

Министерство образования и науки Мурманской области
Частное образовательное учреждение дополнительного образования
«Мурманская языковая школа»

Принята
Педагогическим советом
Протокол от 25.05.2022 №2-Пр

Утверждена Генеральным директором
ЧОУ ДО «Мурманская языковая школа»
25.05.2022

С изменениями от 28.02.2023
(приказ №06 от 28.02.2023)

**Дополнительная общеобразовательная общеразвивающая программа
социально-гуманитарной направленности
«Английский язык. Решения»**

Возраст обучающихся: 11 – 17 лет
Срок реализации программы: 5 лет

Составитель:
Попова А.А.
Старший педагог дополнительного образования

Мурманск
2022



Пояснительная записка

Язык является важнейшим средством общения, без которого невозможно существование и развитие человеческого общества. Происходящие сегодня изменения в общественных отношениях, средствах коммуникации (использование новых информационных технологий) требуют повышения коммуникативной компетенции школьников, совершенствования их филологической подготовки.

Основное назначение иностранного языка состоит в формировании коммуникативной компетенции, т.е. способности и готовности осуществлять иноязычное межличностное и межкультурное общение с носителями языка. Изучение иностранного языка характеризуется:

- межпредметностью (содержанием речи на иностранном языке могут быть сведения из разных областей знания, например, литературы, искусства, истории, географии, математики и др.);
- многоуровневостью (с одной стороны необходимо овладение различными языковыми средствами, соотносящимися с аспектами языка: лексическим, грамматическим, фонетическим, с другой - умениями в четырех видах речевой деятельности);
- полифункциональностью (может выступать как цель обучения и как средство приобретения сведений в самых различных областях знания).

Иностранный язык расширяет лингвистический кругозор учащихся, способствует формированию культуры общения, содействует общему речевому развитию учащихся.

Данная программа **составлена в соответствии** с Федеральным законом от 29.12.2012 № 273-ФЗ «Об образовании в Российской Федерации», приказом Минпросвещения России от 27.07.2022 № 629 «Об утверждении Порядка организации и осуществления образовательной деятельности по дополнительным общеобразовательным программам», постановлением Главного государственного санитарного врача РФ от 28.09.2020 № 28 Об утверждении санитарных правил СП 2.4.3648-20 "Санитарно-эпидемиологические требования к организациям воспитания и обучения, отдыха и оздоровления детей и молодежи", постановлением Главного государственного санитарного врача РФ от 28.01.2021 № 2 Об утверждении санитарных правил и норм СанПиН 1.2.3685-21 «Гигиенические нормативы и требования к обеспечению безопасности и (или) безвредности для человека факторов среды обитания», Положением об организации и осуществлении образовательной деятельности, утвержденным ЧОУ ДО «Мурманская языковая школа», а также в соответствии с возрастными особенностями обучающихся, потребностями современного подростка и планируемыми результатами освоения программы.

Актуальность программы: поликультурное образование современного подростка включает изучение английского языка как важного предмета, необходимого для успешной социализации в современном многоязычном мире. В процессе обучения иностранным языкам решаются как задачи практического владения языком, так и общеобразовательные, поскольку они самым тесным образом связаны с практическим владением языком. Владение иностранным языком обеспечивает возможность выражать одну и ту же мысль посредством разных лексических и грамматических единиц не только на иностранном, но и на родном языке, делает мыслительные процессы более гибкими, развивает речевые способности учащихся. Изучая иностранный язык, учащиеся развивают и тренируют память, волю, внимание, трудолюбие; расширяется кругозор, развиваются познавательные интересы, формируются навыки работы с текстами любого типа.

Направленность программы: социально-гуманитарная.

Уровень программы: от начального уровня (Elementary).



Отличительные особенности программы: данная программа составлена с использованием современной методики формирования основных языковых и речевых умений и навыков, включая постановку правильного произношения, а также воспитание общечеловеческих ценностей и социокультурных компетенций. Программа ориентирована на овладение практическими навыками использования английского языка посредством тем и заданий, поддерживающих высокий уровень мотивации обучающихся, а также разнообразия дидактического материала, а также навыками письменного и устного перевода.

Обучение английскому языку осуществляется на базе **учебно-методического комплекса Solutions (2 edition)** издательства Oxford University Press – многоуровневого курса общего английского языка для учеников средних и старших классов.

Курс обеспечивает накопление соответствующего лексического запаса, качественную подготовку по грамматике и способствует освоению коммуникативных навыков речевой деятельности: чтения, аудирования, говорения и письма. В основу данного курса положена коммуникативная методика, основанная на сочетании лучших достижений традиционного подхода и инновационных технологий.

Обучение по данной программе отличают **следующие особенности:**

- ярко выраженная практическая направленность обучения;
- повышение мотивации обучающихся за счет вызывающего интерес содержания курса, тщательно дозированного языкового материала и возможности его немедленного применения для решения конкретных языковых задач;
- четко обозначенные цели каждого урока в отношении освоения нового лексического и грамматического материала, необходимого для успешной коммуникации в рамках заданной темы;
- интегрированный подход к расширению языковых знаний и развитию речевых умений на каждом занятии;
- подготовка к осуществлению дальнейших образовательных целей учащимися, например, успешная сдача выпускниками международных экзаменов;
- овладение практическими навыками устного и письменного перевода, необходимыми в межкультурной коммуникации;
- наряду с развитием языковой компетенции (работой над лексическим и грамматическим материалом), повышенное внимание уделяется формированию социокультурной и прагматической компетенций, что позволит обучающимся более успешно использовать язык в практических целях;
- яркий интерфейс, наличие электронных ресурсов и дополнительных учебных материалов.

Адресат программы: данная программа предназначена для детей школьного возраста (11 – 17 лет).

Объем программы: 720 академических часов.

Срок освоения программы: 5 лет.



Год обучения	Возраст обучающихся	Наименование УМК	Количество академических часов / неделю	Количество академических часов / учебный курс
1 год	11 - 12 лет	УМК «Решения» A1 – A2 «Solutions» Elementary	4	144
2 год	12 - 13 лет	УМК «Решения» A2 – B1 «Solutions» Pre-Intermediate	4	144
3 год	13 - 14 лет	УМК «Решения» B1 – B2 «Solutions» Intermediate	4	144
4 год	14 - 15 лет	УМК «Решения» B2 – C1 «Solutions» Upper - Intermediate	4	144
5 год	16 - 17 лет	УМК «Решения» C1 – C2 «Solutions» Advanced	4	144

Форма организации образовательного процесса: очная форма обучения, групповая форма занятий. Виды занятий включают в себя традиционную классно-урочную систему, дидактические и ролевые игры, просмотр учебных видеофильмов, интеллектуальные викторины и творческие задания, исследовательские и проектные работы, самостоятельное выполнение домашних заданий.

Режим занятий: занятия проводятся 2 раза в неделю по 2 академических часа с перерывом 10 минут.

Цели и задачи

Основная цель программы – создание условий для развития коммуникативной компетенции и социальных навыков посредством английского языка.

Изучение английского языка по данной программе направлено на достижение **образовательных, воспитательных и развивающих задач.**

Образовательные задачи:

1. развитие навыков английского языка по следующим видам речевой деятельности: чтение, аудирование, письмо, говорение;
2. совершенствование знаний грамматических единиц и расширение активного словарного запаса;
3. формирование навыков защиты и презентации проектов на английском языке;
4. формирование навыков устного и письменного перевода.



Развивающие задачи:

1. развитие общеучебных навыков и языковой догадки;
2. формирование умения практически применять полученные знания в ходе учебной и проектной деятельности;
3. развитие интеллектуальной сферы, формированию умения анализировать поставленные задачи, планировать и применять полученные знания при реализации творческих проектов;
4. развитие памяти и внимания;
5. формирование навыков публичных выступлений;
6. формирование навыков использования информационных технологий.

Воспитательные задачи:

1. формирование навыков межличностных отношений и навыков сотрудничества и работы в группе;
2. формирование позитивную мотивацию к труду и учебе (в частности в сфере изучения иностранных языков);
3. воспитание дисциплинированности, ответственности, самоорганизации;
4. воспитание интереса к межкультурной коммуникации, уважению и толерантности, актуальным в Арктической зоне сотрудничества стран Баренц региона.

Разработка и реализация программы осуществляется с учетом следующих базовых **принципов**:

- интерес;
- инновационность;
- доступность и демократичность;
- качество;
- сотрудничество и сотворчество;
- наглядность.



Планируемые результаты освоения программы

1 год обучения

- формирование представления о профессии «переводчик»;
- формирование навыков построения межкультурного диалога с носителями английского языка;
- совершенствование грамматических и лексических навыков с целью осуществления грамотного перевода небольших письменных текстов;
- развитие навыков работы с аутентичными материалами (статьи журналов и газет, посты в социальных сетях).

2 год обучения

- формирование навыков работы со словарями в печатной и электронной форме, используя информационные технологии;
- совершенствование фонетических, лексических, грамматических и словообразовательных явлений английского языка, необходимых для письменного перевода;
- знакомство с основами технического перевода (полный перевод, реферативный перевод).

3 год обучения

- совершенствование фонетических, лексических, грамматических и словообразовательных явлений английского языка, необходимых для письменного и устного перевода;
- формирование навыков устного перевода (последовательный перевод) с продолжительностью текста до 90 сек;
- знакомство с профессиональной этикой переводчика;
- формирование умения оценивать результаты собственной переводческой деятельности для ее усовершенствования.

4 год обучения

- формирование умения принимать самостоятельные решения в различных ситуациях и нести за них ответственность;
- формирование способности работать и социально взаимодействовать в команде и проявлять уважение к иной культуре на основе общечеловеческих ценностей;
- совершенствование фонетических, лексических, грамматических и словообразовательных явлений английского языка, необходимых для письменного и устного перевода;
- совершенствование навыков устного перевода (последовательный перевод) с продолжительностью текста до 3 мин;
- совершенствование навыков письменного перевода (технический и художественный перевод).



5 год обучения

- овладение методами, способами и средствами получения, хранения и переработки информации, навыками работы с компьютером, как средством управления информацией;
- знакомство с основными процессами международных отношений в их историческом и культурном развитии;
- знакомство с правилами поведения в ситуациях общения между представителями различных культур;
- совершенствование навыков устного перевода (последовательный перевод) с продолжительностью текста до 5 мин;
- совершенствование навыков письменного перевода (технический и художественный перевод);
- формирование элементарных навыков синхронного перевода.

Подведение итогов реализации программы

Итоги освоения обучающимися программы подводят в форме контрольной работы в конце академического года, включающей в себя письменное тестирование и устную часть.

Содержание программы

Учебный план программы «Английский язык. Решения» 1 год обучения

№	Тема	Количество часов
1.	Вводные уроки. «Introduction»	4
2.	Друзья и семья. «Friends and family»	14
3.	Свободное время. «My time»	14
4.	Школа. «At school»	14
5.	Особые события. «Special occasions»	14
6.	Здоровый образ жизни. «Healthy living»	14
7.	Город, транспорт. «Going places»	14
8.	Слава, известные люди. «Fame!»	14
9.	Дикая природа. «In the wild»	14
10.	Мир профессий. «The world of work»	14
11.	Путешествия. «Time to travel»	14
	Итого	144



Учебный план программы «Английский язык. Решения» 2 год обучения

№	Тема	Количество часов
1.	Внешность, характер. «All about you»	14
2.	Спортивные соревнования. «Winning and losing»	15
3.	Дома, город и сельская местность. «House and home»	14
4.	Свободное время, киноиндустрия. «Lights, camera, action!»	15
5.	Поход по магазинам. «Shopping»	14
6.	Современные гаджеты, интернет. «How techie are you?»	15
7.	Культура разных стран, праздники. «Around the world»	14
8.	Проблемы окружающей среды. «What if ...?»	15
9.	Преступления. «Crime scene»	14
10.	Свободное время, чтение. «The written world»	14
итого		144

Учебный план программы «Английский язык. Решения» 3 год обучения

№	Тема	Количество часов
1.	Мода, знаменитости. «Caught on camera»	14
2.	Чувства, эмоции. «Looking back»	15
3.	Мир профессий. «A good job»	14
4.	Здоровый образ жизни, тело человека. «Body and mind»	15
5.	Современный гаджеты, интернет. «Tomorrow's world»	14
6.	Дом. Преступления. «Mystery»	15
7.	Друзья, взаимоотношения. «Real relationships»	14
8.	Путешествия, транспорт. «Globetrotters»	15
9.	Карманные деньги, доход, торговля. «Money, money, money!»	14
10.	Свободное время, музыка. «Be creative»	14
итого		144



Учебный план программы «Английский язык. Решения» 4 год обучения

№	Тема	Количество часов
1.	Характер. Учебные достижения. «Out of the ordinary»	14
2.	Карманные деньги, бизнес. «Rich and poor»	15
3.	Взаимоотношения в семье. «Relating to people»	14
4.	Политические направления, религия. «Taking a stand»	15
5.	Современные гаджеты, интернет. «Technology»	14
6.	Еда, кулинария, диеты. «A matter of taste»	15
7.	СМИ, традиционная почта. «Communication»	14
8.	Экология, проблемы окружающей среды. «Our planet»	15
9.	Опасные виды спорта, экстрим. «Behaviour»	14
10.	Спорт, здоровый образ жизни. «Game on!»	14
Итого		144

Учебный план программы «Английский язык. Решения» 5 год обучения

№	Тема	Количество часов
1.	Эмоции, чувства. «Beginnings»	14
2.	Свободное время, чтение, кино. «Stories»	15
3.	Взаимоотношения, семья. «Partners»	14
4.	Перемены. «Changes»	15
5.	Военные события. «Battles»	14
6.	Предсказания, сны. «Dreams»	15
7.	Путешествия. «Journeys»	14
8.	Современная молодежная культура. «Fashion»	15
9.	Взаимоотношения, сплетни и слухи. «Gossip»	14
10.	Противоречивые темы. «Endings»	14
Итого		144



Предметное содержание речи

Страноведение: страны изучаемого языка (Великобритания, США, Австралия, Канада, Индия), их география, краткая история, культурные особенности, политическое устройство.

Глобальные вопросы: социальные, политические и экологические проблемы, экономические тенденции.

Ближайшее окружение: хобби и увлечения, семейные традиции, взаимоотношения с друзьями и знакомыми, выбор профессии и высшего учебного заведения, система здравоохранения.

Инновации и развитие: современные технологии, мир будущего.

Материально-техническое обеспечение программы:

- персональный компьютер;
- мультимедиа проектор;
- интерактивная доска;
- принтер;
- устройства вывода звуковой информации;
- магнитная доска с набором приспособлений для крепления таблиц, плакатов и картинок;
- комплекты учебной литературы, наглядные пособия, проверочный материал для индивидуальной и совместной работы.

Методическое обеспечение программы:

Программа «Английский язык. Решения» основана на коммуникативной методике. Методами организации познавательной деятельности, применяемыми для успешной реализации программы, являются:

- репродуктивный;
- словесные методы обучения: лекция, объяснение, рассказ, чтение, беседа, диалог, консультация;
- методы практической работы; письменные упражнения, выполнение заданий;
- метод наблюдения: запись наблюдений, зарисовка, рисунки;
- метод игры: игры: дидактические, развивающие, познавательные, подвижные, народные, компьютерные, на развитие внимания, памяти, глазомера, воображения; игра-конкурс, игра-путешествие, ролевая игра, деловая игра;
- наглядный метод обучения: картины, рисунки, плакаты, фотографии; демонстрационные материалы;
- использование на занятиях средств искусства, активных форм познавательной деятельности, психологических и социологических методов и приемов.

**1. Учебно-тематический план программы «Английский язык. Решения» 1 год обучения
УМК «Solutions» Elementary (A1 – A2)**

Раздел	Лексика	Фонетика	Грамматика	Аудирование	Чтение	Говорение	Письмо	Количество часов
Introduction	Numbers (cardinal and ordinal), Time, Days, and dates	alphabet	be, possessives and pronouns Possessive adjectives Demonstrative pronouns Have got and articles	Introducing myself Asking and telling the time		Introducing myself Asking and telling the time		4
1 Friends and Family	Family words (aunt, cousin, stepmother, etc.) Monarchy and government Everyday activities	Questions words (how, what, when, where, which, who, whose)	Present Simple Possessive 's Plural nouns Object pronouns	Describing my family Three people talking about the British monarchy	A Royal Couple The Amish	Describing families Making friends (I can introduce myself to new people)	A message	14
2 My time	Free-time activities Hobbies and sports (athletics, keeping fit, drama, etc.) Parts of body		Adverbs of frequency Can and Adverbs Imperatives	- Talking about hobbies and sports - A radio interview - Song: Ain't got no - What do you like doing?	Cheerleading Free time- Crazy time!	Talking about hobbies Expressing likes and dislikes Giving an opinion about things	An announcement	14

3 At school	School subjects Parts of the house Parts of a school Directions		There is/there are Some/any Prepositions of place Have to	Extracts from school lessons An interview about school	Eton College An interview with a young sumo wrestler	Talking about school subjects Room description Giving directions	A letter (Capital letters)	14
4 Special occasions	Clothes Halloween vocabulary Wedding vocabulary (bride, groom, etc.)		Present Continuous Present Simple and Continuous	Clothes Song Fallin' Talking about the plans for the weekend	Halloween The Big Day!	Clothes' Description Making arrangements	An invitation to a party	14
5 Healthy living	Food and drink Methods of cooking Compound nouns Health problems		Quantity (countable, uncountable nouns) Should/shouldn't	In a busy kitchen Different diets	Food for thought? Healthy alternatives	Ordering Food	A questionnaire	14

<p style="text-align: center;">6</p> <p style="text-align: center;">Going places</p>	<p>Places in town Adjectives to describe places in a city (modern, safe, etc.) Adjectives to describe feelings</p>	<p>-ed endings</p>	<p>Past simple be and can</p> <p>Past Simple affirmative: regular verbs</p>	<p>Following directions</p> <p>Radio advertisements: Places to go in Sydney</p> <p>Phoning a museum for information</p>	<p>A teenager's guide to Sydney!</p> <p>A strange accident</p>	<p>Asking for information</p>	<p>A note</p>	<p style="text-align: center;">14</p>
<p style="text-align: center;">7</p> <p style="text-align: center;">Fame!</p>	<p>Countries, Nationalities. Make, do, have and take (have a dream, do homework, etc.) Events in life Expressions of interest and sympathy</p>	<p>Past simple forms</p>	<p>Past Simple affirmative: irregular verbs</p> <p>Past Simple: negative and interrogative</p>	<p>Four biographies</p> <p>Three teenagers talk about their heroes</p> <p>Three teenagers talk about their weekend</p>	<p>Vincent van Gogh and Pablo Picasso</p>	<p>Talking about your weekend</p>	<p>An email message</p>	<p style="text-align: center;">14</p>

8	In the wild	Geographical features (cave, sea, volcano, etc.) Continents Measurements Outdoor activities Wildlife Types of holiday (safari, beach holiday, city break, etc.)	Pronunciation - er endings	Comparative Adjectives Superlative Adjectives	Geographical places Talking about trips Song: Planet Earth	A famous landmark The scariest animals in history?	Negotiating Making holiday plans	An advert	14
9	The world of work	Jobs Work words (skills, career, part time, etc.)		Going to Will	Three people talk about their jobs Part-time jobs	Three people talk about their jobs Gap years	On the phone Making and receiving phone calls Saying phone numbers	An application letter	14
10	Time to travel	Transport nouns and adjectives Phrasal verbs with get Time expressions		Present Perfect: Affirmative (<i>just</i> for recent events) Present Perfect: Negative and Interrogative (already and yet)	Five people talk about how they go to and from school Song: Last train to Clarkville	Lose your arm or lose your life	Buying a train ticket Can for permission	A postcard	14
ИТОГО									144

**2. Учебно-тематический план программы «Английский язык. Решения» 2 год обучения
УМК «Solutions» Pre-Intermediate (A2 – B1)**

Раздел	Лексика	Фонетика	Грамматика	Аудирование	Чтение	Говорение	Письмо	Количество часов
1 All about you	Personality Personality Adjectives (generous, lazy, rude, etc.) Hobbies and interests (playing sport, chatting online, etc.)		Present Simple and Continuous Verbs not used in continuous tenses Verbs + infinitive or – ing form	Describing people’s personalities Four teenagers doing the Duke of Edinburgh Award Song: I bet you look good on the dance floor Expressing likes and dislikes	The Duke of Edinburgh Award	Exchanging opinions	A personal profile	14
2 Winning and losing	Sports (athletics, boxing, surfing, etc.) play/go/do+sport Free-time activities (go bowling, have a barbecue, etc.)	-ed endings	Past simple Past Simple and continuous	Sports commentaries A snail race	Bog snorkelling Surfing superstar!	Talking about the past	An informal letter	15

<p style="text-align: center;">3</p> <p style="text-align: center;">House and Home</p>	<p>Rural and urban landscapes Prepositions of movement Farming (crops, plough, etc.) Descriptive words (crowded, scary, indoors, etc.) Holiday activities (buy souvenirs, sunbather, etc.)</p>	<p>Vowel sounds and the</p>	<p>Some, any, much, many, a lot of, a little, a few.</p> <p>Articles</p>	<p>Following directions</p> <p>Hunting</p> <p>Song: Country House</p>	<p>Fox-hunting</p> <p>Who wants to be a farmer</p>	<p>Picture description</p> <p>Fillers (let me think, hmm, etc.)</p>	<p>A holiday blog</p>	<p style="text-align: center;">14</p>
<p style="text-align: center;">4</p> <p style="text-align: center;">Lights, camera, action</p>	<p>Types of film (action film, comedy, musical, etc.) Adjectives to describe films (dull, gripping, etc.)</p>	<p>Weak forms</p> <p>Intonation in checking phrases</p>	<p>Comparatives and superlatives</p> <p>(not)as...as, too, enough</p>	<p>Excerpts from films</p> <p>The Razzie awards</p>	<p>The Oscars</p> <p>How did they do that?</p>	<p>Buying tickets</p> <p>Checking understanding</p>	<p>A film review</p>	<p style="text-align: center;">15</p>

<p style="text-align: center;">5</p> <p style="text-align: center;">Shopping</p>	<p>Shops (chemist's, DIY store) Shopping and money (borrow, owe, spend, etc.) Entertaining and Performing Advertising and Selling Faulty goods</p>	<p>Making a complaint</p>	<p>Present Perfect (been and gone, for/since, How long...?) Present Perfect and Past Simple (Have you ever...?)</p>	<p>Conversations in shops Announcements</p>	<p>Covent Garden Online Auctions</p>	<p>Making a complaint</p>	<p>A formal letter</p>	<p style="text-align: center;">14</p>
<p style="text-align: center;">6</p> <p style="text-align: center;">How techie are you?</p>	<p>Electronic devices Websites Social activities (go skateboarding, have a barbecue, etc.)</p>	<p>Going to Intonation in invitations</p>	<p>Will and going to Zero conditional: may, might, and could</p>	<p>Radio advertisements A radio interview about social networking</p>	<p>Electronic obsessions Crazy waves of getting around</p>	<p>Making invitations</p>	<p>Messages</p>	<p style="text-align: center;">15</p>



<p style="text-align: center;">7</p> <p style="text-align: center;">Around the world</p>	<p>Body language Gestures (bow, wave, wink, etc.) Gifts and special occasions (perfume, wedding anniversary, etc.) Events and places to visit</p>	<p>Will and won't</p>	<p>Must, mustn't, and needn't</p> <p>First conditional</p> <p>Should and ought to for suggestions, advice, and opinions.</p>	<p>Customs in different countries</p> <p>Gifts given and received</p> <p>Asking about tourist attractions</p>	<p>Has Christmas become too commercial?</p> <p>April Fool!</p>	<p>Giving advice and recommendations</p>	<p>Invitations</p>	<p style="text-align: center;">14</p>
<p style="text-align: center;">8</p> <p style="text-align: center;">What if...?</p>	<p>Natural disasters Fund-raising events</p>		<p>Second conditional</p> <p>I wish...</p>	<p>News reports</p> <p>Recycling</p>	<p>Proud of their dustbin!</p> <p>Collision course</p>	<p>Stimulus discussion</p>	<p>An essay</p>	<p style="text-align: center;">15</p>

<p style="text-align: center;">9</p> <p style="text-align: center;">Crime scene</p>	<p>Crime (burgle, mug, rob a bank, deal drugs, etc.)</p>		<p>Past Perfect</p> <p>Reported Speech</p>	<p>News reports about crimes</p> <p>Is it ever OK to steal?</p> <p>Reporting thefts</p>	<p>The Legend of Robin Hood</p> <p>Cyber Crime</p>	<p>Reporting a theft</p>	<p>An email</p>	<p style="text-align: center;">14</p>
<p style="text-align: center;">10</p> <p style="text-align: center;">The written word</p>	<p>Publications (biography, comic, manual, etc.)</p> <p>Books and text (back cover, title, etc.)</p> <p>Novels (chapter, plot, sequel, etc.)</p>	<p>Word stress</p>	<p>The passive (Present and past simple)</p> <p>The passive (Present Perfect and Future)</p>	<p>Publishing – past and present</p> <p>Teenagers talking about Shakespeare</p> <p>Song: Bloodletting (The Vampire Song)</p> <p>Arranging to meet</p>	<p>William Shakespeare</p> <p>The Vampires Return</p>	<p>Arranging to meet (suggesting activities)</p>	<p>An informal letter</p>	<p style="text-align: center;">14</p>
Итого								144



**3. Учебно-тематический план программы «Английский язык. Решения» 3 год обучения
УМК «Solutions» Intermediate (B1 – B2)**

Раздел	Лексика	Фонетика	Грамматика	Аудирование	Чтение	Говорение	Письмо	Количество часов
1 Caught on camera	Describing clothes (spotty, tight, etc.) Clothes		Present tense contrast Dynamic and state verbs Verbs + infinitive or -ing	Radio fashion commentary Opinions on CCTV Cameras Talking about a photo	Looking out for you? Hearing colours	Photo description	An informal letter	14
2 Looking back	Feelings (afraid, proud, upset, etc.) Words about war		Past tense contrast Used to	Talking about feelings Remembrance Day Song: Ugly	Amnesia Identity crisis	Narrating events (phrases for structuring a story)	Narrative	15

<p style="text-align: center;">3</p> <p style="text-align: center;">A good job</p>	<p>The world of work Activities at work, describing work (stressful, mental, rewarding, etc.)</p>	<p>Question tags</p>	<p>Defining relative clauses (who, whose, where, which, etc.)</p> <p>Non-defining relative clauses</p> <p>Question tags</p>	<p>Radio job advertisements</p> <p>A University education</p> <p>Job interviews</p>	<p>University in the UK</p> <p>A man's world? Woman's work?</p>	<p>A job interview</p>	<p>A job application</p>	<p style="text-align: center;">14</p>
<p style="text-align: center;">4</p> <p style="text-align: center;">Body and mind</p>	<p>Parts of the body Inside the body Food and nutrition Legal collocations (pass a law, etc.) Symptoms (dizzy, swollen, etc.)</p>	<p>Giving advice</p>	<p>Past Simple and Present Perfect Contrast</p> <p>Present Perfect Continuous</p> <p>Clauses expressing purpose</p>	<p>Idioms with parts of the body</p> <p>Health Issues</p> <p>Seeing the doctor</p>	<p>A healthy appetite?</p> <p>Mind over matter?</p>	<p>At the doctor's</p> <p>Giving advice</p>	<p>An announcement</p>	<p style="text-align: center;">15</p>
<p style="text-align: center;">5</p> <p style="text-align: center;">Tomorrow's world</p>	<p>Computing</p>	<p>Abbreviations</p>	<p>Zero conditional</p> <p>Could, may, might, will</p> <p>First Conditional</p> <p>Future Perfect and Future Continuous</p>	<p>In a computer shop</p> <p>Time capsules in New York</p> <p>Weekend plans</p>	<p>Fifty years on</p>	<p>Speculating and predicting</p> <p>Talking about plans (making, accepting, and declining suggestions)</p>	<p>An informal letter</p>	<p style="text-align: center;">14</p>

<p style="text-align: center;">6</p> <p style="text-align: center;">Mystery</p>	<p>Crime</p>	<p>Speculating about events</p>	<p>Reported Speech (say and tell) Statements and questions</p> <p>Must have, could have, might have, can't have</p> <p>Indirect questions, verbs with two objects</p>	<p>Interview with a police officer</p> <p>A crime story</p> <p>Speculating about news reports</p>	<p>Kaspar Hauser</p>	<p>Speculating about Events</p> <p>Reacting to speculations</p>	<p>A formal letter: asking for Information</p>	<p style="text-align: center;">15</p>
---	--------------	---------------------------------	---	---	----------------------	---	--	--

<p style="text-align: center;">7</p> <p style="text-align: center;">Real relationships</p>	<p>Dating and Relationships</p> <p>Idioms with heart and head</p> <p>Adjectives to describe venues (crowded, romantic, etc.)</p>	<p>Expressing contrast</p>	<p>Three-part phrasal verbs</p> <p>Comparison: comparative and superlative adverbs less and least</p> <p>Superlatives and Present Perfect</p> <p>Double comparatives</p> <p>Second conditional (I wish, if only, I'd rather)</p>	<p>Talking about couples</p> <p>The life of William Blake</p> <p>Song: This ain't a love song.</p>	<p>Love's secret One Perfect Rose</p> <p>Can science help you to find love?</p>	<p>Stimulus description</p> <p>Expressing contrast (however, whereas)</p>	<p>For and against essay</p>	<p style="text-align: center;">14</p>
---	--	----------------------------	--	--	---	---	------------------------------	--

<p style="text-align: center;">8</p> <p style="text-align: center;">Globetrotters</p>	<p>Travel compound nouns (buffet car, hard shoulder, etc.) Useful adjectives (cheap, slow, etc.) Expedition adjectives (gruelling, intrepid, etc.) Adjectives describing places (breathtaking, isolated, etc.)</p>	<p>Acronyms complaining</p>	<p>The passive Indefinite pronouns (some-, any-, no-, every-) Introductory it</p>	<p>Travel locations Captain Scott's last expedition Holiday complaints</p>	<p>A British Tradition Travelling with friends</p>	<p>Travel problems Making a complaint</p>	<p>Description of a place</p>	<p style="text-align: center;">15</p>
<p style="text-align: center;">9</p> <p style="text-align: center;">Money, money, money</p>	<p>Money and payment (bargains, till, etc.) Banking (PIN number, direct debit, etc.) Advertising (brand, slogan, etc.) Linking words</p>	<p>have</p>	<p>Reflexive pronouns Third conditional</p>	<p>Talking about shopping Opinions on advertising Song: Doesn't mean anything</p>	<p>Product placement The world's Luckiest Man</p>	<p>Photo description Speculating (I can't be sure, but..., it could be that...) Giving information and opinions</p>	<p>Opinion essay</p>	<p style="text-align: center;">14</p>

10 Be creative	Musical performers (busker, string quartet, etc.) Describing music (beat, solo, etc.) Artists and artistic activities Artistic verbs and nouns (sculpt/sculptor, etc.) Describing books and stories		Participle clauses Determiners (all, each, very, every, few, little, etc.) So and such	Musical performances Talking about festivals	Music festivals Alonzo Clemons and Richard Wawro	Stimulus description Giving an opinion Expressing a strong opinion	Book review	14
	итого							

**4. Учебно-тематический план программы «Английский язык. Решения» 4 год обучения
УМК «Solutions» Upper-Intermediate (B2 – C1)**

Раздел	Лексика	Фонетика	Грамматика	Аудирование	Чтение	Говорение	Письмо	Количество часов
1 Out of the ordinary	Personality traits (ambitious, immature, selfish, etc.) Extra-curricular activities Physical description adjectives Character and behaviour		Present perfect simple and continuous. State and dynamic verbs (hate, watch, etc.) Prepositions Verb patterns: (verb +to infinitive verb +ing form verb+object+to infinitive, etc.)	Talking about personality traits J.D. Salinger and Harper Lee To Kill A Mockingbird Talking about a photo	High maths abilities, bad school life	Photo description	Description of a person	14
2 Rich and poor	Money idioms Buying or renting a flat Extreme adjectives (enormous, starving, etc.)		Used to and would Second Conditional Past Perfect Simple and Past Perfect Continuous Past Simple and Past Continuous	Talking about money Interview	Secret millionaire	Talking about squatters Photo description	Story	15

3 Generations	Relating to people (admire, adore, etc.) Stages of life Verbal interaction (bicker with sb, insult sb. etc.) Phrasal verbs with up and down Describing places		Question forms Indirect questions Subject/Object questions Comparison Question tags Concession clauses	Talking about family relationships Radio interview A foreign visitor	How to be a good parent	Role-play	Essay pros and cons	14
4 Talking a stand	Politics and protest International organizations		Probability: present and future Future continuous and future perfect	Talking about politics Talking about Northern Ireland Song: Imagine	Northern Ireland Freedom of speech and information – how much should we have?	Role play: agreeing and disagreeing	Formal letter. Letter of protest	15
5 Technology	Computing Computing phrase and useful verbs Technology components (aerial, battery, etc.) Science (diagnosis, laser etc.) Crime (arson, burglar etc.)		Passive all forms Use of passive Future in the past		Who is afraid of designer babies? Who are the jailbreakers?	Speculating about a photo	Story	14

6 A matter of taste	Describing food Food adjectives Food and nutrition		Passive: advanced structures (passive with know, believe etc.) Passive modals, gerunds and infinitives Articles and quantifiers	Talking about food Talking about healthy eating Talking about food	Drinking stories	Talking about food. Expressing opinions.	Description of a place Describing restaurants Recommending	15
7 Communication	Headlines and news vocabulary Phrasal verbs with on, off, out, and in		Reported speech Reported questions Indefinite pronouns Reporting verbs Must, might, can't (have)	Talking about the news Talking about Twitter	Twitter You've got mail!	Photo description	Review	14
8 Our planet	Global warming. Energy and the environment (coal, solar etc.) Wildlife and endangered species (captivity, conserve)		Talking about ability Relative clauses Do and did for emphasis	Talking about global warming Vertical farming Talking about recycling	Solving the food crisis Space junk	Talking about recycling	Opinion essay	15

9 Mistakes	Describing behaviour		Criticizing past actions (should/could/might/needn't have) Third conditional Mixed conditionals	Rebecca Black Song: Same mistake Talking about a mistake.	Hospital mix-up	Talking about a mistake. Wishes and regrets.	Story	14
10 Game on!	Sports Equipment, venues, disciplines Anatomy (ligament, swelling etc.)		Emphasis and inversion Unreal past and had better (might as well)	Talking about the role of money in sport Talking about fitness	Getting ahead	Talking about sport and money Talking about fitness (photo description)	Description of an event	14
Итого								144

**5. Учебно-тематический план программы «Английский язык. Решения» 5 год обучения
УМК «Solutions» Advanced (C1 – C2)**

Unit	Vocabulary	Pronunciation	Grammar	Listening	Reading	Speaking	Writing	Number of hours
1 Beginnings	Memories Describing feelings (overawed, bewildered, etc.) Recent coinages		Habitual actions Phrasal verbs (passive and infinitive forms)	Talking about childhood Talking about family resemblances Radio programme about the origins of English	Sporting origins	Talking about childhood memories Talking about inherited characteristics Discussion (expressing opinion on ethical issues)	Describing an event	14
2 Stories	Compound adjectives (ill-equipped, eye-catching, far-reaching, etc.) Like, unlike, as		Narrative tenses Would, past perfect, future in the past, etc. Simple and continuous forms	Talking about films Talking about TV watching habits Extract from Death of a Salesman Describing photos of homeless people	Lord of the Flies (extract from the novel)	Discussing the effects of TV on children Photo comparison	A film review	15

<p style="text-align: center;">3</p> <p style="text-align: center;">Partners</p>	<p>Relationships Set phrases (bone dry, pitch black, fighting fit, etc.) Literal and figurative language</p>		<p>Verb patterns</p>	<p>Talking about relationships</p> <p>Describing friends</p> <p>British habits and attitudes concerning weddings</p> <p>Talking about different aspects of weddings and marriage</p> <p>Talking about the relative merits of different cafes</p>	<p>Love conquers all</p> <p>Love and War</p>	<p>Negotiation</p>	<p>An article about a popular tourist destination</p>	<p style="text-align: center;">14</p>
--	--	--	----------------------	--	--	--------------------	---	--

<p style="text-align: center;">4</p> <p style="text-align: center;">Changes</p>	<p>Synonyms of change (alter, modify, refine, etc.)</p> <p>Nouns formed from verbs (alteration, etc.)</p> <p>Expressions with change</p>		<p>Comparative and superlative forms</p> <p>Conditionals 1st, 2nd, 3^d, mixed.</p> <p>Inversions when if omitted</p>	<p>Talking about changes.</p> <p>Talking about how people change as they become teenagers.</p> <p>Radio programme about the song Strange Fruit</p> <p>Talking about planned changes to a town center.</p>	<p>Little stars: Andrea Jaeger, tennis star turned charity worker.</p>	<p>Discussion. Urban change.</p> <p>Expressing opinions (That's how I see it, to my mind, etc.)</p>	<p>Discursive essay</p>	<p style="text-align: center;">15</p>
<p style="text-align: center;">5</p> <p style="text-align: center;">Battles</p>	<p>War and piece</p> <p>Words related to war</p>		<p>For+noun/pronoun+infinitive</p> <p>Ellipsis</p>	<p>The battle of the Somme</p> <p>Talking about family arguments</p> <p>Song: Sisters are doing it for themselves</p> <p>Listening to a presentation</p>	<p>Fighting for equality (an article)</p> <p>Steve Irwin</p>	<p>Talking about family disputes and arguments</p> <p>Presentation</p>	<p>Article: describing a person</p>	<p style="text-align: center;">14</p>

6 Dreams	Synonyms of predict. Expressions for plans and predictions		Talking about the future Reporting structures	Where do you see yourself in 10years' time? Talking about dreams. Opinions on the European Union. Speculating about photo.	The European Union (article) Let sleeping teenagers lie (article)	Speculating and making predictions about the future. Photo comparison	Story-writing	15
7 Journeys	Travelling Phrases for softening ideas (in a way, whatever, etc.) Nouns related to phrasal verbs (breakthrough, get-together, comeback, etc.) Easily confused words (infer/imply, etc.)		-ing after preparatory it Adding emphasis Cleft sentences Fronting phrases Do/did for emotive or contrastive emphasis	Travels Talking about tourist destinations Radio programme about migration to the UK over the ages Listening to presentations	Time travel for beginners (article)	Talking about different kinds of travel and journey Presentation	Letter of complaint	14

<p style="text-align: center;">8</p> <p style="text-align: center;">Tastes</p>	<p>Fashion Clothes and style Two-part adjectives Clothes idioms (off the cuff, etc.) Colloquial language (wannabe, clued up, crew, etc.)</p>		<p>Would</p> <p>Overview of modals</p>	<p>Talking about clothes and fashion</p> <p>Talking about attitudes to food</p> <p>Talking about different kinds of charts</p>	<p>Meat for vegetarians</p> <p>Nano-food (article)</p>	<p>Talking about clothes and fashion</p> <p>Talking about different attitudes to food</p> <p>Talking about youth culture and fashions</p> <p>Stimulus-based discussion (describing and responding to visual stimuli in a discussion)</p>	<p>A report</p>	<p style="text-align: center;">15</p>
<p style="text-align: center;">9</p> <p style="text-align: center;">Secrets</p>	<p>Expressions related to gossip and secrets (eavesdrop, indiscreet, drop a bombshell, etc.) Giving and withholding information (blab, etc.)</p>		<p>Passive structures Participle phrases</p>	<p>Listening to gossip</p> <p>Information about Joseph Conrad</p> <p>Comparing and contrasting photos</p>	<p>The Secret Agent (a literary extract)</p> <p>Conspiracy theorists: are they out to get you?</p>	<p>Using natural, colloquial language</p> <p>Drawing conclusions</p>	<p>Opinion essay</p>	<p style="text-align: center;">14</p>

10 Endings	Farewell Synonyms of end and finish		Whatever, whoever, etc.	Extracts from a variety of text types	Would you die of boredom if you lived for ever?	Saying farewells in a variety of contexts and situations	Opinion essay	14
	The environment (polar ice, caps, degrade, etc.)		Complex sentences Prepositions in relative clauses	Talking about global threats A film critic talking about the endings of films Listening to presentations Expressing opinions		Talking about global threats Talking sport and money Presentation		
Итого								144

Итоговая аттестация по программе «Английский язык. Решения»

1. Итоговая аттестация по программе «Английский язык. Решения» 1 год обучения проводится в форме предлагаемого теста и оценивается в соответствии с системой оценивания, приведенной в Положении о контроле успеваемости, промежуточной и итоговой аттестации обучающихся ЧОУ ДО «Мурманская языковая школа».

Test 1 (Elementary)

Write affirmative, negative and interrogative sentences (to be +Present Simple)

He/17 _____

They/from Russia _____

I/ funny _____

Complete the sentences with the correct form of the verb (Present Simple/ Present Continuous) and give short answers to the questions.

We (to write) a composition every week. _____

You(to go) for a walk after dinner? _____

No, _____

She (not to drink) milk now. _____

He (to go) to the theatre every Sunday? _____

Yes, _____

Look at Alex! He (to wear) a black jacket! _____

Complete the sentences with his/my/our/her/their/your

I have _____ book in the bag. Mary puts _____ ball on the shelf. Neil and David are eating _____ supper. I hope you like _____ holiday. We like _____ house. Bill likes _____ cat.

Choose the correct words

Is **that/those** your book? Is **this/that** your teacher over there? **These/This** are my pens. **That/those** isn't my cat.

Put the words in the correct order to make sentences.

1. goes/never/my mother/cycling. _____

2. sometimes/by bus/Sally/ to school/goes _____

3. I/ in my bedroom/ my homework/ do/always. _____

Complete the sentences with There is / There are

_____ two cars.

_____ a cat.

_____ Tom's dog.

_____ three trees.

Choose the correct words

1. I can hear my brother, but I can't see **him/her/it**. 2. I've got a problem. Please, help **her/you/me**. 3. Are you lost? I live here. I can show **us/you/them**. 4. Is that your coat? Please, put **it/him/them** on the chair.

Complete the sentences with a/an/some/any

He would like _____ sandwich. A cat wants _____ milk. He wants _____ apple. I want _____ tea.

There weren't _____ cats. There weren't _____ dolls.

Complete the sentences with the correct form of the verb Present Perfect / Past Simple.

1. I _____ (already /to do) my homework 2. I _____ (to do) my homework yesterday. 3. _____ he just _____ (to come) home? 4. He _____ (to break) his leg. He can't walk now. 5. Nick _____ (not to play) football yesterday. 6. We _____ (to be) the best friends since 1991.

Use comparative or superlative forms of the adjectives below

Bad- _____ , Big- _____ , Expensive- _____ ,

Comfortable- _____ , Little- _____ ,

Complete the sentences with the correct form of the verb Future Simple / be going to.

Our class _____ (go) to a museum next week.

"I'm thirsty!" "I _____ (get) you a drink."

"Do you want to get to a town?" "No, I _____ (not come). I've got too much homework."

Read the text.

The Olympic Games have their own flag and motto. The flag is white with five circles. The circles represent the five continents of Africa, Asia, Australia, Europe and North and South America. The circles are black, blue, green, red and yellow. The flag of every country in the games has at least one of these colours. The motto of the Olympics is 'Faster, higher, stronger'. At the opening ceremony, the final runner carries the torch to the stadium, and lights the new Olympic Flame. Then there is a very big song, dance and music show. The Olympic Flame burns until the end of the Games.

Mark the sentences T/F

1. The Olympic Flame burns only at the opening ceremony.
2. The final runner carries the torch to the stadium.
3. Africa, Asia, Australia, Europe and North and South America are countries that represented by 5 circles.

2. Итоговая аттестация по программе «Английский язык. Решения» 2 год обучения проводится в форме **предлагаемого теста** и оценивается в соответствии с системой оценивания, приведенной в Положении о контроле успеваемости, промежуточной и итоговой аттестации обучающихся ЧОУ ДО «Мурманская языковая школа».

Test 2 (Pre-Intermediate)

Complete the sentences with the correct form of the verb (Present Simple/ Present Continuous)

1. We _____ (to read) a book every day. 2. When the train (to arrive)? _____
3. She _____ (not to drink) milk now. 4. Ben and Ann (to go) to the cinema every Sunday? _____
5. Look at Alex! He _____ (to wear) black jacket!

Complete the sentences with the correct form of the verb Past Continuous/ Past Simple

1. I _____ when Tim _____ (watch TV/arrive) 2. She _____ a book when the phone _____ (read/ring). 3. When they _____ near the lake, a fish _____ out of the water (sit/jump)

Complete the sentences with the correct form of the verb Past Perfect. +/-/? and give short answer

- He _____ (finish) his homework before she came
Yes, _____

Use comparative or superlative forms of the adjectives below

- Bad- _____, Expensive- _____, Little- _____, Comfortable- _____
Big- _____

Complete the sentences with the correct form of the verb Present Perfect / Past Simple.

1. I _____ (already to do) my homework. 2. _____ he just _____ (to come) home? 3. He _____ (to break) his leg. He can't walk now. 4. Nick _____ (not to play) football yesterday. 5. We _____ (to be) the best friends since 1991.

Complete the sentences with the correct form of the verb Future Simple / be going to.

1. Our class _____ (go) to a museum next week. 2. "I'm thirsty!" "I _____ (get) you a drink." 3. "Do you want to get to a town?" "No, I _____ (not come). I've got too much homework."

Make zero conditionals

- (Julie / not wear a hat / she / get sunstroke) _____

(children / not eat well / they / not be healthy) _____

Make the first conditional

1) If I _____ (go) out tonight, I _____ (go) to the cinema.

2) If he _____ (get) back late, I _____ (be) angry.

Make the second conditional

2) If he _____ (be) younger, he _____ (travel) more.

3) If we _____ (not/be) friends, I _____ (be) angry with you.

Complete the sentences with the correct form of the verb (wish + Past Simple/ Past Continuous)

1. She wishes she _____ (have) blue eyes. 2. I wish I _____ (wear) a coat now.

3. I wish I _____ (can speak) French.

Change this direct speech into reported speech:

1. Ann: "He works in a bank" _____

2. Ann "Ben, we went out last night". _____

3. Ann: "What are you going to do at the weekend?" _____

4. Ann: "Don't smoke!" _____

Choose the correct words

1. You **needn't/mustn't** buy tomatoes, we have plenty of them at home. 2. One **mustn't/ shouldn't** cross the street with the red light. 3. You **must/ought to** stay with your guide because you can be lost. 4. Where is Tom? He **might/should** be at school.

Choose the correct words

1. I can't wait for you. I've got **little/any** time. 2. Fred has got **much/ a few** English books. 3. How **much/many** books did you buy? 4. How **many/much** money do you have. 5. Would you like **some/any** tea? 6. Don't eat so **much/ many** chocolate or you'll get fat.

Fill in the correct article.

1. I would like to visit _____ Northern Africa one day. 2. _____ Russia is a faraway country, where mostly bears live.

3. Last year I was in _____ USA and saw _____ Niagara Fall. 4. This winter we are going to ski in _____ Urals. 5. Go down _____ Kingston Street and turn left into Oxford Street.



Read the text.

One of the most famous statues in the world stands on an island in New York. This statue is the Statue of Liberty - a woman holding a torch. Visitors can go inside the statue. The statue is so large that as many as twelve people can stand inside the torch. Many people can stand in other parts of the statue. The statue weighs 225 tons and is about 100 meters high. The statue of Liberty, was put up in 1886. It was a gift to the United States from the people of France for America's 100th birthday. French people gave money for the statue. Americans designed and built the pedestal. The French engineer Alexander Eiffel, who was famous for his Eiffel Tower in Paris, found out how to make the heavy statue stand. People who come to the United States see the Statue of Liberty holding her torch. She symbolizes a welcome to a land of freedom.

Mark the sentences T/F

Americans only built the pedestal

The statue of Liberty was presented to the United States by the people of France.

The French engineer found out how to transport the statue.

3. Итоговая аттестация по программе «Английский язык. Решения» 3 год обучения проводится в форме **предлагаемого теста** и оценивается в соответствии с системой оценивания, приведенной в Положении о контроле успеваемости, промежуточной и итоговой аттестации обучающихся ЧОУ ДО «Мурманская языковая школа».

Test 3 (Intermediate)

Complete the sentences with the correct form of the verb (Present Simple/ Present Continuous)

1. She (work) _____ every Sunday.
2. We (not / sleep) _____ now
3. He (not / go) _____ to the park very often.
4. It (rain) _____ a lot here.
5. I (go) _____ on holiday tomorrow.
6. How long (she / stay) _____ in London?
7. The train _____ (arrive) at 5 o'clock.

Choose the present perfect or past simple:

1. I _____ (never / be) to Vienna.
2. My great great grandfather _____ (have) five sisters
3. _____ (you / see) Julie today?
4. He _____ (live) in Manila for a year when he was a student.
5. Oh no! I _____ (lose) my wallet!

Present Perfect Simple or Present Perfect Continuous

1. _____ (they / arrive) already?
2. Lucy _____ (run) 2000 metres today.
3. I _____ (clean) all morning – I'm fed up!
4. How long _____ (you / know) Simon?
5. I _____ (drink) more water lately, and I feel better.
6. Sorry about the mess! I _____ (bake).

Complete the sentences with the correct form of the verb (Future Perfect/ Future Continuous)

1. Don't phone me between 7 and 8. We _____ (have) dinner then.
2. Phone me after 8 o'clock. We _____ (finish) dinner by then.
3. Tomorrow afternoon we're going to play tennis from 3 o'clock until 4.30. So at 4 o'clock, we _____ (play) tennis.
4. A: Can we meet tomorrow afternoon? B: Not in the afternoon. (I/work).
5. Tom is on holiday and he is spending his money very quickly. If he continues like this, he _____ (spend) all his money before the end of his holiday.

Make zero conditional

- (Julie / not wear a hat / she / get sunstroke) _____
- (children / not eat well / they / not be healthy) _____

Make the first conditional

- 1) If I _____ (go) out tonight, I _____ (go) to the cinema.
- 2) If he _____ (get) back late, I _____ (be) angry.

Make the second conditional

- 1) If he _____ (be) younger, he _____ (travel) more.
- 2) If we _____ (not/be) friends, I _____ (be) angry with you.

Make the third conditional

- 1) If you _____ (not/be) late, we _____ (not/miss) the bus. .
- 2) If she _____ (study) she _____ (pass) the exam. .

Change this direct speech into reported speech:

1. "I didn't go to the party"

She told me _____

2. "He hasn't eaten breakfast"

She told me _____

3. "What are you doing?"

She asked me _____

4. "I was wondering if you could possibly tell me the time?"

She _____

5. "Eat your dinner!"

She _____

Change these sentences from active to passive:

1. People speak Portuguese in Brazil.

2. The Government is planning a new road near my house. _____

3. My grandfather built this house in 1943. _____

4. Picasso was painting Guernica at that time. _____

Complete the sentences with I wish/if only/I'd rather

1. I don't like living in the city. _____ (live) in the country. 2. I hate wet weather. _____ it _____ (stop) raining. 3. I hate camping. _____ (stay) in a hotel than in a tent.

4. _____ my sister _____ (not keep) following me around.

Complete the sentences with any/some/much /a little/a few

1. There wasn't _____ music in the film, just sound effects. 2. I haven't got _____ money-just 10 dollars. 3. _____ of his plays are written in French, others in English. 4. Can you give me _____ time to think about it? 5. I decided to spend _____ days with my grandparents

Complete the sentences with which/who/whose/where

1. My friend, _____ doesn't have a cell phone, suddenly knocked on the door last night. 2. The boy _____ dog was hit by a car has not been to school for 3 days. 3. I didn't realize I had forgotten my passport until I reached the airport, _____ was very annoying. 4. The shop _____ we usually buy our bread has closed down.

Read the text

Designer dog burns down kitchen

A pet dog caused £30,000 of damage when it turned on its owner's cooker and burnt down the kitchen. Skylar, a three-year-old "goldendoodle", apparently started a kitchen fire when she tried to jump on the stove to get left-over pizza. It happened after her owner, Fred Haines, left his home in Naperville, Illinois, to go to work, reports the Chicago Sun-Times. The fire spread to a nearby plastic cutting board, and then to the cabinets above the stove, Naperville fire officials said. Firefighters broke down a door after neighbours phoned them and rescued the unconscious Skylar.

True or false?

1. Skylar is a male dog.
2. There was some food left in the kitchen.
3. The kitchen was completely destroyed.
4. There was nobody in the house when the fire occurred.
5. Neighbours saved Skylar from the fire.

4. Итоговая аттестация по программе «**Английский язык. Решения**» 4 год обучения проводится в форме **предлагаемого теста** и оценивается в соответствии с системой оценивания, приведенной в Положении о контроле успеваемости, промежуточной и итоговой аттестации обучающихся ЧОУ ДО «Мурманская языковая школа».

Test 4 (Upper-Intermediate)

1. Choose the correct tense.

1. “Stop it! You _____ (behave) selfishly.”
Why? I _____ (not understand) what you _____ (mean).
2. “Why _____ (you/laugh) at my T-shirt?”
“Because it _____ (not fit) you!”
3. “This bag that I _____ (carry/weigh) a ton!”
“I _____ (know). It _____ (contain) all my books.

2. Choose the best verb form in these sentences.

1. “I can’t find my phone.” “Have you tried _____ your own number?”
a. call b. calling c. to call
2. Liverpool were two goals down at half time, but they went on _____ the match.
a. win b. winning c. to win
3. When I saw a man _____ in our garden, I asked him what he wanted.
a. stand b. standing c. to stand
4. This is a great track. It will get everybody _____.
a. dance b. dancing c. danced
5. Please remember _____ for me to look at.
a. take b. taking c. to take

3. Read the statements. Write subject/object questions to the answers that are given.

1. He gave his number to Grace.
- _____?
- Grace
2. They won a brand new car!
- _____?
- A brand new car.
3. My dad drove them to the airport.
- _____?
- My dad.
4. A faulty TV caused the fire.
- _____?
- A faulty TV.
5. The Fiat won the rally?
- _____?
- The Fiat.
6. Sandy always sits next to Noah.
- _____?
- Noah.

Reading

Read the text and mark the sentences (1-6) below the text true (T), false (F), or not stated (N)?

Doing yoga as exercise is incredibly popular in the western world. There are now classes in most leisure centers in Europe and America, but what exactly is it and where did it come from? Yoga originated in ancient India as a physical, mental, and spiritual discipline. It evolved as a part of Hindu philosophy and religion. The original goal of yoga, or the person practicing yoga, is the attainment of a state of perfect spiritual tranquility while meditating on the concept of divinity. The Sanskrit word “yoga” has the literal meaning “to join, unite, or attach”. The idea is to unite the body, breath, and mind into one quiet energy. It was used as a word to describe a system of meditation as early as the second century BC. Someone who practices yoga or follows the yoga philosophy with a high level of commitment is called a “yogi” for a man, or “yogini” for a woman. They vow to follow a plain and simple life of self-discipline in order to achieve the perfect state of harmony and tranquility.

There are several types of yoga. The one that we associate most with in the West is Hatha yoga, which is sometimes referred to as psychophysical yoga. “Ha” means Sun or “vital life force” and “tha” means “moon” or “mental force”, while “yoga”, signifies the union between the two. The Hatha Yoga school emphasized mastery of the body to focus the mind. It evolved in 15th century India, and instead of just sitting while practicing meditation, Hatha yoga developed a series of poses for the body. Yoga came to the attention of an educated western public in the mid-19th century along with other forms of Hindu philosophy. The first Hindu teacher to actively promote aspects of yoga to a western audience Swami Vivekananda, who toured Europe and the U.S. in the 1897.

In 1947 the first Hatha Yoga school in the U.S. opened in Hollywood. In the “Flower Power” hippie years of the 1960ies, interest in Hindu spiritually reached its peak. Pop stars, such as the Beatles and many Hollywood actors, followed Hindu meditation and philosophy for a while to inspire creativity and as an antidote to the materialism of Western culture. However, for us in the West, yoga has now become almost completely detached from its religious context and is typically undertaken as a form of exercise, with its powerful combination of controlled movement and deep breathing.

1. Yoga is now more popular in Western world than India, its country of origin. T F N
2. Achieving a calm and peaceful state is an important element of yoga. T F N
3. Hatha Yoga is physically demanding than some other types. T F N
4. Prior to Swami Vivekananda’s tour, yoga was unknown to westerners. T F N
5. The first Hatha Yoga school in the US was primarily attended by Hollywood stars. T F N
6. Although most westerners do yoga to improve their body, they have not lost sights of its spiritual aspects. T F N

Speaking.

Describe the picture. Then answer the questions.



1. How healthy you think your diet is? Give examples.
2. How could teenagers be encouraged to eat healthier food?

5. Итоговая аттестация по программе «Английский язык. Решения» 5 год обучения проводится в форме **предлагаемого теста** и оценивается в соответствии с системой оценивания, приведенной в Положении о контроле успеваемости, промежуточной и итоговой аттестации обучающихся ЧОУ ДО «Мурманская языковая школа».

Test 5 (Advanced)

Fill in the blanks with the correct form of the verbs

1. Jessica _____ (never fall) in love until she _____ (meet) Ben two years ago.
2. Bruce _____ (not stop) studying until he _____ (revise) all topics this evening.
3. When the old woman _____ (hear) that her grandson _____ (arrest) for robbery, she _____ (get) a big shock.
4. When Megan _____ (have) problems at school, her parents _____ (usually help) her to cope with them.
5. We _____ (wait) for the bus for nearly half an hour, but it _____ (not arrive) yet so I don't think we _____ (be able to) attend the meeting on time.
6. When Sarah _____ (graduate) from university next year, she _____ (study) English for nearly four years.
7. While the children _____ (play) by the lake, one of them _____ (drop) his ball and _____ (try) to get it out himself.
8. Tomorrow at around 7.30 pm, I _____ (drive) through America.
9. Builders _____ (finish) the Millennium Dome by the end of the year 2000.
10. When I _____ (have) another look I _____ (realize) the shirt in the laundry _____ (shrink).

Complete the sentences with a comparative or superlative form of the adjectives

1. They have won (few prizes) _____ she has. She is a (good sportswoman) _____ they are. In fact, she is one of (good) _____ town.
2. Let's have lunch at that restaurant. It's just (good) _____ the one we went yesterday, and it's (cheap) _____.
3. She's by far _____ (good writer) _____ the four.
4. My father has been smoking (same pipe) _____ for over twenty years.
5. It's very difficult to tell which of the two novelist is (popular) _____.
6. The place I spent the night yesterday was even (gloomy) _____ this guest-house.
7. She's much (shabby beggar) _____ the area.

Make conditionals

1. If it _____ (not be) for the children, I _____ (leave) my husband.
2. Unless you _____ (wait) for them, they _____ (get) angry. So please wait for them.
3. If you _____ (see) a fierce dog, you mustn't run from it.
4. Can you go a little bit more slowly? If you _____ (go) so fast, you _____ (overshoot) the turning.
5. The fire engines got there in no time at all. If they _____ (arrive) a bit later, the fire _____ (destroy) everything.
6. I did it only because they blackmailed me. If they _____ (not blackmail) me, I _____ (not do) it.

Choose the correct word.

1. Ted's flight from Amsterdam took more than 11 hours. He **must be/ should be** exhausted after such a long flight. 2. The book is optional. My professor said we could read it if we needed extra credit. But we **mustn't /don't have to** read it if we don't want to. 3. Susan **couldn't/can't** hear the speaker because the crowd was cheering so loudly. 4. The television isn't working. It **must have been/ should have been** damaged during the move. 6. You **don't have to /couldn't** be rich to be a success. Some of the most successful people I know haven't got a penny to their name. 7. I've redone this math problem at least twenty times, but my answer is wrong according to the answer key. The answer in the book **must be/should be** wrong! 8. You **couldn't/didn't have to** do the job if you didn't speak Japanese fluently.

Complete the sentences with the correct form of the verb. Use an object pronoun where necessary

1. He promised _____ (help) us. 2. Tyler's friends dared _____ (do) a bungee jump. 3. He recommended _____ (visit) the museum. 4. He confessed _____ (copy) my work. 5. They accused _____ (steal) their car.

Change these sentences from active to passive:

13. The wolf ate the princess. _____
14. At six o'clock someone was telling a story. _____
16. I had cleaned all the windows before the storm. _____
17. A workman will repair the computer tomorrow. _____
18. By next year the students will have studied the passive. _____
19. James might cook dinner. _____
20. Somebody must have taken my wallet. _____

Read the text

Posters advertising the new Wallace and Gromit movie have been banned from one superstitious corner of Britain. Posters for "The Curse of the Were-Rabbit" have been banned from the Isle of Portland in Dorset, reports Sky News. For more than 100 years the word "rabbit" has been considered bad luck there because burrowing caused by rabbits has caused land slips in the area's famous quarries. Locals refer instead to "underground mutton" or, more prosaically, "furry things". The unofficial ban came to light when publicists tried to put up posters for the new film featuring the clay duo. Authorities on Portland, which is connected to the rest of Dorset by a causeway, warned that the adverts should not appear there because they could offend local people. Stone from Portland's quarries is world famous and was used to build St Paul's Cathedral as well as many other London landmarks. But in the past, quarry workers were so superstitious that if they saw a rabbit they would stop work and go home for the day. A crane operator was killed 100 years ago when the ground gave way because of rabbit burrows and his crane tipped over. The only poster for the film on Portland is on the road off the island and says: "Something bunny is going on". Mayor Tim Woodcock said: "There certainly is a feeling against the word 'rabbit', especially from the older residents. "It is a local superstition, but like any superstition, people take it seriously."

True or False?

1. Posters have been banned from the Isle of Portland for more than 100 years.
2. Rabbits cause the ground to be unstable.
3. People on the Isle of Portland are superstitious about animals.
4. People are more superstitious now than before.
5. There is one poster on Portland for the new film.



Учебно-методическое и информационное обеспечение дисциплины

Материалы для педагога:

1. Tim Falla, Paul A Davies. Solutions (2nd edition). Elementary. Student's Book, 2012
2. Tim Falla, Paul A Davies. Solutions (2nd edition). Elementary. Workbook and Audio CD Pack, 2012
3. Tim Falla, Paul A Davies. Solutions (2nd edition). Elementary. Online Workbook.
4. Tim Falla, Paul A Davies. Solutions (2nd edition). Elementary. Teacher's Book and CD-ROM Pack, 2012
5. Tim Falla, Paul A Davies. Solutions (2nd edition). Elementary. Class audio CDs.
6. Tim Falla, Paul A Davies. Solutions (2nd edition). Elementary. DVD-ROM.
7. Tim Falla, Paul A Davies. Solutions (2nd edition). Elementary. iTools.
8. Tim Falla, Paul A Davies. Solutions (2nd edition). Pre-Intermediate. Student's Book, 2012
9. Tim Falla, Paul A Davies. Solutions (2nd edition). Pre-Intermediate. Workbook and Audio CD Pack, 2012
10. Tim Falla, Paul A Davies. Solutions (2nd edition). Pre-Intermediate. Online Workbook.
11. Tim Falla, Paul A Davies. Solutions (2nd edition). Pre-Intermediate. Teacher's Book and CD-ROM Pack, 2012
12. Tim Falla, Paul A Davies. Solutions (2nd edition). Pre-Intermediate. Class audio CDs.
13. Tim Falla, Paul A Davies. Solutions (2nd edition). Pre-Intermediate. DVD-ROM.
14. Tim Falla, Paul A Davies. Solutions (2nd edition). Pre-Intermediate. iTools.
15. Tim Falla, Paul A Davies. Solutions (2nd edition). Intermediate. Student's Book, 2012
16. Tim Falla, Paul A Davies. Solutions (2nd edition). Intermediate. Workbook and Audio CD Pack, 2012
17. Tim Falla, Paul A Davies. Solutions (2nd edition). Intermediate. Online Workbook.
18. Tim Falla, Paul A Davies. Solutions (2nd edition). Intermediate. Teacher's Book and CD-ROM Pack, 2012
19. Tim Falla, Paul A Davies. Solutions (2nd edition). Intermediate. Class audio CDs.
20. Tim Falla, Paul A Davies. Solutions (2nd edition). Intermediate. DVD-ROM.
21. Tim Falla, Paul A Davies. Solutions (2nd edition). Intermediate. iTools.
22. Tim Falla, Paul A Davies. Solutions (2nd edition). Upper-Intermediate. Student's Book, 2013
23. Tim Falla, Paul A Davies. Solutions (2nd edition). Upper-Intermediate. Workbook and Audio CD Pack, 2013
24. Tim Falla, Paul A Davies. Solutions (2nd edition). Upper-Intermediate. Online Workbook.
25. Tim Falla, Paul A Davies. Solutions (2nd edition). Upper-Intermediate. Teacher's Book and CD-ROM Pack, 2013
26. Tim Falla, Paul A Davies. Solutions (2nd edition). Upper-Intermediate. Class audio CDs.
27. Tim Falla, Paul A Davies. Solutions (2nd edition). Upper-Intermediate. DVD-ROM.
28. Tim Falla, Paul A Davies. Solutions (2nd edition). Upper-Intermediate. iTools.
29. Tim Falla, Paul A Davies. Solutions (2nd edition). Advanced. Student's Book, 2013
30. Tim Falla, Paul A Davies. Solutions (2nd edition). Advanced. Workbook and Audio CD Pack, 2013
31. Tim Falla, Paul A Davies. Solutions (2nd edition). Advanced. Online Workbook.

32. Tim Falla, Paul A Davies. Solutions (2nd edition). Advanced. Teacher's Book and CD-ROM Pack, 2013
33. Tim Falla, Paul A Davies. Solutions (2nd edition). Advanced. Class audio CDs.
34. Tim Falla, Paul A Davies. Solutions (2nd edition). Advanced. DVD-ROM.
35. Tim Falla, Paul A Davies. Solutions (2nd edition). Advanced. iTools.
36. Сайт для преподавателей: www.oup.com/elt/catalogue/teachersites/solutions

Материалы для обучающихся:

1. Tim Falla, Paul A Davies. Solutions (2nd edition). Elementary. Student's Book, 2012
2. Tim Falla, Paul A Davies. Solutions (2nd edition). Elementary. Workbook and Audio CD Pack, 2012
3. Tim Falla, Paul A Davies. Solutions (2nd edition). Pre-Intermediate. Student's Book, 2012
4. Tim Falla, Paul A Davies. Solutions (2nd edition). Pre-Intermediate. Workbook and Audio CD Pack, 2012
5. Tim Falla, Paul A Davies. Solutions (2nd edition). Intermediate. Student's Book, 2012
6. Tim Falla, Paul A Davies. Solutions (2nd edition). Intermediate. Workbook and Audio CD Pack, 2012
7. Tim Falla, Paul A Davies. Solutions (2nd edition). Intermediate. Online Workbook.
8. Tim Falla, Paul A Davies. Solutions (2nd edition). Upper-Intermediate. Student's Book, 2013
9. Tim Falla, Paul A Davies. Solutions (2nd edition). Upper-Intermediate. Workbook and Audio CD Pack, 2013
10. Tim Falla, Paul A Davies. Solutions (2nd edition). Upper-Intermediate. Online Workbook.
11. Tim Falla, Paul A Davies. Solutions (2nd edition). Advanced. Student's Book, 2013
12. Tim Falla, Paul A Davies. Solutions (2nd edition). Advanced. Workbook and Audio CD Pack, 2013
13. Tim Falla, Paul A Davies. Solutions (2nd edition). Advanced. Online Workbook.

Список литературы

Материалы для педагога:



1. Tim Falla, Paul A Davies. Solutions (2nd edition). Elementary. Student's Book, 2012
2. Tim Falla, Paul A Davies. Solutions (2nd edition). Elementary. Workbook and Audio CD
3. Tim Falla, Paul A Davies. Solutions (2nd edition). Elementary. Teacher's Book and CD-ROM Pack, 2012
4. Tim Falla, Paul A Davies. Solutions (2nd edition). Pre-Intermediate. Teacher's Book and CD-ROM Pack, 2012
5. Tim Falla, Paul A Davies. Solutions (2nd edition). Pre-Intermediate. Student's Book, 2012
6. Tim Falla, Paul A Davies. Solutions (2nd edition). Pre-Intermediate. Workbook and Audio CD Pack, 2012
7. Tim Falla, Paul A Davies. Solutions (2nd edition). Intermediate. Teacher's Book and CD-ROM Pack, 2012
8. Tim Falla, Paul A Davies. Solutions (2nd edition). Intermediate. Student's Book, 2012
9. Tim Falla, Paul A Davies. Solutions (2nd edition). Intermediate. Workbook and Audio CD Pack, 2012
10. Tim Falla, Paul A Davies. Solutions (2nd edition). Upper-Intermediate. Teacher's Book and CD-ROM Pack, 2013
11. Tim Falla, Paul A Davies. Solutions (2nd edition). Upper-Intermediate. Student's Book, 2013
12. Tim Falla, Paul A Davies. Solutions (2nd edition). Upper-Intermediate. Workbook and Audio CD Pack, 2013
13. Tim Falla, Paul A Davies. Solutions (2nd edition). Advanced. Teacher's Book and CD-ROM Pack, 2013
14. Tim Falla, Paul A Davies. Solutions (2nd edition). Advanced. Student's Book, 2013
15. Tim Falla, Paul A Davies. Solutions (2nd edition). Advanced. Workbook and Audio CD Pack, 2013

Материалы для обучающихся:

1. Tim Falla, Paul A Davies. Solutions (2nd edition). Elementary. Student's Book, 2012
2. Tim Falla, Paul A Davies. Solutions (2nd edition). Elementary. Workbook, 2012
3. Tim Falla, Paul A Davies. Solutions (2nd edition). Pre-Intermediate. Student's Book, 2012
4. Tim Falla, Paul A Davies. Solutions (2nd edition). Pre-Intermediate. Workbook, 2012
5. Tim Falla, Paul A Davies. Solutions (2nd edition). Intermediate. Student's Book, 2012
6. Tim Falla, Paul A Davies. Solutions (2nd edition). Intermediate. Workbook, 2012
7. Tim Falla, Paul A Davies. Solutions (2nd edition). Upper-Intermediate. Student's Book, 2013
8. Tim Falla, Paul A Davies. Solutions (2nd edition). Upper-Intermediate. Workbook, 2013
9. Tim Falla, Paul A Davies. Solutions (2nd edition). Advanced. Student's Book, 2013
10. Tim Falla, Paul A Davies. Solutions (2nd edition). Advanced. Workbook, 2013



Документ подписан и передан через оператора ЭДО АО «ПФ «СКБ Контур»

Подписи отправителя:	 Владелец сертификата: организация, сотрудник	Сертификат: серийный номер, период действия	Дата и время подписания
	 ЧОУ ДО "МУРМАНСКАЯ ЯЗЫКОВАЯ ШКОЛА" Покровская Ольга Сергеевна, Генеральный Директор	01B2E5700048AF249142C8F496FD5E6A5A с 09.11.2022 09:41 по 09.02.2024 09:41 GMT+03:00	03.03.2023 13:50 GMT+03:00 Подпись соответствует файлу документа