____ from, Susan?
 S: _____ Oslo.
 J: Oh! Is that in Sweden?
 S: No! _____ in Norway, of course!
 J: Oh, yes! Look at that girl! Over there!
 S: Yes, _____ name's Ingrid.
 J: _____ from?
 S: She _____ from Norway too.
 J: Is she a friend?
 S: _____ my sister.
 J: Oh!



Третий раздел на тему: «All about you»

Задание: письменно ответить на вопросы

7 Tick (✓) the correct sentence.

- 1 ☐ She's name's Anna.
☒ Her name's Anna.
- 2 ☐ Her job is teacher.
☐ She's a teacher.
- 3 ☐ He's phone number is 796542.
☐ His phone number is 796542.
- 4 ☐ I'm not a doctor.
☐ I amn't a doctor.
- 5 ☐ They aren't from Italy.
☐ They're no from Italy.
- 6 ☐ She is no married.
☐ She isn't married.

Четвертый раздел на тему: «Family and friends»

Задание: прочитайте и перевести текст

MY FAMILY
Possessive 's

1 **T 4.1** Read and listen.

Annie's family

ANNIE TAYLOR

This is Annie Taylor. She's married, and this is her family. Their house is in London. She's a doctor. Annie's hospital is in the centre of town.

Jim is Annie's husband. He's a bank manager. Jim's office is in the centre of town, too.

'Our children are Emma and Vince. Emma is 15, she's at Camden High School. Vince is 19, he's at the University of Westminster. We're all happy in London.'

Annie

Jim

Emma

Vince

Пятый раздел на тему: «The way I live»

Задание: выполнить самостоятельно

Present Simple
The swimmer Michael Phelps

4 Read and complete the text about Michael Phelps. Use the verbs in the box.

live	come	speak	have (s)	eat
swim	drinks	like	want	

THE BEST SWIMMER IN THE WORLD

Michael Phelps has 14 Olympic gold medals. He describes his life.

HOUSE: I (1) live in Baltimore, Maryland. I (2) live with my father in a police office, and my mother is a teacher. My parents are divorced. I (3) have two sisters, both older than me. I still (4) live in Baltimore. I (5) have my own apartment, but I (6) call my mother on the phone every day.

TRAINING: I train for six hours a day, six days a week. I (7) swim 10 miles, that's 16 kilometres, every day. I (8) eat a lot - pasta, omelette, bread, cereal, sandwiches, cheese, pizza. In one day I eat enough for six people. I (9) drink coffee and special energy drinks.

INTERESTS: I (10) like football (American football, of course), music (pop - Lil Wayne is my favourite), playing video games, and talking to my dog, Herman, for a walk. I (11) want to win 10 medals at the next Olympic games.

Questions

5 Put the words in the right order to make questions about Michael Phelps.

- 1 come / Where / you / from / do
Where do you come from?
I come from Baltimore, Maryland.
- 2 father's / job / your / What's
What's your father's job?
He's a police officer.
- 3 you / live / Where / do
Where do you live?
In an apartment in Baltimore.
- 4 eat / do / you / What
What do you eat?
Pasta, omelette, cereal ... I eat a lot!

6 Complete the questions to Michael Phelps.

- 1 What's your mother's job?
She's a teacher.
- 2 How many sisters?
Two.
- 3 What
Coffee and special energy drinks.
- 4 What sort of music?
Hip hop.

Negatives

7 Make negative sentences.

- 1 I don't eat a lot of meat, but I eat a lot of pasta.
- 2 I don't have or want. I don't drink any alcohol.
- 3 I don't with my family. I live in my own apartment.
- 4 My parents don't together. They're divorced, so they live on their own.
- 5 My sisters don't swim. They do other sports, but not swimming.

Шестой раздел на тему: «Every day»

Задание: послушать диалог и вставить недостающие слова

3 **TE1** Listen and complete the conversations.

1 A Excuse me. What time is it?
B It's ten.
A Thank you much.
B That's OK.

2 C What me! Do you the time, please?
D Sure. It's exactly ten.
C Thank a lot.
D That's all right.

34 Unit 6 • Every day



Седьмой раздел на тему: «My favourites »

Задание: ответить письменно на вопросы и соединить вопрос/ответ

3 Work with a partner. Ask and answer the questions.

1 Why/you live in London? <u>Why do you live in London?</u>	(... like ...)	<u>Because I like it.</u>
2 Why/Annie want to marry Peter?	(... love ...)	
3 Why/you eat so much chocolate?	(... adore ...)	
4 Why/Dan always sit next to Maria?	(... like ...)	
5 Why/you/not watch football?	(... hate ...)	
6 Why/you/not eat carrots?	(... hate ...)	

4 Match the questions and answers.

1 How do you come to school?	a They start at nine o'clock.
2 What do you have for breakfast?	b In an office in the centre of town.
3 Who's your favourite band?	c By bus.
4 Where does your father work?	d Not a lot. About £2.
5 Why do you want to learn English?	e I don't have a favourite. I like a lot.
6 How much money do you have on you?	f Three.
7 What time do lessons start at your school?	g Because it's an international language.
8 How many languages does your teacher speak?	h Toast and coffee.



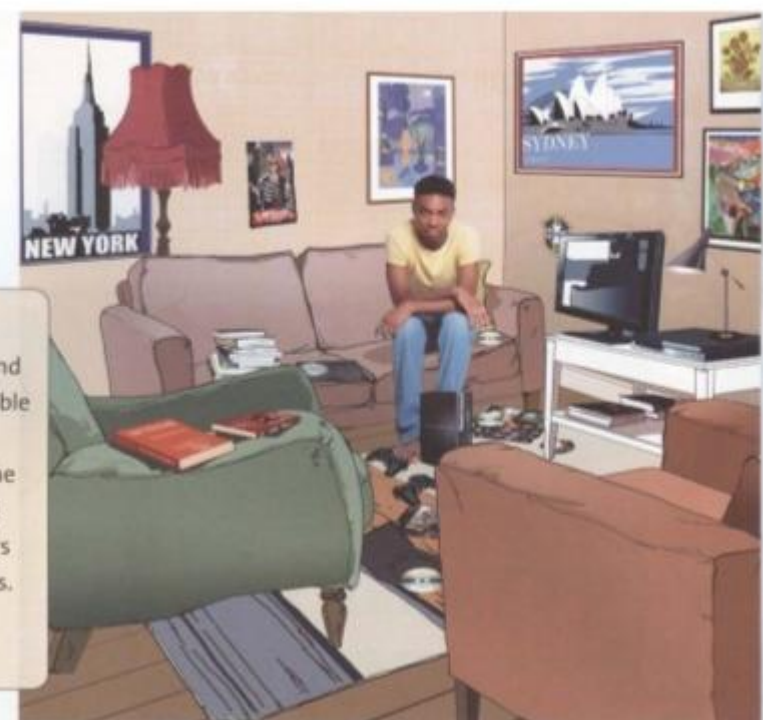
Восьмой раздел на тему: «Where I live»

Задание: послушать текст и вписать недостающие слова в предложениях

ROBERT'S LIVING ROOM
There is/are ...

Task 1 Read and listen to Robert describing his living room. Complete his description.

My living room isn't very big, but I think it's great. There's an old sofa, and there are two armchairs. _____'s a table with a TV and a DVD player on it. _____ also a PlayStation®. I love all the games. There _____ some books, and _____ are a lot of pictures and posters on the walls. _____ two lamps. My room's not very tidy but it's really comfortable.?



Девятый раздел на тему: «Times past»

Задание: письменно ответить на вопросы по тексту и перевести его

Pollock!



3 Read and complete the newspaper article with the irregular verbs from exercise 1.

Helen Myers in Los Angeles reports

WHO IS JACKSON POLLOCK?

Teri Horton, a 4th year-old lady from Los Angeles, (1) went shopping in San Bernardino, a town in California, USA. She (2) met in a charity shop when she (3) was a colourful, modern painting. She (4) paid it for \$5.

An art teacher saw the painting and (5) thought it was by the American artist, Jackson Pollock. "Who is Jackson Pollock?" said Teri. She (6) had no idea that he was a very famous modern painter.

Many art experts (7) tried to her house to see the painting. Some said that it wasn't a 'Pollock', but one expert, Peter Paul Blot, (8) found Pollock's fingerprint on the back. Blot said, "This is a real Pollock painting!"

A rich businessman was happy to pay \$9 million for it, but Teri said, "No! I want \$50 million."

In 2007, a Canadian TV company (9) made a film about Teri and the painting. It is now for sale in an art gallery in Toronto. Price: \$50 million!



Teri Horton with Pollock painting

Read the article aloud with a partner.
1 Listen and check.

4 Look at the pictures only and tell the story again.

Unit 9 • Times past 69

Десятый раздел на тему: «We had a great time!»

Задание: выполнить контрольную работу

Reading

13 Read about Dina's holiday. Use your dictionary.

A holiday in Disneyland



Last year I went on holiday to Disneyland in California. I went with my parents and my sister and brother, and for all of us it was the best holiday!

We stayed in a very big hotel. We were in an apartment. It had four bedrooms and bathrooms, and we had a large room, where there was the biggest TV in the world!

Every day we did something different. One day we went to Universal Studios and saw how they make films. Another day we went to the Magic Mountain Theme Park and we went on lots of rides. The best was: Coasters. Then we went to Splish Splash, where we saw whales and dolphins.

My father was happy because he played golf in the evenings. My mother was happy because she went to the sports club. My sister and brother and I loved it because there was so much to do. Our hotel had three swimming pools! In the evening we went to different restaurants. One night we went to Pizza Express, where we made our own pizza! It was great!

And the weather was beautiful all the time we were there.

We had a fabulous time, and we all want to go back!



14 Complete the questions or answers.

1 Where did they go on holiday?
They went to Disneyland in California.

2 Who did she go with?
She went with her brother and sister.

3 Where was she?
She was in a very big hotel.

4 Did they do the same thing every day?
No, they did something different every day.

5 What did they see at Universal Studios?
They saw how they make films.

6 What did they go to at the Magic Mountain Theme Park?
They went on lots of rides.

7 What did they see at SeaWorld?
They saw whales and dolphins.

8 What did her parents do all day?
Her father played golf.
Her mother went to the sports club.

9 Why was her brother happy?
Because he played golf in the evenings.

10 What did they do in Pizza Express?
They made their own pizza.

Одиннадцатый раздел на тему: «I can do that»

Задание: прочитать и перевести текст

What's on your plate?

Three people from different parts of the world describe what they eat each day.

CAROLINE WEISSMANN, US

Name: Caroline Weissmann
Age: 29
Lives: Brooklyn, New York
Works: in a restaurant




I eat little and early. I have toast and cereal for breakfast, and salad for lunch at about 11.30. For dinner I usually eat chicken or fish. If I have a snack between meals, it's always fruit.

I ride my bike to work across Brooklyn Bridge, and run to kilometres a day. I'd like to run the New York Marathon this year. I'm a waitress, so I'm on my feet all day.

Too many people in this country don't eat right. They say they don't have time to buy food and eat, so they snack all the time.

At home I like cooking for friends. For me the dinner table is the centre of the home.

ADELLA RAMÍREZ, BARCELONA

Name: Adella Ramirez
Age: 21
Lives: Barcelona, Spain
Works: Student




For Spanish people, breakfast is the smallest meal – just some bread and jam and a cup of coffee. We have lunch at about 2.00, and it's a big meal. Perhaps some pasta, then salad, then fish or meat, then a dessert. After lunch, some people have a siesta.

In the evening, I like going to bars with my friends. We have tapas. Tapas are lots of little dishes. Then about 10.00 we go to a restaurant, and maybe have some seafood and rice. Dinner is a lot smaller than lunch. We go to bed very late.

I'd like to do some exercise, go to the gym, but I never have time. Maybe one day!

Двенадцатый раздел на тему: «Please and thank you»

Задание: выполнить все представленные задания самостоятельно

[illegible]

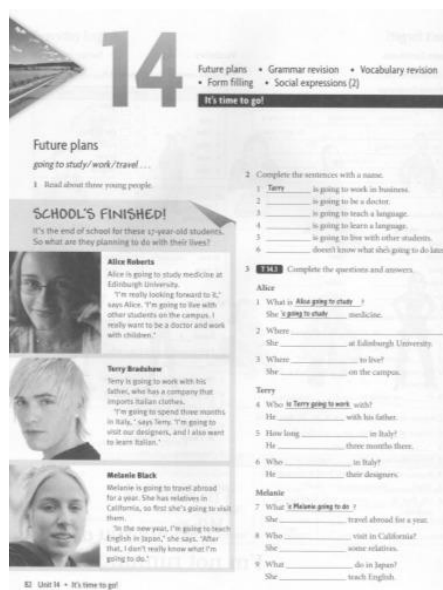
Тринадцатый раздел на тему: «Here and now»

Задание: выполнить домашнюю контрольную работу



Четырнадцатый раздел на тему: «It's time to go!»

Задание: итоговый срез знаний



Ожидаемые результаты по первому учебному году обучения:

New Headway Beginner – уровень для начинающих

По окончании курса учащиеся смогут:

- знать основные значения изученных лексических границ
- использовать слова и распространенные предложения на слух и на письме
- использовать изученные грамматические явления для построения предложений
- читать, писать на изучаемом языке

Учебно-тематический план дополнительной образовательной программы:

**Таблица соотношения часов образовательной программы New Headway
Elementary**

№ Раздела	Тема	Всего часов	Теоретических (часы)	Практических (часы)	Формы контроля
1	Hello everybody!	8	4	4	Заполнить пропуски в диалоге
2	Meeting people	8	4	4	Перевести диалог
3	The world of work	8	4	4	Письменно ответить на вопросы
4	Take it easy!	8	4	4	Сопоставить вопрос/ответ и ответить на них
5	Where do you live?	8	4	4	Послушать и завершить диалог

6	Can you speak English?	8	4	4	Выполнить тест
7	Then and now	8	4	4	Послушать диалог, завершить недостающими фразами и ответить на вопросы
8	A date to remember	8	4	4	По транскрипции написать слова
9	Food you like!	8	4	4	Ответить на вопросы
10	Bigger and better!	8	4	4	Выполнить самостоятельно перевод
11	Looking good!	8	4	4	Работа с текстом
12	Life's an adventure!	8	4	4	Самостоятельная работа в классе
13	Storytime	8	4	4	Контрольная работа
14	Have you ever?	8	4	4	Итоговая проверочная работа
ИТОГО:		112			

СОДЕРЖАНИЕ ДОПОЛНИТЕЛЬНОЙ ОБРАЗОВАТЕЛЬНОЙ ПРОГРАММЫ New Headway Elementary					
№	Темы занятий	Всего часо в	Цели и задачи	Лексика	Грамматика
1	Hello everybody!	8	Научиться говорить о себе, вести диалог знакомства	Предметы ежедневного обихода, страны	Countries Using a bilingual dictionary Everyday objects Plural nouns
2	Meeting people	8	Научиться рассказать о своей работе, расспросить собеседника о его работе. Научиться рассказать о своей семье.	Члены семьи	The family Opposite adjectives Food and drink
3	The world of work	8	Уметь рассказывать о своей работе, о распорядке рабочего дня. Умение обозначать время.	Профессии, what time is it	Verbs Jobs
4	Take it easy!	8	Описать свой распорядок дня и расспросить другого человека о его распорядке дня.	Виды деятельности в свободное время. Времена года.	Verbs Leisure activities
5	Where do you live?	8	Умение описать жилище, назвать комнаты, их предназначение. Умение описать предметы мебели и предметы домашнего обихода	Мебель, комнаты. Предметы домашнего обихода	Rooms Things in the house What's in your bag? Places
6	Can you speak English?	8	Умение рассказать о своих увлечениях, умениях, хобби. Умение расспросить собеседника.	Увлечения, умения, хобби.	Countries and languages Verbs Words that sound the same
7	Then and now	8	Умение описать свой прошлый опыт. Умение расспрашивать собеседника о прошлом опыте	Описание жизненных событий (was born, started school, went to university)	Verbs Verbs Words that go together
8	A date to remember	8	Умение рассказать о прошлом, описать биографии знаменитых людей	Time expressions	Relationships Spelling and silent letters Phonetic symbols

9	Food you like!		Умение говорить о своих предпочтениях в еде. Заказывать еду в ресторане	Продукты питания	Food and drink
10	Bigger and better!		Умение описать свой город и его достопримечательности	Объекты в городе, достопримечательности	City and country adjectives City and country words
11	Looking good!		Уметь описывать человека: его внешность, его одежду	Предметы одежды, описание внешности человека	Clothes Describing people Words that rhyme Phonetic symbols Tongue twisters
12	Life's an adventure!		Умение говорить о своих планах		Verbs The weather What's the weather like?
13	Storytime		Умение описывать чувства и состояния человека	Описание чувств и состояний	Describing feelings At the chemist's
14	Have you ever?		Умение описывать жизненные результаты, говорить о достижениях	Страны, национальности, путешествия на самолете	Past participles At the airport

Оценочный материал по New Headway Elementary

Первый раздел на тему: «Hello everybody!».

Задание: переписать диалог и заполнить пропуски в диалоге

2 Write the conversation.

A Hello. My _____ Lisa. What's _____ name?
B Mike.
A _____ are you from, Mike?
B _____ from Boston. Where _____ you from?
A _____ Boston, too!

Второй раздел на тему: «Meeting people».

Задание: устно перевести диалог

The image shows a computer screen with an email client. The email is from Danka@brighton.ac.uk to Jacek.2006@star.com, dated 12th July, with the subject 'Hi!'. The email text describes Danka's English classes and her family. To the right of the email text is a photo of a group of five people (three men and two women) standing outdoors in front of a building. The photo is labeled with a small number '3' in the top left corner.

From: Danka@brighton.ac.uk
To: Jacek.2006@star.com
Date: 12th July
Subject: Hi!

Dear Jacek,

How are you? I'm fine. Here's an email in English. It's good practice for you and me!

I have classes in English at The Embassy Language School. I'm in a class with seven students. They're all from different countries: Japan, Brazil, Switzerland, Germany, and Italy. Our teacher's name's Simon. He's very funny and a very good teacher.

I live with an English family in a small, old house near the centre of town. Robert and Valerie have a daughter and a son. Their daughter, Becky, is 19. She's a student at Brighton University. Their son, James, is a software designer for a computer company. He's 25. They're all very friendly, but it isn't easy to understand them. They speak very fast!

Brighton isn't very big, but it's very exciting! The restaurants and nightclubs are expensive, but the student bars and cafés are cheap. It's hot now, and it's lovely to be near the sea. I'm very happy here.

Email me soon!

Love, Danka

Третий раздел на тему: «The world of work».

Задание: письменно ответить на вопросы и прочитать

6 Complete the conversations.

1 A Good _____. Can I _____ two ice-creams, please?
 B Chocolate or vanilla?
 A One chocolate, one vanilla, please.
 B That's _____. Anything _____?
 A No, thank you.

2 A Only _____ letters for you this _____, Mrs Craig.
 B Thank you very much, Mr McSporran. And _____'s Mrs McSporran this _____?
 A Oh, she's very well, thank you. She's _____ in the shop.

3 A A glass of _____ before bed, my dear?
 B Oh, yes please.
 A _____ you are.
 B Thank you, my dear. I'm very _____ this _____.

4 A Hello, Mr McSporran!
 B Good _____, boys and girls. Hurry up, we're late.
 A Can I sit here, Mr McSporran?
 C No, no, I _____ to sit there.
 B Be quiet _____ of you, and SIT DOWN!

Четвертый раздел на тему: «Take it easy!»

Задание: самостоятельно сопоставить вопрос/ответ и ответить на них

1 Make questions. Then match the questions and answers.

Questions		Answers
1 What time	do you like your job?	a My mother and sisters.
2 Where	do you travel to school?	b To Spain or Portugal.
3 What	do you go on holiday?	c After dinner.
4 When	do you go to bed?	d I always relax.
5 Who	you go out on Friday evenings?	e At 11 o'clock.
6 Why	do you live with?	f Because it's interesting.
7 How	do you do on Sundays?	g By bus.
8 Do	do you do your homework?	h Yes, I do sometimes.

Пятый раздел на тему: «Where do you live?».

Задание: послушать внимательно диалог и завершить его не достающими предложениями

2 T 5.3 Listen and complete the conversation between Suzie and Matt.

Suzie And this is the kitchen.

Matt Mmm, it's very nice.

Suzie Well, it's not very big, but there _____ a _____ of cupboards.
And _____ 's a new fridge, and a cooker. That's new, too.

Matt But what's in all these cupboards?

Suzie Well, not a lot. There are some cups, but there aren't any plates.
And I have _____ knives and forks, but I don't have _____ spoons!

Matt Do you have _____ glasses?

Suzie No. Sorry.

Matt Never mind. We can drink this champagne from those cups! Cheers!

Шестой раздел на тему: «Can you speak English?»

Задание: выполнить тест

7 Tick (✓) the correct sentence.

- | | |
|--|---|
| 1 ☐ I don't can use a computer. | 5 ☐ Was they at the party? |
| ☐ I can't use a computer. | ☐ Were they at the party? |
| 2 ☐ I can to speak English very well. | 6 ☐ She was no at home. |
| ☐ I can speak English very well. | ☐ She wasn't at home. |
| 3 ☐ I'm sorry. I can't go to the party. | |
| ☐ I'm sorry. I no can go to the party. | |
| 4 ☐ He could play chess when he was five. | |
| ☐ He can play chess when he was five. | |

Седьмой раздел на тему: «Then and now»

Задание: послушать диалог, завершить недостающими фразами и ответить на вопросы

3 T 7.9 James was born in 1984. Listen to his conversation with his parents and complete the sentences. Then listen again and check.



1984

... the year I was born

James was born on 24 January, 1984, in Hong Kong. His parents _____ Hong Kong that year and _____ back to Britain. His father _____ a job in London.

POLITICS
In Britain, Margaret Thatcher _____ Europe's first woman prime minister. US President Ronald Reagan _____ another four years in the White House. The Soviet leader Yuri Andropov _____ after only a year as leader.

SPORTS
American athlete Carl Lewis _____ four gold medals at the Los Angeles Olympics. The Soviet Union didn't go to the Olympics that year. Tiger Woods _____ junior golf champion at the age of eight.

SCIENCE
Apple Macintosh _____ a new personal computer and millions of people _____ one.

MUSIC
Michael Jackson's *Thriller* _____ 43 million albums. Madonna _____ *Holiday*. And Paul McCartney, Tina Turner and David Bowie all _____ hit records that year.



- 4** Work with a partner. Ask and answer questions about the year James was born.
- 1 When/James and his parents leave Hong Kong?
 - 2 Where/his father get a job?
 - 3 How many medals/Carl Lewis win?
 - 4 What/Apple Macintosh make?
 - 5 Which song/Madonna sing?
 - 6 How many albums/Michael Jackson's *Thriller* sell?

Восьмой раздел на тему: «A date to remember»

Задание: изучить транскрипцию и выполнить задание

2 Look at the phonetic spelling of these words from exercise 1. Write the words.

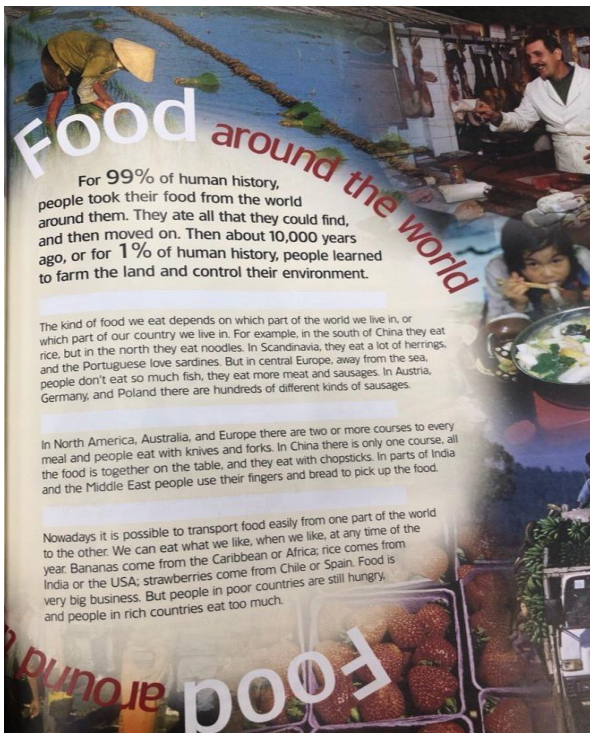
- 1 /wɜ:k/ work
- 2 /kʊd/ _____
- 3 /'lɪsən/ _____
- 4 /'ɔ:təm/ _____
- 5 /raɪt/ _____
- 6 /'aɪlənd/ _____

3 Write the words. They all have silent letters.

- 1 /bɔ:n/ _____
- 2 /bɔ:t/ _____
- 3 /wɜ:ld/ _____
- 4 /'ɑ:nsə/ _____
- 5 /'kʌbəd/ _____
- 6 /'krɪsməs/ _____

Девятый раздел на тему: «Food you like!»

Задание: ответить на вопросы

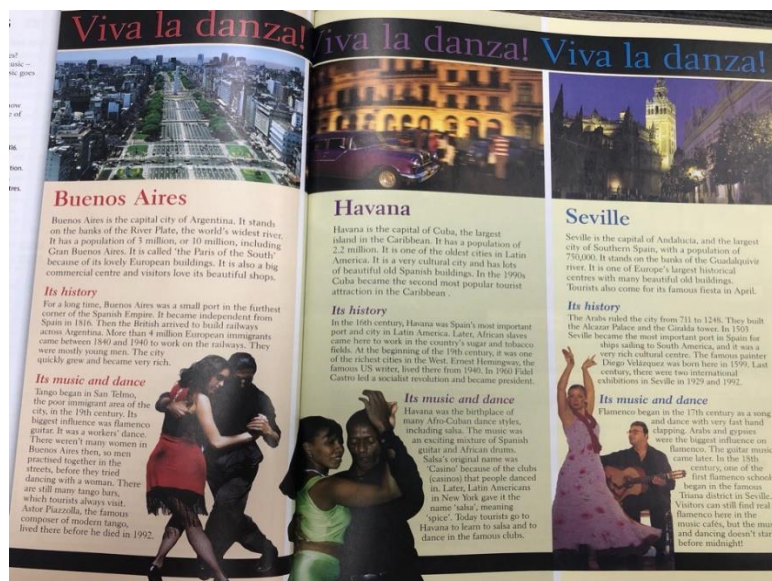


4 Answer the questions.

- 1 When did human history start? Was it about 10,000 years ago or was it about 1 million years ago?
- 2 Do they eat much rice in the north of China?
- 3 Why do the Scandinavians and the Portuguese eat a lot of fish?
- 4 Where don't people eat much fish?
- 5 Which countries have many kinds of sausages?
- 6 How many courses are there in China?
- 7 How do people eat in the Middle East?
- 8 Why can we now eat most things at any time of the year?

Десятый раздел на тему: «Bigger and better!»

Задание: самостоятельно перевести и прочитать текст



Одиннадцатый раздел на тему: «Looking good!»

Задание: выполнить задания по тексту

Everybody's _____ for that something
One thing that makes it all complete
You find it in the strangest _____
Places you never knew it could be
Some find it in the faces of their _____
Some find it in their lover's _____
Who can deny the joy it brings
When you find that _____ thing
You're flying without wings
Some find it sharing every _____
Some in their solitary lives
You find it in the words of others
A simple line can make you _____ or cry
You find it in the deepest _____
The kind you cherish all your life
And when you know how _____ that means
You've found that special thing
You're flying without wings
So impossible as it may seem
You've got to _____ for every dream
'Cause who's to _____ which one you let go
Would have made you complete
Well, for me it's waking up beside _____
To watch the sunrise on your face
To know that I can say I _____ you
At any given time or place
It's little things that only I know
Those are the things that make you _____
And it's like flying without wings
'Cause you're my special _____
I'm flying without wings
You're the place my life _____
And you'll be where it ends
I'm flying without wings
And that's the joy you _____
I'm flying without wings

looking / finding
places / houses
parents / children
hair / eyes
special / interesting
breakfast / morning
dance / laugh
friendship / water
many / much
fight / sleep
say / know
her / you
like / love
mine / theirs
person / thing
begins / stops
take / bring

Двенадцатый раздел на тему: «Life's an adventure!»

Задание: самостоятельная работа в классе

1 Make a list of things you can do in good weather and things you can do in bad weather. Compare your list with a partner.

Good weather 	Bad weather 
go to the beach	watch TV

Тринадцатый раздел на тему: «Storytime»

Задание: выполнить итоговую контрольную работу

UNIT 13 WRITING A STORY

1 Do you know the story of *The Emperor's New Clothes*? Discuss what you know.
2 Read the story and complete it with the adjectives and adverbs from the box.
3 What stories do you know that begin *Once upon a time* ...? Which is your favourite? Discuss as a class.
4 Write your favourite story. Use adjectives and adverbs.
Begin: *Once upon a time* ... End: ... and they lived happily ever after.

Adjectives	Adverbs
expensive	angrily
beautiful	immediately
embarrassed	loudly
valued	naturally
new	quickly
pleased	suddenly
wonderful	unfortunately
worried	unhappily

The Emperor's New Clothes

Once upon a time there was an Emperor who loved to spend his money on (1) _____ clothes. One day two tailors arrived at his palace. They said they could make him the most (2) _____ suit, with magic cloth that only clever people could see. 'What a (3) _____ suit to have,' thought the Emperor. 'I'll know (4) _____ who is clever and who is stupid in my palace.'

The Emperor gave the tailors a lot of money and a room in the palace. He was very excited, but he was also (5) _____. 'Oh dear,' he thought. 'I hope I can see the magic cloth! He sent one of his ministers to look first.

The minister went into the tailors' room. 'Oh no! I can't see anything,' he thought. (6) _____. 'What can I say to the Emperor?' 'Well,' said one tailor. 'Do you like the suit?' 'Oh, it is excellent!' he said. 'We're very (7) _____ to hear that,' said the tailors. The minister told the Emperor and the Emperor was delighted. He went to the tailors' room with his minister. 'Look,' said the minister. 'Aren't the colours lovely?' (8) _____ the poor Emperor couldn't see anything at all, but he said 'Oh yes, the suit is wonderful. Thank you.'

(9) _____ everybody wanted to see the suit, so the Emperor put on his (10) _____ clothes and went into the city with his ministers. All the people clapped and cheered (11) _____. The Emperor felt better. Then (12) _____ a little boy ran out. 'The Emperor isn't wearing any clothes!' he shouted. 'Oh, it's true!' the people said. 'He's as (13) _____ as the day he was born!' The Emperor was so (14) _____ He ran (15) _____ back to the palace and called (16) _____ for the tailors but they were gone.

Четырнадцатый раздел на тему: «Have you ever?»

Задание: написать мини сочинение о себе

She was still at primary school when she decided she wanted to travel. So when she was eleven, she decided to go for long bike rides, and cycled 40 or 50 miles every day.

Josie says: 'The only good thing about secondary school was cycling there and back. I left when I was 16. I love cooking, so I started a business. I cooked three-course meals, and delivered them by bike! In 1985, as soon as I had some money, I cycled to Africa and back.'

Josie has been to 40 countries and has had all kinds of interesting experiences. She has cycled through the Himalayan mountains in Nepal, then down into India. She has cycled through millions of locusts in the Moroccan desert. She has travelled through tornados in the USA. She was in Romania on Christmas Day in 1989 when President Ceaușescu was executed by the Government. And she hasn't been to Egypt yet, because when she was in Turkey, a war started nearby. So she went to Greece instead.

She has sometimes travelled with friends, boyfriends and even her mother, but she has often cycled alone. She had only one really frightening experience – a man attacked her in Bulgaria.

In 1997 she hurt her knee very badly, so she started writing books about her journeys. She's written five books, and now she's on her bike again! At the moment she's planning to cycle around New Zealand.

Ожидаемые результаты по второму учебному году обучения:

New Headway Elementary – уровень элементарный

По окончании курса учащиеся смогут:

- знать правила чтения и произношения;
- пользоваться базовыми коммуникативными навыками: уметь здороваться, представляться, извиняться, прощаться, благодарить и т.д.;
- рассказать базовую информацию о себе и о других, разбираться в заполнении различных форм с персональными данными;
- ориентироваться в незнакомом городе, спрашивать, как пройти или добраться до искомого места (и прочий базовый туристический словарь);
- объясниться в кафе, в магазине, в газетном киоске, на рынке, на улице;
- попросить помощи или совета в затруднительной ситуации;
- приобрести первые навыки слушать и понимать разговорную английскую речь в виде коротких диалогов и небольших информационных блоков

Учебно-тематический план дополнительной образовательной программы:
Таблица соотнесения часов образовательной программы New Headway Pre –
Intermediate

№ Раздела	Тема	Всего часов	Теоретических (часы)	Практических (часы)	Формы контроля
1	Getting to know you	8	4	4	Повторить ранее изученный материал
2	The way we live	8	4	4	Домашняя работа с текстом
3	What happened next?	8	4	4	Работа с текстом
4	The market place	8	4	4	Задания в классе, для закрепления
5	What do you what to do?	8	4	4	Аудирование
6	Places and things	8	4	4	Домашняя контрольная работа
7	Fame !	8	4	4	Проверочная работа
8	Do's and don'ts	8	4	4	Тестирование
9	Going places	8	4	4	Работа с текстом
10	Things that changed the world	8	4	4	Проверка навыков чтения и говорения
11	What if ...?	8	4	4	Проверочная работа
12	Trying your best	8	4	4	Итоговый зачет
ИТОГО:		96			

СОДЕРЖАНИЕ ДОПОЛНИТЕЛЬНОЙ ОБРАЗОВАТЕЛЬНОЙ ПРОГРАММЫ

New Headway Pre – Intermediate

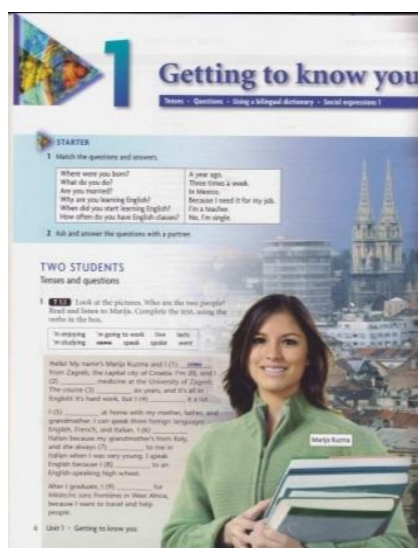
№	Темы занятий	Всего часов	Цели и задачи	Лексика	Грамматика
1	Getting to know you	8	Развитие навыков использования двуязычного словаря, изучение фонетических символов, развитие слуховых навыков: ударение и интонация англ.предложений	Многозначные слова, части речи	Tenses Questions Question words
2	The way we live	8	Развитие диалоговой речи, слуховых навыков	Устойчивые выражения про ежедневную рутину	Present tenses Present Simple Present Continuous Have/have got
3	What happened next?	8	Развитие лексических навыков в выражениях со временем, изучение слов-связок в предложении	Неправильные глаголы, глаголы-антонимы, наречия	Past tenses Past Simple Past Continuous
4	The market place	8	Развитие культурных навыков вежливости	Тема еды, предметов в ванной, покупки	Quantity Articles
5	What do you what to do?	8	Развитие диалоговой речи, выражения чувств и восклицаний	Прилагательные с окончаниями -ing/ed	Verb patterns Future intentions
6	Places and things	8	Развитие монологической и диалоговой речей, научиться описывать город	Тема города и места в городе, прилагательные:синонимы и антонимы	What Like? Comparative and superlative adjectives
7	Fame !	8	Развитие слуховых навыков: ударение в словах, развитие диалоговой речи и аудирования	Окончания слов, тема профессий	Present Perfect and Past Simple For and since Tense revision
8	Do's and don'ts	8	Развитие слуховых навыков, диалога	Устойчивые выражения, составные существительные, тема у доктора	Have to Should Must

9	Going places		Развитие диалоговой речи и аудирования	Лексика, связанная с направлениями, местами, наиболее употребительные глаголы	Time clauses First conditional
10	Things that changed the world		Развитие слуховых навыков, изучение интонации с числами	Существительные, сочетаемые с глаголами	Passives
11	What if ...?		Развитие навыков говорения и аудирования	Фразовые глаголы	Second conditional Might
12	Trying your best		Развитие слуховых навыков и говорения	Наиболее употребительные глаголы	Present Perfect Continuous Present Perfect Simple versus Continuous

Оценочный материал по New Headway Pre – Intermediate

Первый раздел на тему: «Getting to know you»

Задание: проверка ранее изученного материала



Второй раздел на тему: «The way we live»

Задание: прочитать и перевести текст, а затем проставить последовательность абзацев



Anna-Marie Boucher has a small family hotel with her husband, Pascal, near Quebec City, Canada.

1 2 3 4 5

a She lives in a room with 14 other women in the factory dormitory, seven hundred miles from her family. The factory where she works employs 15,000 workers, nearly all of them women in their twenties.

b It's situated on the coast outside the town and near two national parks. She says, 'Our hotel has got wonderful views of the St Lawrence River and the Isle d'Orleans.'

c She works from 8 a.m. to 7 p.m. She has just an hour for lunch. She says, 'I work five and a half days a week, but I usually do overtime in summer. It's very tiring. When I'm not working or studying, I sleep.'

d Her monthly wage is about \$45, enough to send a little back home to her family, and to pay for computer classes and English classes in town. She says, 'I haven't got any money left to buy things for me.'

16. (10 min) Thinky bit for

Третий раздел на тему: «What happened next?»

Задание: перевести текст и выполнить все задания к нему

WOOF! Who let the dogs out? woof!



It was night. A dark figure carefully unlocked the door and went out. He looked around. Was there anybody there? No, all was quiet. He ran quickly to some other doors and opened them. Then he went straight to the kitchen...

Last month, strange things began to happen at London's Battersea Dogs' Home. Every morning when the staff arrived, they saw that a lot of the dogs were out of their cages. It was a mystery. 'It happened in many times,' said Daisy Watson, one of the staff. 'We even thought that perhaps it was the ghost of Mary Tisdale.' They say that Mary Tisdale, who worked there in 1910, comes back at night to haunt it. So they put cameras in all the cages and filmed what happened.

One day the staff watched the film. They were amazed at what they saw. But a four-year-old Londoner, "I used to have to open the door of his cage. Then he did the same for his friends in the next cages. All the dogs got out and had a great time. Amy told us, 'They ate lots of food, had lots of fun and games, and made lots of noise'.

Reporters from Japan, Germany, and America came to film this, and 400 people phoned because they wanted to give him a home. And a famous film star saw 'This is real celebrity!' said Amy.

22 Unit 3 - What happened next?

1 A type of dog

2. What are the past forms of the verbs from the article? Which are regular? Which are irregular?

look	start
run	watch
open	see
begin	tell
arrive	eat

4. **1.1.1** You will hear six incorrect sentences about the story. Correct them using negative sentences. Then listen and repeat.

It didn't happen every morning. It happened every night!

5. Complete the questions.

- What **did** he do?
- He opened all the cage doors.
- Why **did** he do that?
- Because he wanted to go to the kitchen.
- Else others?
- Many others.
- Who **was** Amy?
- The ghost of Mary Tisdale.
- What **did** they do in the cages?
- Games.
- How **did** the dog do?
- With his teeth.
- Yes, they did. They had a great time.
- Why **did** they want to give him a home?

1.1.2 Listen and check. Ask and answer the questions with a partner.



GRAMMAR SPOT

1. What tense are nearly all the verbs in the article? How do we form the question and negative?

Spelling

2. Write the Past Simple of the regular verbs.

look	start
run	watch
open	see
begin	tell
arrive	eat

3. How is the regular past tense formed? How is the past tense formed when the verb ends in a consonant + y? When do we double the final consonant?

Pronunciation

3. **1.1.3** Listen to the verbs in exercise 2. What is the pronunciation of each? Is it /t/, /d/, or /ɪd/? Make three lists.

1.1.4 Listen, check, and repeat.

1.1.5 Grammar Reference 33 p129

1.1.6 Irregular verbs p136

PRACTICE

Making connections

1. Match the verb phrases. Make sentences using both verbs. In the past, join the sentences with *and*, *because*, *and*, or *but*. The photos may be in order or not.

1. planning	2. I was late
3. I was late	4. I was late
5. I was late	6. I was late
7. I was late	8. I was late
9. I was late	10. I was late

1.1.7 Listen and compare your answers.

Talking about you

2. Ask and answer these questions with a partner.

What did you do...?

- last night
- last weekend
- on your last birthday
- on your last holiday
- last year
- last New Year's Eve

Ask for more information, using the Past Simple.

Who...? Why...? Where...? How...? How many...?

Unit 3 - What happened next? 33

Четвертый раздел на тему: «The market place»

Задание: прочитать самостоятельно текст по ролям, а затем кратко пересказать своими словами

[illegible]

Пятый раздел на тему: «What do you what to do?»

Задание: послушать внимательно текст и выполнить представленное ниже задание

HOPES AND AMBITIONS

Verb patterns

- Match the people in the photo with their hopes and ambitions.
 - ☐ I'd like to be a vet. I've got three pets - two rabbits and a kitten called Princess.
 - ☐ I'm going to study hard and get really good grades in all my exams.
 - ☐ I'm thinking of changing my job, because I'm tired of travelling all the time.
 - ☐ I'm looking forward to going on a world cruise with my friend, Margaret.
 - ☐ I'd love to be in a rock band. I want to play lead guitar.
 - ☐ I hope to go back to college and train to be a primary school teacher.

5.1 Listen and check.

2 Listen again and complete the chart.

	Ambitions/Plans	Reasons
Ella		
Joe		
Juliet		
Hannah		
David		
Edie		



a Hannah: 40

b David: 46

c Joe: 11

- Underline the examples of verb + infinitive and verb + -ing in exercise 1.
I'd like to be a vet ...
 Look at the tapescript on p119. Find more examples.

Шестой раздел на тему: «Places and things»

Задание: выполнить домашнюю контрольную работу самостоятельно

PRACTICE
What's London like?

1. Lenny is answering questions about his home town, London. Complete the questions with *is* or *are* and the correct words from the box.

London the restaurants the people the buildings the night-life the weather

Q What is London like?
A Well, it's a really exciting city! There's so much going on all the time.

Q What is like?
A It's OK, and not very cold in winter, but people don't come here for the sunshine!

Q What are like?
A They're very interesting. They come from all over the world. London's a very cosmopolitan city.

Q What are like?
A Fantastic! Lots of them are historical and famous, but there are some wonderful modern ones, too.

Q What is like?
A They're great! You can find food from every country in the world.

Q What is like?
A Oh, it's amazing! There are so many clubs and theatres, and, of course, the music scene is fantastic!

2. **1.2** Listen and check. Practice with a partner.

3. Ask and answer the same questions about the towns in city you are in now.



GOOD, BETTER, BEST!
Comparatives and superlatives



1. Last year Lenny sang in these three cities. What do you know about them?

1.2 Read and listen to Lenny (L.) and the interviewer (I.). Complete the interview.

I: Do you travel a lot, Lenny?
L: Oh, yeah. I sing all over the world. Last year I was in Berlin, Tokyo – oh, and of course, Detroit.

I: And what are they like?
L: Well, they're all big, busy cities. Tokyo's the biggest and the most interesting. It's much bigger than Berlin.

I: And is it more interesting?
L: Well, they're all interesting, but, in fact, for me the most interesting is Detroit.

I: Really? Why?
L: Well, in some ways, perhaps it isn't as interesting as the other two cities – it doesn't have historical buildings, or beautiful, old Japanese temples – but you see, Detroit is the birthplace of soul music and that's everything to me.

I: I see. So Detroit's best for music. And what about food? Which is the best city for food?
L: Ah, the food. For me there's no question, Tokyo definitely has the most delicious food – I just love Japanese food!

I: I see. Is it even better than chicken salad?
L: Ah, I don't know about that!

Седьмой раздел на тему: «Fame !»

Задание: выполнить для самоконтроля, соединить по смыслу

5 Match the lines in A, B, and a sentence in C. There is more than one answer. Read them aloud to a partner.

A	B	C
1 I've known my best friend 2 I last went to the cinema 3 I've had this watch 4 We've used this book 5 We lived in Edinburgh 6 We haven't had a break 7 I last had a holiday 8 This building has been a school	from 2001 to 2005. for an hour. two weeks ago. since 1999. since the beginning of term. for years. for three years. in 2003.	It's not bad. I quite like it. I went camping with some friends. We met when we were 10. I really need a cup of coffee. My dad gave it to me for my birthday. We moved because I got a job in London. The film was terrible. Before that it was an office.

Восьмой раздел на тему: «Do's and don'ts»

Задание: тестирование на изученную тему

- 2 **T 8.4** Listen to Ian Mitchell, who lives in the North of England. He is talking about his daughter, Evie, who has left home to live in London. Answer the questions.
- 1 How old is Evie? When did she move to London?
 - 2 Is she enjoying living there? What does she think of London?
 - 3 Why did she move there?
 - 4 Where is she living?
 - 5 Who is she living with?
 - 6 What does her boyfriend do? What's his name?
 - 7 What does she do at the weekend?
 - 8 Why does she have to earn extra money?
 - 9 How often does she phone home?
 - 10 What does she say to her parents?

Девятый раздел на тему: «Going places»

Задание: послушать текст и вставить недостающие слова по смыслу

When I get to Rio ...

- 6 James (from p70) is leaving for Rio de Janeiro. He's saying goodbye to his mum. Put the verbs in brackets in the correct tense. Put *if*, *when*, *while*, or *as soon as* into each box.



Mum: Bye, my darling. Have a good flight to Rio. Remember, we're expecting (expect) a phone call from you this evening when you get there!

James: I _____ (ring) you _____ I arrive at Diego's house.

Mum: Good. What time will you get there?

James: Well, the flight takes 12 hours. _____ the plane _____ (arrive) on time. I _____ (be) there about 11.30 – Rio time, of course. _____ you _____ (be) asleep when I ring. I _____ (leave) a message on the answerphone.

Mum: I won't be asleep!

James: OK! OK! Don't worry, Mum. I'll be fine.

Mum: All right. But _____ you _____ (travel) around the country. _____ you _____ (remember) to call us regularly? Make sure you phone twice a week.

James: Of course! And I _____ (phone) you _____ I _____ (run out of) money!

Mum: Cheerful! But you must look after yourself, darling. Give my best wishes to Diego's parents, and don't forget to give them this present _____ you _____ (get) to their house.

James: Don't worry. I won't. Oh, they _____ (call) my flight!

Mum: Love you, Mum. Bye!

James: Love you, James. Take care!

Десятый раздел на тему: «Things that changed the world»

Задание: внимательно прочитать текст и выучить наизусть для пересказа

A photograph that changed the world

This is the first X-ray photograph. It was taken by a German scientist, Wilhelm Konrad Roentgen, in 1896. It is his wife's hand. The bones in her hand (and also her wedding ring!) are clearly seen in the photo.

X-rays were discovered by accident, while Roentgen was experimenting with electricity. Soon after, he built the first X-ray machine. Immediately, hospital operations were made much safer. For the first time, doctors could see inside people's bodies before they cut them open! In 1901, Roentgen was awarded the very first Nobel Prize in Physics. His invention is still used every day by doctors and dentists, and is called 'the window into the human body'.

Since the introduction of computer imaging in the 1970s, X-ray machines have been used for other things, too. At airports, many criminals have been caught with illegal items in their luggage. Alan, lost works of art have been discovered underneath other paintings. In factories, many faults in new products are found every day, using X-rays. There is no doubt that new uses for X-rays will be developed in the future.



Одиннадцатый раздел на тему: «What if ...?»

Задание: самостоятельно выполнить проверочную работу

WHO KNOWS?

might

- Look at the pictures of Nina and Viktor. They are both students. Where do they come from? What differences do you think there are between their lives?
- 1.23** Listen to them talking about their ambitions and complete the texts.
- Answer the questions.
 - Who is certain about what they want to do? Who is not?
 - Who is more ambitious? What makes you think this?
 - Where does Nina live? What do her parents do?
 - What does Viktor enjoy studying?
 - Who wants to live in another country?
 - What jobs are they thinking of doing?
- What are some of Nina's plans and ambitions?
 - She's **thinking** her high school exams next year.
 - _____ a job in an office in town.
 - _____ to university.
 - _____ save some money.
 - _____ an architect.
- What are some of the possibilities in Viktor's life?
 - He **might** go to art college.
 - _____ a designer.
 - _____ Russian language and literature at university.
 - _____ Germany for a while.

GRAMMAR SPOT

- might** means the same as *perhaps* ...
...
"What are you doing tonight?"
"I don't know. I **might** go out, or I **might** stay at home."
- might** is a modal auxiliary (like *can* and *must*).
I **might** study at university.
I **might not** pass my exams.
Do we add *-s* with *he/she/it*?
Do we use *do/does* in the negative?

► Grammar Reference 11.1 p142

Nina Isaacs, 14

Cape Town, South Africa

I live with my parents in a shanty town outside the city. My parents collect old newspapers and junk to sell. They don't make much money, so we're poor. But I **dream** of all that.

I love school. I'm studying very hard, because I **want** my high school exams next year. Then I **can** get a job in an office in town. But that isn't my main ambition. I really **wish** to go to university. So I **plan** to save some money. I **hope** to be an architect, then I can build my parents a proper house.

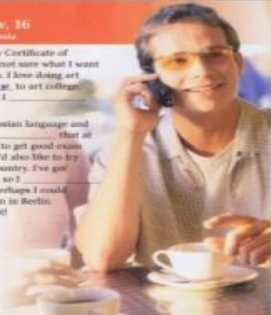


Viktor Farnov, 16

St Petersburg, Russia

I'm studying for my Certificate of Education, but I'm not sure what I want to study afterwards. I love doing art at school, so I **wish** to go to art college. That would be fun. I **hope** to be a designer.

But I also enjoy Russian language and literature, so I **plan** to study that at university. I'll have to get good exam results to do that. I'd also like to try living in another country. I've got family in Germany, so I **wish** to live there for a while. Perhaps I **could** study art and design in Berlin. That would be great!



Двенадцатый раздел на тему: «Trying your best»

Задание: выполнить итоговый зачет

UNIT 11 WRITING FOR TALKING – My dreams for the future

1 Think about your future life. How do you see your life ... ?

- next year
- in five years' time
- in ten years' time

Write shorter notes about your hopes and ambitions at each of these times.

Ask and answer questions about them with a partner.

2 **LISTEN** Read and listen to Susannah talking about her future. What are her definite plans? What is she not sure about? What are her hopes, ambitions, and dreams?

3 Now read Susannah's talk again carefully. There are six paragraphs. In each one underline any words or expressions that would be useful when you write a talk about your future. Compare with your partner.

4 Rewrite the first paragraph about you. Read it aloud to your partner.

5 Write a talk about your future plans and dreams. Mark pauses and words you want to stress. Practice reading it aloud. Give your talk to the class. Answer any questions.

My dreams for the future

Hello everyone. My name's Susannah. Just for short, I'm 22 years old. At the moment I'm in my second year at art school and I often dream about my future. I have big plans and I'd like to tell you a bit about them.

My most immediate plans are holiday plans. I'm going to visit my brother, who's working in Australia, my mother and I are going to spend Christmas with him in the summer too. I'm very excited about that.

When I return, I have to make a final decision about which course I'm going to study next year. I'm still not sure – I might do Fashion Design or I might do Landscape Design. It's difficult because I'm interested in both clothes and gardens. If I choose landscape, I'd like to work with my friend Jasper. He's brilliant with gardens and we've already worked on two together. It was great fun and we got on very well.

In five or ten years' time I would like to have my own business and work for myself. Like my father, he had his own building business. I might even do a business course after I finish art school.

Of course, one day I hope to marry and have children – ideally, before I'm 30, but I can't plan when I'll meet the right person and I haven't got a boyfriend at the moment.

In my dreams I see myself as 40 running a successful gardening company with about 20 employees. I'll design beautiful gardens for beautiful people. I'll have a beautiful house, two beautiful children and, of course, a husband who's as successful as I am. Who knows, it might even be Jasper!



Ожидаемые результаты по третьему учебному году обучения:

New Headway Pre - Intermediate – уровень начальный средний

По окончании курса учащиеся смогут:

- Развить навык разговорной речи в стандартных ситуациях, уметь вести дискуссию и проявлять интерес в собеседнике, возражать и соглашаться
- Составлять диалоги и принимать активное участие в ролевых играх, представляя себя и своих партнеров в различных ситуациях, требующих импровизации
- Освоить навык вести повествование, рассказывать истории и делиться информацией с другими

- Развить письменно английский язык путем выполнения разнообразных заданий: открытка, неформальное письмо друзьям, послание по электронной почте, описание места, биография, формальное письмо, сочинение историй, отзыв на фильм или книгу

При прослушивании интервью, монологов, телефонных диалогов, отрывков новостей разной продолжительности уметь слышать ключевые слова и фразы, улавливать как общий смысл, так и подробности услышанного

Учебно-тематический план дополнительной образовательной программы:

Таблица соотнесения часов образовательной программы

New Headway Intermediate

№ Раздела	Тема	Всего часов	Теоретических (часы)	Практических (часы)	Формы контроля
1	It's a wonderful world!	8	4	4	Аудирование
2	Get happy!	8	4	4	Домашняя проверочная работа
3	Telling tales	8	4	4	Классная работа с текстом
4	Doing the right thing	8	4	4	Зачет по изученной теме
5	On the move	8	4	4	Проверка на чтение и перевод текста
6	I just love it!	8	4	4	Тестирование

7	The world of work	8	4	4	Проверочная работа
8	Just imagine	8	4	4	Зачет
9	Relationships	8	4	4	Работа с текстом
10	Obsessions	8	4	4	Классная работа
11	Tell me about it	8	4	4	Домашняя контрольная работа
12	Life's great events!	8	4	4	Итоговый зачет
ИТОГО:		96			

СОДЕРЖАНИЕ ДОПОЛНИТЕЛЬНОЙ ОБРАЗОВАТЕЛЬНОЙ ПРОГРАММЫ

New Headway Intermediate

№	Темы занятий	Всего часов	Цели и задачи	Лексика	Грамматика
1	It's a wonderful world!	8	Развитие навыков чтения и диалоговой речи, написания неформального письма	Части речи, спеллинг, словообразование, устойчивые выражения	Auxiliary verbs Naming the tenses Questions and negatives Short answers
2	Get happy!	8	Развитие навыков аудирования и письма	Спорт и отдых, числа и даты	Present tenses
3	Telling tales	8	Развитие монологической речи (описание книги или фильма)	Искусство и литература, коллокации	Past tenses
4	Doing the right thing	8	Развитие навыков говорения и диалоговой речи	Страны, национальности и связанные с ними прилагательные	Modal verbs (1) – obligation and permission
5	On the move	8	Развитие навыков говорения и диалоговой речи	Погода, путешествия, транспорт, в отеле	Future forms
6	I just love it!	8	Развитие навыков аудирования и чтения	Лексика для описания еды, городов и людей	Questions with like Verb patterns
7	The world of work	8	Развитие навыков говорения (интервью), навыков письма (оформление заявок, анкеты)	Фразовые глаголы	Present Perfect
8	Just imagine	8	Развитие навыков аудирования и чтения	Базовые и усилительные прилагательные	Conditionals Time clauses
9	Relationships		Развитие монологической речи	Лексика для описания характера человека	Modal verbs (2) – probability

10	Obsessions		Развитие навыков говорения и письменной речи	Составные существительные, выражения количества	Present Perfect Continuous Time expressions
11	Tell me about it		Развитие диалоговой речи	Устойчивые выражения, идиомы, разговорный неформальный стиль	Indirect questions Question tags
12	Life's great events!		Развитие навыков говорения и диалоговой речи	Тема дня рождения и свадьбы, событий в жизни	Reported speech

Оценочный материал по New Headway Intermediate

Первый раздел на тему: «It's a wonderful world!»

Задание: послушать текст и выполнить все задания представленные ниже

MAKING CONVERSATION
Short answers

1 Listen to the breakfast conversation. How does Emma feel?

Dad Good morning! Did you have a nice time last night?
Emma Yes.
Dad Do you want breakfast?
Emma No.
Dad Have you had any coffee?
Emma Yes.
Dad Is Bill coming round tonight?
Emma No.
Dad OK. Are you leaving for school soon?
Emma Yes. Bye!

2 Listen to a similar conversation. What are the differences?

3 Complete the conversation.

Dad Good morning! Did you have a nice time last night?
Emma Yes, _____. I went round to Bill's house.
Dad Do you want breakfast?
Emma No, _____. Thanks. I'm not hungry.
Dad Have you had any coffee?
Emma Yes, _____. I don't want any more, thanks.
Dad Is Bill coming round tonight?
Emma No, _____. He's going out for dinner with his family.
Dad OK. Are you leaving for school soon?
Emma Yes, _____. I'm going right now. Bye!

4 Listen again and check.

5 Close your books. Try to remember the conversation.



GRAMMAR SPOT

1 We use short answers in English conversation because you or we on its own can sound impolite. It helps if you can add some information.

Did you watch the match last night?

Yes, I did. It was great!

2 Reply to these questions using a short answer. Add some information.

Do you like cooking? *No, I don't. But I like eating!*
Have you got any brothers or sisters?
Is it cold out today?
Are you working hard?
Did you go out last night?
Have you ever been to Singapore?

► Grammar Reference 1.4 p135

3 Listen to the questions. Answer using a short answer, and add some information.

Задание: выполнить домашнюю проверочную работу

Третий раздел на тему: «Telling tales»

Задание: перевести и пересказать тексты своими словами

READING AND SPEAKING

26 Unit 3 - Telling tales

Четвертый раздел на тему: «Doing the right thing»

Задание: выполнить зачет по ранее изученной теме

3 Match a line in A with a sentence in B to make more suggestions. Use I think/I don't think we should ...

I think we should buy some guidelines. They'll give us a lot of information.

A	B
1 ... have some guidelines.	Our bags will be too heavy to carry.
2 ... take plenty of sunscreen.	I have some friends there. We don't want to get it.
3 ... pack too many clothes.	It'll be really hot.
4 ... take anything valuable.	That would be really stupid.
5 ... go to Japan first.	They'll give us a lot of information.
6 ... go anywhere dangerous.	We might lose it.
7 ... have some vaccinations.	

4 **1.2.1** Listen to Antony and his grandmother. She is worried about the boys' trip.

Grandmother: You must write to us every week!
Antony: Yes, I will.
Grandmother: You mustn't lose your passport!
Antony: No, I won't.

Work with a partner. Make similar conversations between Antony and his grandmother. Use the prompts and must/mustn't.

- look after your money
- talk to strangers
- go out when it's dark
- drink too much beer
- make sure you eat well
- have a bath regularly
- phone or if you're in trouble
- go anywhere that's dangerous

2.2.1 Listen and check.

GRAMMAR SPOT

1 Look at the sentences below.

We should take travel's cheapest.
You must look after your money.
Which sentence expresses strong obligation?
Which sentence expresses a suggestion?

2 What type of verb are should and must?

► Grammar Reference 4.2 p140

PRACTICE

Suggestions and rules

1 Make suggestions. Use I think/I don't think ... should.

- 1 Peter's got the flu.
I think he should go to bed. I don't think he should go to work.
- 2 I've lost my cheque book and credit cards.
- 3 Tony got his driving licence last week, and now he wants to drive from London to Edinburgh.
- 4 My teenage daughter doesn't get out of bed until noon.
- 5 I never have any money?
- 6 Jane and Paul are only 16, but they want to get married.
- 7 I'm really fed up with my job.
- 8 My grandparents complain they don't go out enough.

Do you have any problems? Ask the class for advice.

2 Write some rules for your school.

Students must arrive for lessons on time.

A new job

1.2.2 Dave is about to start a new job. Listen to him talking to the manager. What's the job?

4 Work with a partner. Choose a job. Then ask and answer questions about the responsibilities, hours, breaks, etc.

Student A You are going to start the job next week.

Student B You are the boss.

What time do I have to start?
Do I have to wear a uniform?
When can I take a break?

Check it

5 Correct these sentences.

- 1 Do you can help me?
- 2 What time have you to start work?
- 3 We no allowed to wear jeans at school.
- 4 We no can do what we want.
- 5 My mother have to work very hard six days a week.
- 6 You no should smoke. It's bad for your health.
- 7 Passengers must to have a ticket.

WARNING: be and appear

► Go to p118

Пятый раздел на тему: «On the move»

Задание: прочитать и перевести самостоятельно текст

My kind of holiday

She travels for her job, but when it's her own holiday, Karen Saunders stays at home.

Karen Saunders has her own travel agency in Mayfair, London that sends people all over the world on their dream holidays. She needs to know where she's sending them, so she goes on working holidays four or five times a year.

66 My ideal holiday

My ideal holiday has a little bit of everything. I like lazing on a beach with a pile of books, but then I get bored and I need to do something. I love exploring new places, especially on foot, and nosing around in churches, shops, museums, and restaurants. I'm very into cooking, so I love going around markets and food stores.

However, I must confess that my favourite 'holiday resort' is home. I travel so much in my job that just waking up in my own bed is heaven. I potter around the house in my pyjamas, read the paper, do some gardening, shop for some food, then make a delicious meal in the evening.

My business holidays

I have three trips coming up. I'm looking forward to going to Canada soon, where I'm staying for four nights at the Ice Hotel. This is a giant igloo situated in Montserrat's Fall Park, just 20 minutes from downtown Quebec. It is made from 4,500 tons of snow and 230 tons of ice, and it takes 5 weeks to build. It will stay open for three months. When the spring arrives, it will melt. Then it will be built again for next year - maybe in a different place! Each room is supplied with a sleeping bag made from deer skins. The hotel has two art galleries featuring ice sculptures, and an ice cinema. It also has a bar where all the drinks come in glasses made of ice. Of course I'll visit them all!

In complete contrast to the Ice Hotel, I'm going to Dubai the following month, to stay a few days at the spectacular Burj Al Arab, which means the Arabian Tower. It's shaped like a giant sail, and it rises dramatically out of the Arabian Gulf. Each room has sea views.

I really want to try the restaurant in the tube at the top next to the hotel. Other must-dos include shopping in the markets, called souks. (You can buy designer clothes, perfumes, and spices, but what I want is some gold jewellery.) I'm also going to visit the camel races.

The next trip, different again, is to Raubab Rivers, in Selous, Tanzania, for a seven-day safari.

THE BAOBAB RIVERS LODGE IN SELOUS, TANZANIA

- so remote, you arrive by boat!

WHAT TO SEE

Each tree-top room has views over the vast forested banks of the Rufiji River, which runs through one of the largest game reserves in Africa.

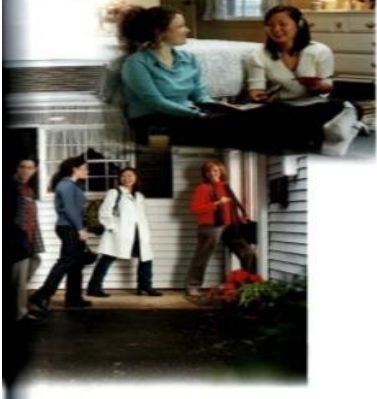
WHAT TO DO

Safari by Land Rover in search of elephants, rhinos, and lions; or by boat along the Rufiji River in search of crocodiles, hippos, and rare birds.

Шестой раздел на тему: «I just love it!»

Задание: выполнить тест

Grammar Reference 6.3-6.3 pp142-143



2 Listen and tick (✓) the question each person is answering.

- ☐ Do you like Thai food?
☐ What's Thai food like?
- ☐ Who does Bridget look like?
☐ What's Bridget like?
- ☐ How's your brother?
☐ What's your brother like?
- ☐ What does she like?
☐ What does she look like?
- ☐ What's the weather like there?
☐ Do you like the weather there?
- ☐ What does he look like?
☐ What's he like?
- ☐ What do you like doing on holiday?
☐ What was your holiday like?
- ☐ What kind of books do you like?
☐ What kind of books would you like?

Седьмой раздел на тему: «The world of work»

Задание: выполнить проверочную работу

PRACTICE
Life stories

1 Here are some more events from Nancy's life. Match a line in A with a time expression in B to tell her life story.

A	B
1 She was born	for the last five years
2 She went to school in Buenos Aires	five years ago
3 She studied modern languages and journalism	until she was eleven
4 She's worked for Intertec	while she was working for the BBC
5 She left the BBC	twice
6 She lived in Berlin	yet
7 She's been married	for three years at University College, London
8 She's visited Japan	in Argentina in 1988
9 She hasn't heard if she got the job at Worldwatch Europe	a few times

2 Listen and check. Then tell Nancy's life story to a partner.

3 Make a similar chart for your own life. Ask your partner to match the events and the times to tell the story of your life.

Talking about you

3 Complete the sentences about you.

- I've known my best friend for ...
- I've been at this school since ...
- I haven't learned to ... yet.
- I've never ...
- My mother/father has never ...
- I started ... ago.
- I've lived in ... since ...
- I went to ... when I was a child.

Have you ever ... ?

4 These verbs are all irregular. What is the Past Simple and past participle?

go write drive lose have read ride sleep be eat win meet

Irregular verbs p157

5 Work with a partner. Choose from the list below and have conversations.

go/California?	sleep/in the open air?	win/an award?
drive/a lorry?	meet/anyone famous?	ride/a motorcycle?
be/in TV?	have/an operation?	read/a book in English?
lose/your job?	eat/Indian food?	write/a poem?

A Have you ever been to California?
B Yes, I have. / No, I haven't. I've never been there.
A When did you go there?
B Two years ago. I went there on business.

Tell the class about your partner.

IT'S IN THE NEWS
Present Perfect active and passive

1 Read the newspaper headlines. Check any new words.

Dangerous prisoner escapes

Nobelists awarded Nobel Prize

Hurricane hits Caribbean

Car workers laid off

LEWIS KNOCKED OUT IN 5TH ROUND

2 **171** Listen to Nancy Mann being interviewed for the job. Do you think she will get it? Why/Why not?



3 Read the first part of Nancy's interview. Complete the sentences with *do*, *did*, or *have*.

D What _____ you work for now, Nancy?
N I work for Intertec Publishing. We publish international business magazines.
D And when _____ you _____ abroad?
N Well, in fact, I _____ born in Argentina and I _____ there until I was eleven. Also, I lived in Berlin for one year, when I _____ working for the BBC.
D That's interesting. _____ you _____ a lot?
N Oh yes, yes, absolutely. I _____ to most countries in South America and many countries in Europe. I _____ also _____ to Japan a few times.
D Oh yes! And why _____ you _____ to Japan?
N It was for Intertec. I _____ there to interview some Japanese business leaders.

172 Listen again and check.

GRAMMAR SPOT

1 Does Nancy still work for Intertec? Does she still work for the BBC?
2 Nancy says:
I work for Intertec Publishing.
I've worked there for nearly five years.
I worked for the BBC World Service.
What are the different tenses? Why are they used?

Grammar Reference 7.3 and 7.3 pp143-144

4 Read and complete the second part of the interview.

D As you know, this job is based in Geneva.
N _____ you _____ lived abroad before?
D Oh yes. Yes, I _____.
D And when _____ you _____ abroad?
N Well, in fact, I _____ born in Argentina and I _____ there until I was eleven. Also, I lived in Berlin for one year, when I _____ working for the BBC.
D That's interesting. _____ you _____ a lot?
N Oh yes, yes, absolutely. I _____ to most countries in South America and many countries in Europe. I _____ also _____ to Japan a few times.
D Oh yes! And why _____ you _____ to Japan?
N It was for Intertec. I _____ there to interview some Japanese business leaders.

173 Listen and check.

WRITING: A letter of application

Go to p152

Восьмой раздел на тему: «Just imagine»

Задание: выполнить зачет по ранее изученной теме

PRACTICE
What would you do?

1 What would you do with \$5 million?
Work in groups, talk and answer the questions.

• What... buy?
What would you buy?

• How much... give away?
Who... give it to?
• ... travel? Where... to?

• What about your job?
... keep on working or
... give up your job?

• ... go on a spending spree, or ...
invest the money?
• ... be happier than you
are now?

Conversations with will and would

2 Look at the situations. Decide if they are possible or unlikely.

- 1 There's a good documentary on TV tonight. **possible**
- 2 You find a burglar in your home. **unlikely**
- 3 You are a ghost.
- 4 Your friend isn't doing anything this weekend.
- 5 You are president of your country.
- 6 You don't have any homework tonight.
- 7 You can speak perfect English.

3 Ask and answer questions about what you will do or would do.

What will you do if there's a good documentary on TV tonight? I'll watch it.

What would you do if you found a burglar in your home? I'll call the police.

Conditional forms

4 Match a line in A with a line in B and a sentence in C.

A	B	C
1 If Terry calls,	don't wait for me.	It would be really useful for work.
2 If you've finished your work,	I might take up an evening class.	We can reach me there.
3 If I'm not back by 8 o'clock,	you have to have a visa.	Keep warm and drink plenty of fluids.
4 If you have the flu,	please let me know.	Ed loves to show you around.
5 If you're ever in London,	tell him I'm at Alex's.	Just be back in 15 minutes.
6 If you go to Russia,	you can take a break.	Ed loves to learn more about photography.
7 If I buy a computer,	if I could afford it,	You can get one at the emporium.
8 If I had more time,	you should go to bed.	Go without me and I'll meet you at the party.

LISTEN Listen and check. Practice the sentences.

5 Look at the verb forms in these questions.

- What do you do if you can't sleep at night?
- What will you do if the weather's nice this weekend?
- What would you do if you found a wallet with a lot of money in it?

In groups, answer the questions.

Девятый раздел на тему: «Relationships»

Задание: прочитать текст и выполнить тест

TEST YOUR GRAMMAR

1 Read each pair of sentences. If the sentence is a fact, put (✓). If the sentence is only a possibility, put (P).

- 1 ☐ I must be in love!
☐ I'm in love!
- 2 ☐ She could be having a shower.
☐ She's having a shower.
- 3 ☐ That isn't your bag.
☐ That can't be your bag.
- 4 ☐ You must have met my brother.
☐ You've met my brother.
- 5 ☐ They haven't met the president.
☐ They can't have met the president.
- 6 ☐ Shakespeare might have lived there.
☐ Shakespeare lived there.

2 Which sentences talk about the present?
Which talk about the past?

I NEED HELP!
must, could, might, can't

1 Do you ever read advice columns in magazines or newspapers?
What kind of problems do people write about?

2 Lucy and Pam have problems. They wrote to 'Susie's Problem Page' in Metro Magazine. Read Susie's advice. What do you think the problems are?

Susie's problem

Got a problem? Metro Magazine's agony a

Lucy's problem:
'I think about him night and day!'

Susie replies:

Hi Lucy,

Everyone has daydreams and there's nothing wrong with that. It's only a problem when you forget where dreams end and the real world begins. Don't write to him any more. You know in reality that a relationship with him is impossible, and that running away to Hollywood is a crazy idea. You need to find other interests and friends your own age to talk to. Sitting at home watching him on video won't help you. Your parents are clearly too busy to notice or listen. Your future is in your hands, so get a life, study hard, and good luck!

Yours,
Susie

70 Unit 9 - Relationships

Десятый раздел на тему: «Obsessions»

Задание: прочитать текст по ролям и письменно, дать ответы на вопросы

Time expressions

1 Astrid Johnson is a cellist. She has had an interesting life so far. Look quickly through the chart of events in her life. What are some of the things she has done?

Age	Life Event
0	Born on 4 March, 1963, in Sweden
3	Started playing the cello
8	Won award for 'Young Musician of the Year', shared with the Swedish Youth Symphonic
11	August 1975, performed in classical music festival in Stockholm
18-22	Won scholarship and studied at the Royal Academy of Music, London
19	Met her first husband
21	Got married in spring 1988
22	Received Master of Music Degree (Played in world concerts and festivals. Appeared on British TV with the London Symphony Orchestra)
23	Daughter born 9 July 1989
29	Got divorced. Moved Japan, the US, and Canada with the Chamber Orchestra of Great Britain
31	Bought a flat in New York
33-37	Completed concertos and European film soundtracks. Met George Lewis, a conductor
38	3 August, 1996, married George
40	Met about European Film Soundtrack 1999
42	Began teaching at the Music Centre, in Paris, and working as a visiting lecturer to music schools worldwide
NOW	Still teaching cello and lecturing

Astrid Johnson

2 Answer the questions.

- How long has she been playing the cello?
- Which orchestra has she played with?
- What sort of music has she composed?
- What has she won?
- How long has she been married to George?
- How many times has she been married?
- How long was she married to her first husband?
- How long has she been teaching the cello and lecturing?

Одиннадцатый раздел на тему: «Tell me about it»

Задание: выполнить домашнюю контрольную работу, выучить наизусть любых 2 текста

you know your world?
You ask ... we answer!

40 What is the most terrible natural disaster to have hit the Earth?

A Earthquakes, volcanic eruptions, and hurricanes are responsible for the deaths of thousands of people every year. One of the most violent earthquakes ever recorded was in Ecuador in 1906. It was the equivalent of 100 n-bombs, but it was nothing compared to a volcanic eruption in Tambora, Indonesia in 1815. This was the equivalent of 10,000 n-bombs. But, even these are nothing compared to many tropical hurricanes; they regularly have the energy of an amazing 100,000 n-bombs. However, there is one natural disaster that beats all of these by a very long way - a meteor that hit the Earth 65 million years ago and caused an explosion the equivalent of 10 million n-bombs. ☐

50 Why isn't there a row 13 on aeroplanes?

A In many countries, the number 13 is considered to be very unlucky. In France, there is never a house with the number 13. In the United States, modern high-rise buildings label the floor that follows 12 as 14. Where did this fear of a number come from? The idea goes back at least to Norse mythology in ancient times. There was a banquet with 12 gods. Loki, the spirit of evil, decided to join without being invited. In the fight that followed, the favourite of the gods, was killed. In Christianity, this theme was repeated at the Last Supper, Jesus Christ and his apostles numbered 13 people at the table. ☐

60 Why do women live longer than men?

A Women generally live about six years longer than men. Evidence suggests that boys are the weaker sex at birth, which means that more die in infancy. Men also have a greater risk of heart disease than women, and they have heart attacks earlier in life. Men smoke and drink more than women, and their behaviour is generally more aggressive, particularly when driving, so they are more likely to die in accidents. Also, men are more often in dangerous occupations, such as construction work. Historically, women died in childbirth and men in wars. So men and philosophers often lived to great ages. Now childbearing is less risky and there are fewer wars. ☐

70 Was Uncle Sam a real person?

A Yes, he was. This symbol of the United States with a long white beard, wearing striped trousers and top hat, was a real person from New York state. Uncle Sam was Samuel Wilson, born in Arlington, Massachusetts in 1768. At the age of eight, he was a drummer boy in the American Revolution. Later in life he moved to New York and opened a meat-packing company. He was a good and caring employer and became affectionately known as Uncle Sam. Sam Wilson sold meat to the army, and he wrote the letters US on the crates. This meant 'United States', but this abbreviation was not yet common. One day a company worker was asked what the letters US stood for, and he jokingly said that perhaps the letters stood for his employer, Uncle Sam. Nevertheless, the mistake continued. Soon soldiers started referring to all military goods as coming from Uncle Sam. They even saw themselves as Uncle Sam's men. ☐

How well do

10 Do animals have feelings?

A All pet owners would say 'Yes'. Mostly the dog and Whiskers the cat can feel angry, depressed, neglected, happy, even jealous and guilty. Many scientists, however, are sceptical about giving animals the full range of emotions that humans can feel. Part of the problem is that it is impossible to prove that even a human being is feeling happy or sad. In fact, it is only because we can observe body language and facial expression that we can deduce it. And of course humans can express the emotion with language. However, most researchers do agree that many creatures experience fear. Some scientists define this as a primary emotion. ☐

20 What are the Earth's oldest living things?

A The White Mountains of California are home to our oldest living things - trees. The oldest tree in the world, Methuselah, has roots that go back over 4,600 years. This makes it older even than the Great Pyramid. The 26-foot bristlecone pine tree is the oldest of many that have outlived civilization after civilization. ☐

30 What man-made things on Earth can be seen from space?

A When humans first flew in space, they were amazed to discover that the only man-made object visible from orbit was the Great Wall of China. Although this is a nice idea, it's not true. The Great Wall is mostly grey stone in a grey landscape and, in fact, is very difficult to see even from a plane flying at a mere 15 kilometres above. What can be seen when orbiting the Earth from about 200 kilometres up are the lights of the world's large metropolitan areas. ☐

Двенадцатый раздел на тему: «Life's great events!»

Задание: выполнить итоговый зачет по пройденным ранее темам

EVERYDAY ENGLISH
Saying sorry

1 Complete the conversations with the expressions from the box.

[Find sorry / Excuse me / Pardon / Excuse me / What?]

1 A: Excuse me, can you tell me where the post office is?
B: _____ I'm a stranger here myself.

2 A: Ouch! That's my foot!
B: _____ I wasn't looking where I was going.

3 A: _____ what's that creature called?
B: It's a Diplodocus.
A: _____
B: A Diplodocus (D-I-P-L-O-C-O-S-U-S).
A: Thank you very much.

4 A: I failed my driving test for the sixth time!
B: _____
A: _____? We need to get past. My little boy isn't feeling well.

6 A: Do you want your hearing aid, Grandma?
B: _____
A: I said. Do you want your hearing aid?
B: _____
A: DO YOU WANT YOUR HEARING AID?
B: _____ I can't hear you. I need my hearing aid.

LISTENING AND SPEAKING
My Way

1 Listen to the song 'My Way', made famous by Frank Sinatra.

• What is the message about life in this song?
• At what stage in his life is the singer?

2 Work with a partner. Discuss which words on the right best complete the lines.

WRITING Correcting mistakes 12

→ Get together

Ожидаемые результаты по четвертому учебному году обучения:

New Headway Intermediate – уровень средний

По окончании курса учащиеся смогут:

- Развить навык разговорной речи, как в стандартных, так и в нестандартных ситуациях, требующих импровизации
- Развить навык ведения дискуссии и обмена информацией, в том числе при большом количестве собеседников
- Освоить навык вести повествование, рассказывать истории и сочинять рассказы в заданном жанре
- Развить английский язык путем выполнения разнообразных заданий: исправление ошибок в формальном и неформальном стиле, описание человека, помещения, история, отчет, составление послания по факсу или электронной почте, составление рекламного объявления
- Развить навык связной письменной речи: союзы, связующие слова, вводные слова, специальные обороты, развитие организации и стиля
- Научиться восприятию речи на слух: умение слышать ключевые слова и фразы, улавливать как общий смысл, так и подробности услышанного
- Развить навык чтения больших блоков информации, содержащей много новой лексики

Календарный учебный график

New Headway Beginner включает в себя в среднем изучение в течение 10 месяцев, 40 недель, 80 дней. Начало учебного года 1 сентября, окончание учебного года 28 июня.

New Headway Elementary включает в себя в среднем изучение в течение 10 месяцев, 40 недель, 80 дней. Начало учебного года 1 сентября, окончание учебного года 28 июня.

New Headway Pre – Intermediate включает в себя в среднем изучение в течение 9 месяцев, 36 недель, 72 дней. Начало учебного года 1 сентября, окончание учебного года 31 мая.

New Headway Intermediate включает в себя в среднем изучение в течение 9 месяцев, 36 недель, 72 дней. Начало учебного года 1 сентября, окончание учебного года 31 мая.

Год обучения с 1 сентября по 31 августа																				
Год обучения	Сентябрь				Октябрь	ноябрь	декабрь	январь	февраль	март	апрель	май	июнь	июль	Август				Всего учеб недель	Всего часов по программе
Недели обучения	1	2	3	4	5-8	9-13	14-17	18-22	23-26	27-31	32-35	36-39	40-44	45-48	49	50	51	52	52	416
1-й год обучения	Контроль		+		+	+	+	+	+	+	+	+								112
	Практика			+	+	+	+	+	+	+	+	+		+						
	Теория	+			+	+	+	+	+	+	+	+	+							
2-й год обучения	Контроль		+		+	+	+	+	+	+	+	+	+	+						112
	Практика			+	+	+	+	+	+	+	+	+	+	+						
	Теория	+			+	+	+	+	+	+	+	+	+	+						
3-й год обучения	Контроль		+		+	+	+	+	+	+	+	+	+	+						96
	Практика			+	+	+	+	+	+	+	+	+	+	+						

В ходе программы реализуются такие современные педагогические технологии и принципы как коммуникативная и межкультурная направленность, создание позитивного эмоционального фона на уроке, принцип активной позиции учащегося в течение занятия, использование информационно-коммуникативных технологий (ИКТ).

Их применение в совокупности обеспечивает деятельностный характер обучения. Занятия носят практический характер. На рассмотрение выносятся разнообразные актуальные для студентов и взрослых темы, что способствует повышению мотивации к дальнейшему успешному овладению английским языком.

Программа является практико-ориентированной с элементами анализа и самоанализа учебной деятельности и включает разнообразные формы работы (парная, групповая, оценка и взаимооценка, самоанализ и т. д.).

Выбор учебного материала обусловлен возрастными особенностями и интересами учащихся.

Отработка лексико-грамматического материала осуществляется во взаимосвязи и в тесной связи с темой, взятой для обсуждения.

В ходе реализации программы осуществляется текущий контроль, демонстрирующий успехи и достижения учащихся при выполнении проверочных заданий, анализа работы и самоанализа.

Приведённые ниже формы и методы проведения курса способствуют углублению и расширению знаний учащихся по английскому языку, формированию коммуникативной и языковой компетенций.

В ходе процесса обучения применяемые методы:

- 1) Ознакомление с новой темой, выявлением проблем и с новыми лексическими единицами выделяют следующие приёмы

преподавания: объяснение, прослушивание и запись материала занятий, самостоятельное чтение изучаемого материала, работа с лексикой – правильное произношение;

- 2) Тренинги предусматривают следующие приёмы преподавания: поиск ответов на вопросы в тексте, чтение и перевод текстов, выполнение упражнений на закрепление грамматики;
- 3) Практическое применение несет в себе: обсуждение темы на английском языке, выполнение тестов (устно и письменно), рефераты, возможны проекты.

Методическое обеспечение и условия реализации программы

Для реализации целей и задач данной программы используется материал серии учебных пособий УМК «New Headway» более современные, изменив 95% текстов и заданий старых, но внутренняя структура и грамматический материал не изменились.

Курс отличается тем, что продуман он до мелочей. Им также удобно пользоваться как студентам, так и преподавателям. Обучение происходит исключительно на английском языке. Каждый из уровней курса содержит учебник, книгу для преподавателя, рабочую тетрадь и аудиофайлы для прослушивания на занятиях, а также для домашнего прослушивания. Уровни 0-3 снабжены несколькими видеороликами для закрепления пройденного материала.

Освоение программы проходит с использованием традиционных форм и методов работы, а именно: словесные методы, метод показа, метод упражнения, метод состязательности, опрос учащихся.

Набор языковых моделей и структур определен особенностями изучаемого вида и стиля высказывания. Таким образом, ученики эффективно повторяют изучаемый материал на основных уроках английского языка, четко определяя для себя цель изучения и дальнейшего употребления того или иного знания. Пособия снабжены приложениями, которые обеспечивают учебную работу учащихся и формируют компенсаторные навыки и умения. Курс New Headway систематически и последовательно формирует такие универсальные учебные действия (УУД), как

- регулятивные (целеполагание, планирование, самоконтроль, самокоррекция и др.);
- коммуникативные (планирование учебного сотрудничества, постановка вопросов, умение выражать свои мысли и др.);
- познавательные:
- обще учебные (поиск и выделение необходимой информации, выбор наиболее эффективных способов решения задач в зависимости от конкретных условий и т.д.),

- действия постановки и решения проблемы (формулирование проблемы; самостоятельное создание способов решения проблем творческого и поискового характера и др.).
- логические (анализ, синтез, установление причинно-следственных связей и др.)

Каждое занятие строится по определенному алгоритму и плану в полном соответствии с основными методическими принципами преподавания английского языка в школе: сознательности и активности, постоянного речевого взаимодействия, сочетания репродуктивных и продуктивных видов речевой деятельности, наглядности, последовательности, посильности, прочности, научности, доступности.

Возможность организации значительной части работы учащихся в малых группах, в парах, способствует формированию самостоятельности, навыков партнерских отношений, умения коллективного обсуждения и принятия решений.

Использование аудио- и видеоматериалов является необходимой составляющей занятий. Использование компьютерной техники при выполнении заданий может в значительной мере повысить эффективность самостоятельной работы учащихся с языковым материалом, способствовать развитию автономии учащихся при изучении иностранного языка.

Универсальная дидактическая направленность, разнообразие и привлекательность используемых текстов (газетные и журнальные статьи, рекламные буклеты, комиксы и др.) обеспечивают развитие лингвистического кругозора, способов познавательной деятельности школьников. Например, разнообразные задания при работе с текстом, в том числе по прогнозированию его содержания, выбору наиболее подходящего из предложенных заголовков, способствуют развитию таких важных метапредметных умений, как умение смыслового чтения. Задания по выражению собственного мнения о прочитанном способствуют, в частности, развитию умения аргументировать свою позицию, формированию ценностной ориентации подростков. Задания, часто в форме головоломок и загадок, отличающиеся от заданий школьного учебника, в занимательной форме учат школьников сопоставлять, находить сходства и различия при сравнении, воспроизводить слово по данной дефиниции, развивая внимание, логику, умение анализа и

синтеза. Практика тренировочных тестов способствует формированию механизмов самоконтроля, развитию познавательной и эмоциональной сфер учащихся.

Материально – техническое обеспечение:

1. Компьютер;
2. Интерактивная Доска;
3. Dvd;
4. Cd Test Builder;
5. Cd Extra Practice;
6. Доска.

Контрольно-измерительные способы проверки и формы контроля и подведения итогов реализации дополнительной образовательной программы

Для отслеживания *результативности данной программы* используются следующие контрольно-измерительные способы проверки и формы контроля и подведения итогов реализации дополнительной образовательной программы:

- Письменные и устные тестирования, включающие в себя проверку знаний на грамматическую и устную разговорную часть
- Самостоятельные и контрольные работы
- Творческие задания
- Аудирование, чтение, письмо, говорение

На начальном, промежуточном и заключительном этапах работы по усвоению программы обучения необходимо проводить промежуточный мониторинг и итоговую диагностику, используя специально разработанные тестовые задания для индивидуального контроля, проверочные занятия и творческие отчеты с целью выявления уровня усвоения программы. Задания, предлагаемые в качестве контрольных, должны быть хорошо знакомы детям. Система мониторинга должна позволять осуществлять оценку динамики достижений детей и включать описание объекта, форм, периодичности и содержания мониторинга.

Критерии оценки:

- приобретение начальных навыков успешного межкультурного общения;
- формирование навыков самоанализа и самостоятельности в процессе обучения;
- научиться успешно справляться с предлагаемыми тестовыми заданиями;
- овладение лексико-грамматическим материалом и коммуникативной компетенцией по Общеввропейской шкале владения иностранным языком (CEF).

Говорение:

Вести диалог, используя оценочные суждения в ситуациях официального и неофициального общения (в рамках изученной тематики); беседовать о себе, своих планах; участвовать в обсуждении проблем в связи с прочитанным/прослушанным текстом,

соблюдая правила речевого этикета; рассказывать о своем окружении, рассуждать в рамках изученной тематики и проблематики; выражающиеся в способности кратко высказаться о фактах и событиях, описать себя, семью, друга, а также выразить эмоционально-оценочные суждения. Учащиеся также должны уметь передавать основную мысль прочитанного или услышанного с опорой на текст.

Аудирование:

Относительно полно и точно понимать высказывания собеседника в распространенных стандартных ситуациях повседневного общения, понимать основное содержание и извлекать необходимую информацию из различных аудио - и видеотекстов: прагматических (объявления, прогноз погоды), публицистических (интервью, репортаж), соответствующих тематике данной ступени обучения;

Чтение:

Читать аутентичные тексты различных стилей: публицистические, художественные, научно-популярные, прагматические, используя основные виды чтения (ознакомительное, изучающее, поисковое/просмотровое) в зависимости от коммуникативной задачи;

Письмо:

Писать личное и официальное письмо, заполнять анкету, составлять сообщения на предложенную тему, письменно излагать сведения в форме, принятой в стране/странах изучаемого языка, делать выписки из иноязычного текста.

Студенты должны использовать приобретенные знания и умения в практической деятельности и повседневной жизни: для общения с представителями других стран, ориентации в современном поликультурном мире; получения сведений из иноязычных источников информации (в том числе через Интернет), необходимых в образовательных и самообразовательных целях.

Каждый модуль программы заканчивается тестом, который показывает результат освоения материала. (Приложение 1,2,3)



LANGUAGE CENTRE
for Individuals

ФИО _____

Возраст _____ Тел. _____

PART A (ELEMENTARY LEVEL)

Choose the best answer. Mark it with an X. If you do not know the answer, leave it blank.

- 1 _____ name is Robert.
a) Me b) I c) My
- 2 They _____ from Spain.
a) is b) are c) do
- 3 _____ are you from?
a) What b) Who c) Where
- 4 What do you do? I'm _____ student.
a) the b) a c) an
- 5 Peter _____ at seven o'clock.
a) goes up b) gets c) gets up
- 6 _____ you like this DVD?
a) Are b) Have c) Do
- 7 We _____ live in a flat.
a) don't b) hasn't c) doesn't
- 8 Wednesday, Thursday, Friday, _____
a) Saturday b) Tuesday c) Monday
- 9 _____ he play tennis?
a) What b) Does c) Do
- 10 Have you _____ a car?
a) any b) have c) got
- 11 We don't have _____ butter.
a) a b) any c) got
- 12 _____ some money here.
a) There're b) There c) There's
- 13 We _____ got a garage.
a) haven't b) hasn't c) don't

г. Ижевск, ул. Пушкинская, 198
Телефон +7 (3412) 56 90 66; Мобильный +7 (904) 833 85 83
E-mail: elena@lci-izh.ru / www.lci-izh.ru



LANGUAGE CENTRE
for Individuals

- 14 Those shoes are very _____.
a) expensive b) a lot c) cost
- 15 Have you got a pen? Yes, I _____.
a) am b) have c) got
- 16 They _____ at home yesterday.
a) was b) are c) were
- 17 He didn't _____ glasses.
a) put b) wear c) take
- 18 The restaurant was _____ busy.
a) very b) a lot c) many
- 19 He _____ to Brazil on business.
a) go b) goed c) went
- 20 Yesterday was the _____ of April.
a) third b) three c) day three
- 21 I _____ play football at the weekend.
a) usually b) use c) usual
- 22 I _____ in an armchair at the moment.
a) sitting b) 'm sitting c) sit
- 23 My brother is older _____ me.
a) then b) that c) than
- 24 Their car is _____ biggest on the road.
a) than b) this c) the

Pre-Intermediate



**LANGUAGE
CENTRE**
for Individuals

Ф.И.О. _____

Возраст _____

Тел. _____

1. George is French ... a French boy.
a. it is b. she is c. he is d. I am
2. This is a notebook. Those ... notebooks.
a. is b. am c. are d. be
3. I'm Russian ... English?
a. you b. are you c. am I d. you're
4. I speak Italian. She ... Japanese.
a. does speak b. speaking c. speaks d. speaks
5. -What ...?
-I'm a student.
a. do you b. do you do c. you d. you do
6. Sorry, I ... understand.
a. am not b. not c. no d. don't
7. -... I have a table for two please?
-Sure.
a. would b. must c. could d. do
8. Where ... now?
a. she is studying b. is she studying c. studies she d. she studying
9. That isn't your umbrella. It's ...
a. her b. my c. him d. mine
10. Look at that cloud. It ... rain.
a. is b. does c. is going to d. has
11. No, I don't want ... carrots.
a. some b. a c. no d. any
12. -Where ... at the weekend?
-I was in the country.
a. you were b. were you c. you d. was
13. -Why not got to Madame Tussauds?
-I ... there yesterday.
a. went b. go c. gone d. going
14. -Where ... yesterday?
-I didn't go anywhere.
a. went you b. did you went c. did you go d. was you go
15. You ... work hard to pass the examinations.
a. have to b. can c. are d. may

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LANGUAGE CENTRE
for Individuals

ФИО _____

Возраст _____ Тел. _____

PART B (INTERMEDIATE LEVEL)

Choose the best answer. Mark it with an X. If you do not know the answer, leave it blank.

- 1 They are going _____ in America next month.
a) to be b) will be c) be d) being
- 2 This is the cinema _____ we saw the film.
a) when b) which c) that d) where
- 3 Have you ever _____ in a jazz band?
a) seen b) played c) listened d) wanted
- 4 I'm _____ when I'm with you.
a) happier b) happier than c) happier
d) the happy
- 5 This is _____ than I thought.
a) bad b) badder c) worse d) worst
- 6 Can you tell me the way _____ ?
a) to the bank b) is the bank c) where is bank
d) of the bank
- 7 Do you know what _____ ?
a) time is it b) time is c) time is now d) time it is
- 8 Were you _____ to open the door?
a) could b) can c) able
d) possible
- 9 Tom has lived in this town _____ three years.
a) since b) from c) after d) for
- 10 We _____ work in that factory.
a) use to b) was c) used to d) then
- 11 I think it _____ be sunny tomorrow.
a) will probably b) probably c) can
d) will to
- 12 He _____ like his brother.
a) look b) isn't c) isn't
look d) can look
- 13 _____ does your boyfriend look like?
a) How b) What c) Why d) Which
- 14 I've got _____ many problems.
a) too b) a c) enough d) really
- 15 If we get up in time, _____ catch the train.
a) we catch b) we caught c) we had caught
d) we'll
- 16 They _____ to go to France for a year.
a) decide b) deciding c) decided
d) to decide
- 17 I'm working _____ to pass my exam.
a) hardly b) much c) hard d) good
- 18 I'm writing _____ ask you to explain.
a) for b) to c) because d) because of
- 19 He said that most problems _____ by teenagers.
a) cause b) caused c) were caused
d) were causing
- 20 Football _____ in most countries.
a) plays b) players c) is played
d) is playing
- 21 Who was _____ the door?
a) at b) on c) in d) of
- 22 We _____ lunch when you telephoned.
a) was having b) had c) were having
d) are having
- 23 Your work is _____ better.
a) being b) doing c) getting d) falling
- 24 The train was cancelled, so we _____.
a) couldn't go b) wasn't go c) didn't went
d) mustn't go
- 25 The problem was _____ solved
a) easy b) easy to c) an easy d) easily
- 26 It was a difficult journey, but I _____ get home.
a) could b) managed to c) at last
d) was

Список литературы

1. YMK New Headway Beginner, Elementary, Pre – Intermediate, Intermediate. Mike Sayer, John and Liz Soars, 2017.
2. Presentation Plus – диск для интерактивной доски New Headway Beginner, Elementary, Pre – Intermediate, Intermediate.